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PROCEEDING:

8TH INTERNATIONAL CONFERENCE ON EDUCATION, BUSINESS, ISLAMIC AND TECHNOLOGY 2024 (8TH ICEBIT 2024)

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GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD
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(8th ICEBIT 2024)

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PREFACE

Dear Esteemed Scholars, Academicians, Researchers, and Practitioners,

It is with great pride and immense satisfaction that we present to you the proceedings of the 8th International Conference on Education, Business, Islamic, and Technology 2024 (8th ICEBIT 2024), held at the Dorsett Hotel in Putrajaya, Malaysia, on 30th November – 1st December 2024. This collection of research papers, discussions, and insights is a testament to the vibrant exchange of knowledge and ideas that took place during this prestigious event.

This conference provided a comprehensive platform to address the rapidly evolving intersections between education, business, Islamic principles, and technology. Meanwhile, the proceedings compiled within this volume represent a diverse range of perspectives, innovative approaches, and groundbreaking research from scholars and practitioners from around the world. The contributions cover a broad spectrum of topics, including the integration of technology in education, the evolving dynamics of global business, the role of Islamic values in shaping ethical business practices, and the development of technological solutions that promote social good.

As we look back on the discussions, debates, and collaborative exchanges that took place during the conference, we are reminded of the power of collective intellectual engagement. The research and ideas presented here are not only valuable for advancing our academic understanding, but also for guiding practical applications that will make a positive impact on society.

We would like to take this opportunity to express my deepest gratitude to all the authors, researchers, and presenters who have contributed to this volume. Your commitment to excellence and your dedication to advancing knowledge have been instrumental in the success of this conference. We also wish to extend our appreciation to the Conference Committee, Keynote Speaker, Moderator and Partners, whose hard work and support made this conference and its proceedings a reality.

Thank you and best wishes for your continued success.

Warm regards,
Organizer for
8th International Conference on Education, Business, Islamic, and Technology 2024

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THE STATE OF STUDENTS' ARGUMENTATIVE WRITING: AN AI-ASSISTED QUALITATIVE INQUIRY INTO THE IMPLEMENTATION OF A TOULMIN-BASED TEACHING MODEL

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Abstract: *Students in Malaysia. As these students are only introduced to the genre in their upper secondary years, they encounter challenges due to the complexity of the discourse, which persists even at the tertiary level. This study aims to investigate whether the implementation of a Toulmin-based teaching model could improve the students' argumentative writing skills. By analysing degree-level students' essay samples, the researchers attempted to highlight the common weaknesses of the students so as to indicate how a Toulmin-based writing model could be rightly used as a pedagogical tool. Essay samples provided by 76 undergraduate ESL students from a public university were analysed to identify the presence of Toulmin's argumentative elements while a rubric was used to review their organisation, content and language skills. Our findings show that students were able to aptly present a basic argumentative structure even though they still struggled with relatively advanced components. Despite the students' ability to present a clear structure, their essays lacked depth, supporting evidence and explicit logical links. Apart from showing signs of plagiarism, the students also exhibited weaknesses in organisation, grammar, vocabulary and translation competency. The results show that a structured argumentative writing framework is needed to help students improve their writing abilities via a set of critical thinking skills, particularly in the process of composing increasingly sophisticated arguments.*

Keywords: *English Second Language, Argumentative Writing, Toulmin's Model*

Introduction

Students are expected to master argumentative writing, which has long been considered essential in various academic settings (Zakaria & Hashim, 2020; Nemeth & Kormos, 2001; Heidari, 2019). Through argumentative writing, writers can address real-world issues, use their skills to influence opinions (Slusher & Anderson, 1996; Johnson et al., 2018), and resolve conflicts with words instead of force (Van Dijk, 1989; Henderson, 2016; Jovičić, 2006; Wachsmuth et al., 2018). Argumentative writing, however, is complex and constitutes one of the most challenging forms of discourse, even for native English speakers (Zainuddin & Rafik-Galea, 2016). In Malaysia, English as a second language (ESL) students are only introduced to argumentative writing during their upper secondary years, in Forms 4 and 5 (Rashid & Chan, 2017). Due to its complexity (Sundari & Febriyanti, 2021; Siregar, Syarif & Amri, 2021), ESL students struggle to master it, even at the university level when they are required to write research papers (Hays & Brandt, 1992; Guo & Lim, 2024; Salig, Epting & Rand, 2018).

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Research has shown that students often employ only the most basic elements in their arguments (Aziz, 2021). This explains why Toulmin's Model (Toulmin, 2003) is regarded as the most practical, accurate, and flexible model for improving argumentative writing (Hitchcock, 2017), allowing students to generate new ideas and structure their arguments effectively (Karbach, 1981; Nimehchisalem & Mukundan, 2011; Zainuddin & Rafik-Galea, 2016). Moreover, the Toulmin Model provides a solid foundation for enhancing critical thinking skills, which are vital for academic writing (Aziz & Ahmad, 2017). Given that a framework based on the Toulmin's Model has the potential to help students master argumentative writing, this paper aims to investigate whether the new model could help students develop, improve, and master argumentative writing skills. The analysis was based on an analysis of essay samples provided by degree-level students, which could reveal their weaknesses in argumentative writing.

Literature Review

Argumentative writing is a key component of second-language learners' academic experience (Rosa & Vital, 2017) and has long been considered an essential skill for disciplinary learning (Lin et al., 2020). One promising pedagogical approach that seems to cater to both language and argumentation in the L2 context is debate pedagogy (Majdi, et al., 2023), which allows writers to defend their position in debates (Richards & Schmidt, 2013; Bennui, 2016) and communicate effectively with clear goals (Syamsuri et al., 2016; Steck et al., 2018). This involves critical thinking and logical reasoning that are essential in writers' attempts to craft strong arguments (Mahmood et al., 2021).

At tertiary level, students are expected to produce well-reasoned academic assignments supported by credible evidence (Sundari & Febriyanti, 2021; Conley, 2007; Goldman, 2019). These skills are particularly crucial in post-graduation stages, especially during job interviews, where persuasive communication is among the top hiring criteria (JobStreet, 2023). Careers in politics, law, and business also heavily rely on these abilities (Aziz, 2021), as employers continue to value written communication highly (National Association of Colleges and Employers, 2023).

In Malaysian schools, critical thinking and argumentative writing skills are underdeveloped due to the existing influence from the exam-focused and teacher-centred instructional models (Aziz & Ahmad, 2017). Students often memorise model essays without learning problem-solving or reasoning skills, which are vital for argumentative writing (Zainuddin & Rafik-Galea, 2016). ESL students, in particular, struggle with language switching and lack the opportunities to practise English outside of the classroom (Vikneswaran & Krish, 2016; Aziz, 2021). Additionally, limited teacher expertise and anxiety over writing further hinder students' progress (Salig, Epting & Rand, 2018).

For effective ESL instruction, teachers need to be well-versed in argumentative writing techniques (Islam et al., 2022). Several models, such as Flower and Hayes' Model (1981), the Socio-Cognitive Model (2010), and Toulmin's Model (2003), have been developed to help students improve their argumentative writing skills. Toulmin's Model, in particular, is highly regarded for its practicality and potential in enabling students to structure arguments and generate ideas effectively (Aziz, Salam & Mat Said, 2023; Aziz & Mat Said, 2020; Hitchcock, 2017; Zainuddin & Rafik-Galea, 2016).

Research using Toulmin's Model shows that students often struggle with advanced elements of persuasion, such as rebuttals, and tend to use simpler vocabulary and shorter sentences

(Stapleton, 2001; Osman & Januin, 2021; Sundari & Febriyanti, 2021). Studies on students in Malaysia and other regions indicate that structured instruction using Toulmin's Model improves both critical thinking and writing skills (Zainuddin & Rafik-Galea, 2016). In a case study, following a 9-week-long intervention that exposed students to Toulmin's argumentative pattern, analysis of the covariance findings revealed that there was a significant difference in the students' critical thinking ability between the control and experimental groups (Giri & Paily, 2020)

Analyzing students' argumentative structures can also guide educators in developing practical classroom activities that foster argumentative writing skills (Wingate, 2012; Aziz & Mat Said, 2020). Data from such studies have led to the creation of instructional prototypes that can help students build these vital skills (Aziz & Mat Said, 2019; 2020b).

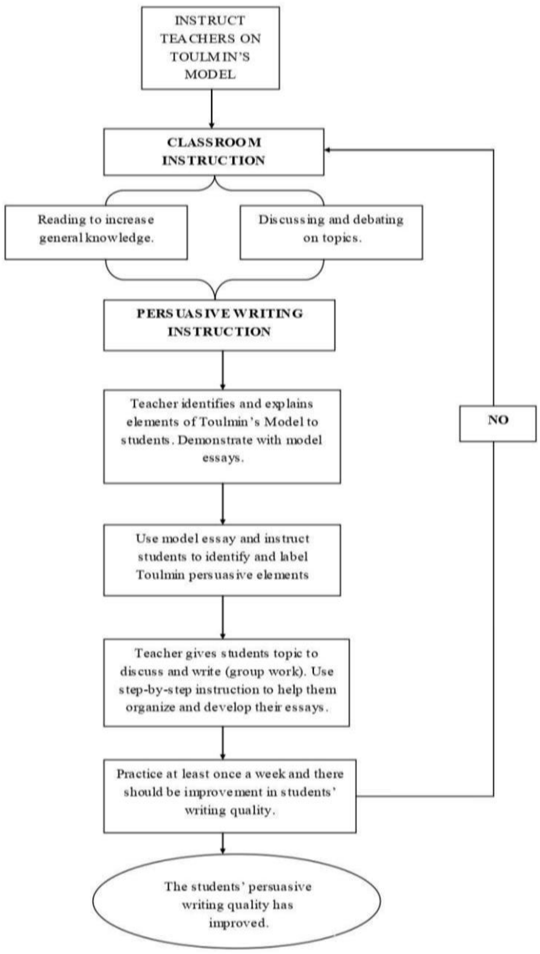

Figure 1: "Proposed Model"

(Aziz & Mat Said, 2019; 2020b)

The proposed model, shown in Figure 1, aims to enhance critical thinking and introduce students to Toulmin's Model (Toulmin, 2003). The first step involves (1) teaching argumentative writing by explaining each element of Toulmin's Model, and (2) demonstrating how to use them in constructing strong and persuasive arguments. After this, the teacher will guide the students in applying the model as the framework for their writing.

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During lessons, students are encouraged to read more extensively to broaden their general knowledge and participate in debates on teacher-assigned topics. This approach is designed to develop and strengthen their critical thinking skills.

In the next phase, students receive detailed instruction on the elements of Toulmin's Model, with model essays used to illustrate how these elements function in practice. Students are then expected to identify and label the elements in a model essay.

Subsequently, students work in groups to discuss a given topic and collaboratively write an argumentative essay. The teacher offers step-by-step guidance throughout this process, which should be practised weekly. The teacher also monitors student progress to ensure improvement in argumentative writing skills. If the students do not show progress, the cycle needs to be repeated.

Methodology

This study employed a quantitative approach for data collection and analysis. Toulmin's Model of Argumentation (Toulmin, 2003) was used to analyse essay samples, thus enabling the researcher to identify the argumentative elements which were present. Data collection involved the following tools:

Essay Prompts and Samples: Students were instructed to write essays (up to 500 words) based on the following SPM-format prompts:

a. Do you agree that online classes are better than face-to-face classes? Support your opinion.
b. Should all COVID-19 restrictions be lifted? Support your opinion.
c. Should all school examinations be abolished? Support your opinion.
d. Should university course textbooks be provided for free? Support your opinion.
e. Are e-books better than physical textbooks? Support your opinion.

Questionnaire: A questionnaire was used to elicit demographic information relating to the students' faculties, genders, language(s) spoken at home, and results in the Malaysian University English Test (MUET).

Marking Rubric: Based on the rubric, the essays were graded according to the students' achievements in three aspects, comprising organisation, content, and language/vocabulary.

Sampling and Participants: Using convenience sampling, 76 undergraduate students from Universiti Malaysia Sabah, enrolled in three sections/classes of Reading and Writing in English, were selected for the study. Demographic information on the participants' backgrounds is illustrated in Figures 2 to 5:

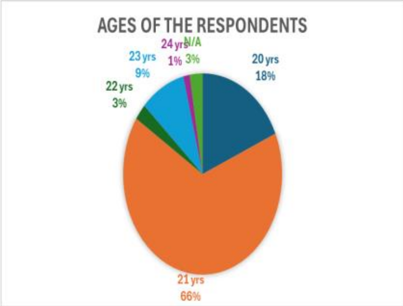

Figure 2: Age Range of The Student Respondents

The ages of the respondents ranged between 20-24, with most of them being 21 (65.8%). However, two (3%) of the respondents did not state their ages.

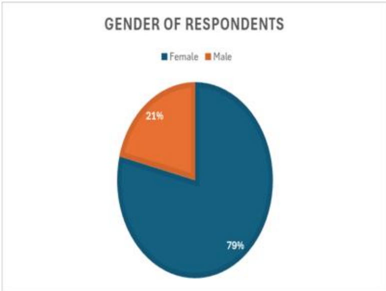

Figure 3: Gender of The Student Respondents

As shown in Figure 3, a majority of the respondents (79%) were female.

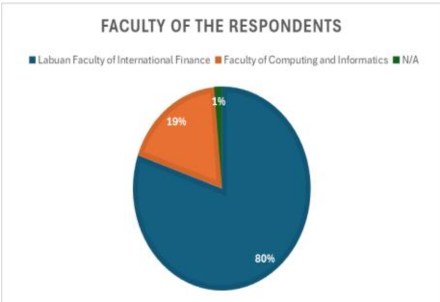

Figure 4: Faculties of The Student Respondents.

Both of the faculties on the campus in the city were included, but it was observed that a majority of the respondents (80%) are from FKAL (Labuan Faculty of International Finance) while the remaining 19% were from FKI (Faculty of Computing and Informatics). However, it was noted that one percent of the students did not state the names of their faculties.

Figure 5: Main Language Spoken at Home by The Student Respondents.

As observed in Figure 5, the majority of the respondents (81%) speak mainly Malay at home. This was followed by 7% being Chinese speakers, 7% speaking other languages, and another 5% who spoke Tamil. None of the respondents spoke in English at home.

Table 1: MUET Grades of The Student Respondents.

MUET GRADE	Percentage
5+	0
5	0
4.5	0
4	0
3.5	61.9
3	34.2
2.5	1.3
2	2.6
1	0
TOTAL	**100**

In the Malaysian University English Test (MUET), the candidates are given a grade between Band 1 and Band 5+ as indications of their test achievements. According to the questionnaire responses, a majority of the students (61.9%) reported a score of Band 3.5, while over a third (34.2%) stated that they obtained Band 3.0, which was the second highest grade in this investigation.

Data Collection Procedure: In the initial phase, essay samples and questionnaire responses were collected via Google Forms. To ensure reliability of this method that focused on students' actual ability in argumentative writing, the researchers reminded students to avoid using ChatGPT in writing their essays, thus demonstrating authenticity in the students' writing experience and responses. In the second attempt, students wrote their essays in a physical classroom because the researchers intended to prevent students from using their handphones to plagiarise in the process of essay writing. The collected essays were then graded and analysed by both the researchers and an evaluator before being analysed by ChatGPT which also focused on argumentative elements and essay quality.

Findings

As shown in Figure 6, the most popular prompt was Prompt A (i.e., *We have now returned to the physical classroom instead of going to the virtual classroom. Do you agree that online classes are better than face-to-face classes? Support your opinion.*). The second most popular was Prompt E (*E-Books are better than physical textbooks. Support your opinion*). The reason for the popularity of both prompts is due to the students' familiarity with the issue. In regard to Prompt A, the students have spent at least one semester attending online classes. As for Prompt E, the students have familiarised themselves with E-Books which they can access on their devices instead of carrying physical textbooks to the classroom.

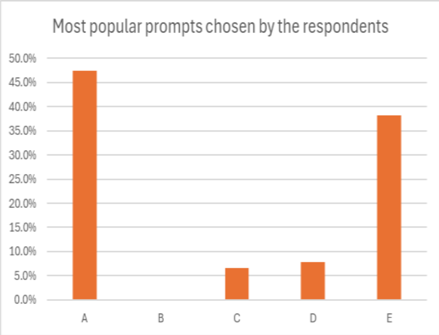

Figure 6: Most Popular Prompts Chosen by Student Respondents

Table 2: Grades of The Student Respondents' Essay Samples

Grade	Percentage
A (80-100)	0.0%
A- (75-79)	0.0%
B+ (70-74)	1.3%
B (65-69)	2.6%
B- (60-64)	4.0%
C+ (55-59)	6.9%
C (50-54)	15.8%
C- (45-49)	18.4%
D+ (40-44)	21.1%
D (35-39)	9.2%
E (0-34)	21.1%
TOTAL	**100%**

Given that the grade range was the standard evaluation adopted by the university, the researchers used it consistently to analyse the students' essay writing achievements. As indicated in Table 2, a majority of the respondents obtained below-average writing scores. The essay samples were also graded by an evaluator to minimise discrepancies resulting from the researchers' possible biases. Besides the grading, the evaluator also provided a list of comments for the essay samples. The following are some of the comments given:

"Discounted due to plagiarism." – these essays scored 0% as a result.

"Some points were taken from online sources. However, the student was not able to write the sentences well, resulting in grammatical errors and problematic sentence structure. Several problematic combinations of singular and plural forms, for example: "a devices"."

"Many sentences were directly translated from Malay to English, which affected the structure and grammar."

"The frequent errors in language and vocabulary make it hard (for readers) to comprehend the points. It even makes some points contradict one another. A lot of problematic sentences are a result of a lack of punctuation."

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> *"The introduction paragraph did not provide background information for the essay. The thesis statement is also missing from the first paragraph. Reasoning is present in the body paragraph, but the details are not that clear due to the errors in structure and grammar."*

> *"The contents are organised fairly well. However, there are some grammatical errors which might affect the sentences. Most points are still comprehensible."*

The aforementioned comments have shown that some students encountered problems in argumentative writing, thus prompting them to resort to plagiarism. These problems are reflected in poor grammatical constructions, particularly incorrect sentence structures. The finding suggests that students need to improve on writing skills so far as original content creation, sentence construction and organisation are concerned.

Toulmin-Based Analysis

Our findings relating to the Toulmin-based analysis are presented here first because results on general information elements need to be given an initial focus before specific findings on detailed organisational patterns, subject matter and language usage are reported in this paper on argumentative writing. Toulmin's Model divides the elements of an argument into two groups, consisting of primary and optional elements. Primary elements include 'claims', 'grounds' and warrant', while optional elements are 'backing', 'qualifier' and 'rebuttal'.

As seen in the essay samples, the students provide explicit claims, such as "E-books' are more affordable" and "Online classes save money." Such claims, however, appear to be absolute without any qualifiers, and this tendency appears to be prevalent across the entire corpus without any exception. As for their grounds (evidence), the ones seen in the essays are often vague or incomplete. Students appeared to have inadvertently left out specific examples, statistics and real-world data, which could have been aptly used to justify their claims. Instead, the grounds the students provide are often general and based on their own beliefs. The warrant, which functions as a logical link between a claim and its grounds, is generally valid, but it is only implicitly signalled, thus explaining why the lack of explicit elaboration often weakens the students' arguments.

While it is widely known that the warrant can be strengthened by the backing, we have found that the students excluded them in their argumentative writing. Although backings can normally provide additional data, examples or research to support the related claims, the notable lack of such backings rendered the arguments less convincing. More specifically, only a few qualifiers were employed, thus explaining why overly general and absolute statements were made in the arguments. The finding shows that differing viewpoints were discounted in the arguments. This was further exacerbated by the lack of rebuttals as counterarguments, and alternative perspectives were rarely offered by the students while making arguments, thus explaining why their arguments appeared biassed and less persuasive.

Rubric-Based Analysis

The rubric provided a consistent grading pattern, which also allowed for any features to be highlighted with reference to organisation, content, and language/ vocabulary. Firstly, in terms of organisation, it was found that the body paragraphs were largely written with clear topic

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sentences. However, students' sentences were not correctly structured and the flow of ideas was not smooth and consistent. Transitions between sentences are missing, and paragraphs are disjointed from one another. While attempting to form their arguments, the students relied on repetitions without any logical progression. Finally, their conclusion did not include a comprehensive summary or synthesis of major arguments, and in some cases, the students also overlooked the need to restate their stance in the closing portion of an essay.

Secondly, the content of the essays appears to be underdeveloped as the students' arguments lack depth, relevant instances and supporting evidence that could have otherwise enhanced the quality of their discourse. This means that even though valid points were presented in the essays, the students furnished no supporting details, related facts or real-world examples. The reasoning provided by the students was often too simplistic and repetitive, which resulted in weak arguments.

Thirdly, in terms of language and vocabulary, it was found that the students committed common grammatical errors in terms of phrasal/clausal structures, verb-tense usage and word choices. The students encountered difficulty in phrasal structures while attempting to construct noun phrases in their arguments. Such erroneous syntactic structures can be partly attributed to cross-linguistic influence from their first language. The interlingual interference is especially evident given that instances of direct translation from Malay to English (e.g., "store book" from "kedai buku") appear to be prevalent and recurrent in the corpus. In addition, students exhibited a propensity to use basic vocabulary items repetitively, and did not appear to have grasped how recurring and unvaried usage of the same lexical items could affect the overall impression that they give to readers. Such a tendency is also reflected in the lack of variety in the students' phrasal expressions. More specifically, owing to awkward sentence construction and inconsistent pronoun usage, their arguments appear cluttered. This is reflected in the students' tendency to mix up second and third-person pronouns, thus causing uncertainties so far as personal references are concerned.

Discussion

The analysis conducted by both the human evaluator and Chat GPT has revealed that while the students' essays make largely valid claims and present mostly relevant contents; however, they are weakened by a lack of depth, supporting evidence, and acknowledgement of alternative perspectives. Both the Toulmin-based and the rubric-based analyses have highlighted the need for a better organisation, more concrete supporting instances, and more sophisticated use of phrasal and clausal structures, and a broader range of vocabulary items in order to improve the overall essay quality.

Based on the data gathered from the essay samples, the researchers have noted that the students were generally capable of structuring the basic argumentative elements of argumentative writing. Nevertheless, most of them were only able to construct a simplistic basic structure using Toulmin's (2003) main elements, most of which constituted only claim and grounds (Siregar, Syarif & Amri, 2021). The students did not seem to have not fully utilised the optional elements. This can be attributed to their limited exposure to argumentative writing as they were introduced to it only in their upper secondary school years (Rashid & Chan, 2017). Another factor to be considered is that the students were not trained to develop their writing skills, but were trained only to develop their textual organisational skills by primarily imitating model essays (Rachwan & Nicolas, 2018; Abdul Aziz & Ahmad, 2017). As the focus was on textual organisation, lessons in problem-solving and logical reasoning skills were not included in the

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ESL writing classroom (Zainuddin & Rafik-Galea, 2016). The lack of exposure to argumentative writing techniques, problem-solving strategies and reasoning practices has precluded students from improving their writing skills beyond the basics.

Furthermore, the students did not practise speaking English regularly, thus making argumentation in their second language even more challenging for them. The students lived in communities that encouraged them to interact in their mother tongue, thus explaining why they rarely practised the English language outside of the English classroom (Aziz, 2021) and exhibited a poor command of grammatical structures and a limited knowledge of vocabulary items. This lack of practice became problematic for students at tertiary level as they were required to engage themselves in additional writing training to complete written assignments with well-reasoned and logical arguments (Goldman, 2019). As described by Sundari and Febriyanti (2021) and Abdul Aziz (2021), students encountered substantial difficulty in supporting their claims and composing their arguments. Additionally, the lack of argumentative writing training could have prevented the students from being hired as they might not have been armed with the set of skills that they need (Aziz, 2021) although many employers generally looked for candidates with strong writing argumentative skills (National Association of Colleges and Employers, 2023).

With a writing model that focuses on improving their argumentative writing being employed during ESL lessons (Aziz & Mat Said, 2019; 2020b), students would not only experience improvement in creating strong arguments, but would also improve their other English writing skills. Our students suggest that students need to improve their paragraph coherence by using smoother transitions between sentences and paragraphs while incorporating linking clauses (e.g., "therefore," "however," "in addition") to generate a logical flow of ideas. Our findings have also indicated that the students can compose stronger conclusions if they are instructed to restate their main points prior to ending their argumentative essays with a thought-provoking statement. Overall, the students' essay contents are likely to be better developed if they can learn to expand on their ideas by providing detailed explanations, real-world instances and authentic data from actual case studies. Our results suggest that the students need to learn to avoid repetitions in their writing by exploring multiple aspects of their argument. To expand their ideas, they need to be given sufficient practice that familiarise them with how concrete evidence can be furnished in the form of specific examples, statistics and research outcomes that genuinely support their claims.

As the findings of this study have indicated that poor grammar and vocabulary could hinder readers' comprehension, it is clear that lessons on argumentative writing should include a focus on correcting grammar issues apart from subject-verb agreement and pronoun usage. Students are more likely to acquire a sufficiently varied lexis via vocabulary expansion exercises if they are frequently motivated to use synonyms and other semantically related expressions. They will need to be encouraged to practise constructing sentences in the genre concerned given that practices on such structures as part of "an initial frame of reference" are likely to enhance students' sentence variety at a later stage (Luo & Lim, 2022, p. 315). The vocabulary exercises can also familiarise students with the "useful lexico-grammatical structures needed to meet the communicative functions" concerned in the genre (Liu & Lim, 2023, p. 443).

Our findings have also supported the view that critical thinking should be given adequate emphasis in the construction of an argument. As mentioned earlier in this paper, Toulmin's Model needs to be incorporated into teaching as this improves both critical thinking and writing skills (Zainuddin & Rafik-Galea, 2016). Instead of memorising model essays, students will need to use them to learn how to identify Toulmin's elements and incorporate them into their arguments (Zainuddin & Rafik-Galea, 2016). It is also recommended that students be shown how to develop their warrants to make them more explicit while providing additional backing that strengthens their arguments. They need to be guided on how to incorporate rebuttals and counter-arguments in their essays (Liu & Lim, 2016) as a one-sided perspective would cause their arguments to be seen as being written through a narrow-minded point of view. As our analysis has shown, qualifiers should be highlighted to avoid overgeneralisation in their argumentative essays.

Various activities should be encouraged to improve argumentative writing skills (Wingate, 2012; Aziz & Mat Said, 2020). Students should be encouraged to have debates in the classroom to help improve their logical argumentation through careful consideration of opposing viewpoints. Peer review sessions can also be conducted, allowing students to give and receive feedback. The students should also be motivated to read more extensively so as to build their knowledge through reading diverse materials such as essays and academic research papers related to the topics involved in their arguments.

Conclusion

The purpose of this paper is to highlight the weaknesses observed in the argumentative writing of degree-level ESL students and to demonstrate how a new Toulmin-based teaching model can help students develop, improve, and master their argumentative skills. While this analysis was conducted via an analysis of the tertiary students' essay samples, this study has revealed some major dimensions in which students need to improve the content-related elements, vocabulary items and syntactic structures needed in the process of learning to write argumentative essays using the Toulmin's Model. Our findings have also indicated the need to develop a framework that emphasises the need to improve not only students' argumentative writing skills but also their critical thinking skills. While the study was limited only to ESL students in a degree-level program, the findings should also apply to students who are still in secondary and primary schools given that attention also needs to be focused on their basic English writing skills for making and justifying claims. Much broader research, however, should be considered to further examine the proposed teaching model for guiding students in argumentative writing.

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DIGITAL LEADERSHIP IN MANAGEMENT: SOCIAL NETWORK ANALYSIS ON X DATA

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Abstract: *X, the second most popular social networking site in Malaysia, is a platform for sharing news, messages, photos, and short videos with a large audience. X generates vast amounts of data, which can be valuable for understanding online social communities and trending topics. However, there is a gap in understanding how leaders discuss and address these challenges in public discourse, particularly on digital platforms like X (formerly Twitter). Despite the growing importance of digital leadership, little is known about the key influencers driving discussions related to digital leadership in management. This research identifies key influencers in X discussions on digital leadership in management. This study conducted a social network analysis and content analysis of X data collected over a period (from January 1, 2023, to October 10, 2024). Influential users were examined via clusters in social network graphs. NodeXL Pro was used to extract data efficiently and public usernames were collected to map network edges. The findings found the ten most important X users and URLs within a network of 139 tweets. The main findings suggest that digital leadership is essential in the evolving work environment, especially for distributed and hybrid teams. Digital leaders must master digital tools, emotional intelligence, and collaboration skills to lead virtual teams. The research emphasises that digital leadership goes beyond technical competence, requiring the ability to manage emotions, reduce stress, and foster innovation. To address these challenges, online leadership courses are becoming popular, offering practical, multimedia-rich content focused on modern team dynamics. Leaders must also embrace AI and continuously adapt to maintain operational efficiency and human connection, ensuring long-term success in a technology-driven world. In conclusion, continuous learning, adaptability, and a focus on human connection will define successful leadership in this rapidly evolving landscape, ensuring both team well-being and organizational success.*

Keywords: *Digital Leadership, Social Network Analysis, Influencers, Management*

Introduction

Digital leadership has become an increasingly important topic in recent years, as the use of digital technologies has become more widespread and essential to the functioning of modern organisations (Ming & Mansor, 2024). As such, there is a growing recognition of the need for effective digital leadership at all levels of an organisation, from the top down. Several trends are shaping the landscape of digital leadership around the world. One trend is the increasing focus on data-driven decision-making (Ming & Mansor, 2024). As organizations collect and analyse more data, digital leaders are expected to be able to use this information to inform their decisions and drive innovation. Another trend is the growing importance of digital skills and competencies. As the digital landscape becomes more complex and fast-changing, digital leaders need to have a wide range of technical and non-technical skills to be able to effectively navigate and lead their organizations in this environment (Kaiyai et al., 2024). There is also a trend towards more distributed and remote work, driven in part by the COVID-19 pandemic. This has led to a greater emphasis on digital tools and the ability to lead and manage teams effectively in a virtual setting. The world trend in digital leadership is towards a greater focus on the use of technology and data to drive innovation and performance, and the development of a wide range of digital skills and competencies to effectively lead in a complex and rapidly changing digital environment (Kaiyai et al., 2024).

X (previously Twitter) is a social networking website or online platform, that allows people to connect and share content, such as photos, videos, and messages (Burgess & Baym, 2020). Some of the most popular social networking sites include Facebook, Instagram, and LinkedIn can be used for personal communication and connection with friends and family, as well as for professional networking and career development (Haythornthwaite, 2024). X allows users to send and read short messages called "tweets." Tweets are limited to 280 characters and can include text, photos, videos, and links. X is often used for real-time news and information sharing, as well as for networking and communication with others. It is a popular platform for public figures, businesses, and organizations to share updates and engage with followers (Haythornthwaite, 2024).

The X data represent a powerful source of knowledge to support the investigation of different aspects of online social communities and trending issues. User-generated content can be used to understand users' opinions about products, analyse sentiment about an issue, and define social network models to represent shared knowledge. Utilizing the potential of X and other SNS data should be encouraged in Malaysia and the community to improve decision-making. Malaysia's shift towards digital governance emphasizes the use of data and analytics to improve decision-making and public service delivery. By integrating SNS data, the government can enhance transparency and citizen-centric services, fostering a more interactive communication channel with its citizens (Khalid & Yang, 2024). In line with that, digital leadership acts as a catalyst for adopting relevant technologies, enhancing digital skills, and fostering a culture of innovation and collaboration (Fitriani et al., 2023). Despite the importance of digital leadership, there are very few published results about using Social Network Analysis to identify influencers in X conversation on digital leadership in management. The study aims threefold: (1) to identify influencers in X conversation on digital leadership in management; (2) What online sources or URLs are frequently referenced in these discussions? (3) What are the top keywords that emerge from the discussions? The study collects and analyses tweets using Social Network Analysis (SNA) techniques to achieve these objectives.

Literature Review

Evolution of Digital Leadership

We live absorbed in a new digital reality due to the accelerated changes that society is going through, where information generates new paths promoted by the advances produced by Information and Communication Technologies (ICT). A "hyper-technologized" society (Tornero & Varis, 2010), is immersed in multiple and continuous changes, produced by the incorporation of digital technologies. New media that alphabetize practices, add relevance

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when defining the functioning of labour and recreational contexts of 21st-century society (Mills, 2010). In this context, new methods of communication emerge, which in turn generate new trends and leadership frameworks oriented towards increasingly demanding and competitive social development (Romero-Tena et al, 2020). The evolution of digital leadership has been shaped by the rapid development and adoption of digital technologies. In the early days of the internet, digital leadership may have simply involved the ability to use basic office software and email effectively. However, as technology has become more advanced and integrated into all aspects of business and society, the demands on digital leaders have increased significantly. One key development in the evolution of digital leadership has been the rise of social media and other digital platforms. These platforms have provided new opportunities for organizations to connect with and engage with their stakeholders and have led to a greater emphasis on the role of digital leaders in building and managing online communities and relationships (Pawar & Dhumal, 2024). Another key trend has been the growing importance of data and analytics in decision-making. As organizations collect and analyse more data, digital leaders are expected to be able to use this information to inform their decisions and drive innovation. This has led to a greater focus on the role of digital leaders in using data and analytics to drive performance and decision-making (Pawar & Dhumal, 2024).

Digital Leadership and Social Media

Social media, such as X, is an important part of this environment, as it allows organizations to connect with and engage with their stakeholders, share information and updates, and build their brand and reputation online (Kovalenko et al., 2020). Effective digital leaders can use social media platforms like X to their advantage, leveraging the reach and influence of these platforms to achieve their goals. This might involve using X to share updates and engage with customers and clients, to promote products and services, or to build a community of followers. Digital leaders may also use X to monitor and respond to customer feedback, gather insights and data about their audience, and stay up to date on industry trends and developments. For example, X can be used to gather customer feedback and sentiment about a company's products or services, which can help businesses understand what is working well and what areas need improvement. It can also be used to identify key trends and issues within the industry, helping businesses stay up-to-date and anticipate changes in the market. Furthermore, digital leaders utilise X to track competitors and see how they are positioning themselves in the market, which can inform strategic decision-making. It can also be used to identify potential partners and collaborators and to build relationships with key stakeholders. Apart from that, they may use X to network and build relationships with other leaders in their field, and to stay connected with their peers and colleagues. In that regard, X is an important tool for digital leaders to connect with their stakeholders and build their reputation online, and effective digital leaders can use it effectively to achieve their goals and drive innovation and performance. By monitoring and analysing social media activity on X, they can stay connected with their customers, competitors, and industry trends, and use this information to make informed decisions that drive innovation and performance.

X Platform

X (previously Twitter) is a rich source of data for this type of analysis and a popular platform for social network analysis. It allows researchers to easily access a large amount of data about users and their connections. Researchers can use tools such as X's API (Application Programming Interface) to collect data about users and their tweets, and then use this data to create visualizations of the network of connections between users. There are several ways in which social network analysis can be used to study X data. For example, researchers might use social network analysis to understand how information spreads on X and to identify key influencers who can reach many users through their tweets. They might also use social network analysis to study the formation and evolution of communities on X and to understand how users interact and communicate. The collected X data is an effective knowledge base that may be used to investigate many facets of online social communities and trendy subjects. User-generated information, for example, can be used to analyse sentiment toward an issue, create social network models to represent shared knowledge, and comprehend user attitudes about things. Studies have shown that a higher number of activities on social networks by leaders is positively associated with a higher number of platforms used by leaders. The findings of Korzynski (2013) show that the usefulness of online social networks as a tool supporting leadership depends on the number of activities, number of platforms, and size of the company. More recently, it has been demonstrated online social networks are more useful for participative and consultative leadership styles on social networking platforms than for directive leadership styles.

Influence on Social Networks Analysis

Social network analysis is a method of analysing and visualizing the relationships and connections between people or organizations in a social network. It can be used to understand the structure and dynamics of the network and to identify key players and influencers. Influence is an important concept in social network analysis, as it can help to identify individuals or organizations that can shape the thoughts, beliefs, and behaviours of others within the network. In social network analysis, influence is often measured using metrics such as centrality, which reflects the importance or influence of a particular node (individual or organization) within the network. For example, an individual with a high degree of centrality may be considered to have a greater level of influence within the network, as they are connected to other nodes and may be able to reach a wide audience. Other metrics that can be used to measure influence in social network analysis include betweenness, which reflects the ability of an individual or organization to act as a bridge between different parts of the network, and eigenvector centrality, which measures the influence of an individual or organization based on the influence of the nodes they are connected to. In general, social network analysis can be a powerful tool for understanding and measuring influence within a social network and can help organizations identify key players and influencers who may be able to shape the thoughts, beliefs, and behaviours of others within the network. The next section will discuss the concept of structuralist and its application into social network analysis.

Structuralist Theory

Structuralist theory is a perspective in social network analysis that focuses on how the structure of a social network – the patterns of relationships and connections between individuals or organizations – shapes the behaviour and outcomes within the network. According to structuralist theory, the structure of a social network is a key determinant of the patterns of communication, influence, and power within the network. For example, individuals or organizations that are highly connected or central within the network may have a greater ability to shape the thoughts, beliefs, and behaviours of others, and may have more power and influence within the network. For the study, we focus on the patterns of relationships and connections between individuals or organisations within the network. Furthermore, the structuralist theory also emphasises the role of social norms and expectations in shaping behaviour within a network. For example, individuals may conform to certain norms or behaviours to maintain their position within the network or may seek to change the norms to achieve their goals. Thus, we focus primarily on the premise that interaction indicates the activity within the social network focusing on space and time and how it is manifested by individuals within the social network to produce or re-produce properties of an interactive system toward achieving desired outcomes.

Methodology

Social network analysis (SNA), which focuses on relationships using structuralist theory and may be demonstrated through presentations on a network, is used for data analysis. To study interaction patterns in communication networks, network visualization relationships can present precise information based on the interests of its users. This program can produce data that can be sorted into categories and automatically build network chains based on the names of Twitter account holders (actors). For this study, data from Twitter is retrieved using NodeXL Pro software and saved as Ms. Excel files. On October 10, 2024, 139 tweets in total were downloaded during activities from January 1, 2023, to October 10, 2024. Additionally, a visualization of the gathered Twitter messages' categorisation was included. Findings were drawn after a descriptive analysis and grouping of the X data visualization results.

Findings

Graph of X User Activity

A total of 139 tweets about digital leadership in management abroad were downloaded on October 10, 2024, during activities from January 1, 2023, to October 10. 2024 at 20:51 were subjected to social network analysis, as seen in Figure 1. On January 1, 2023, till October 10, 2024, there was a noticeable spike in posting activity.

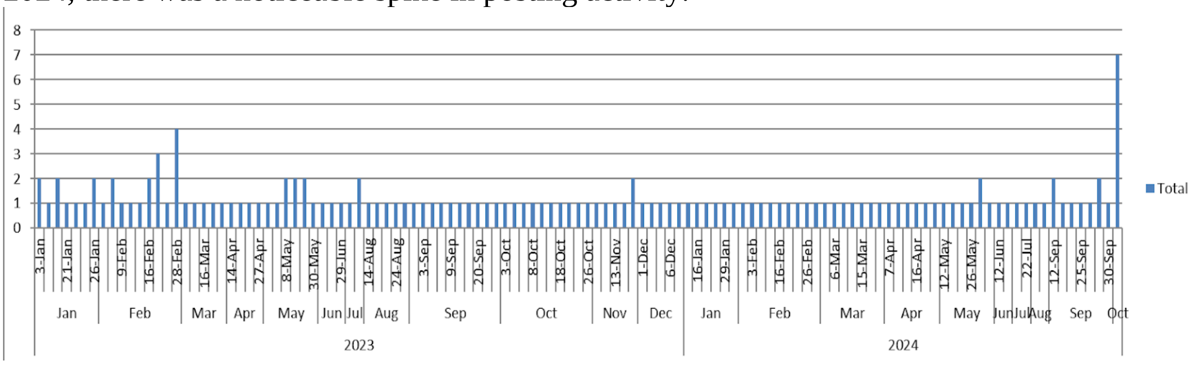

Figure 1: Graph of X User Activity When Posting Topic About Digital Leadership in Management Abroad on January 1, 2023 Till October 10, 2024

The time-series chart provided illustrates the frequency of tweets containing the terms "Digital Leadership" and "Management" from January 2023 to early October 2024. Analyzing this dataset reveals a steady pattern of mentions, with some notable peaks. The highest point in the dataset occurs in late February 2023, where there is a spike of three tweets in a single day, suggesting heightened discourse around this topic during that time. Following this peak, the data demonstrates relatively consistent tweet activity, with low, sustained mentions (mostly one or two tweets per day) occurring regularly across the months. There are a few dips in activity, particularly in July and early August 2023, where no tweets were recorded for several days, reflecting a lull in discussion during that period. Another peak emerges in late December 2023, which may be attributed to year-end discussions about digital leadership and management practices as organizations evaluate their strategies for the upcoming year. The overall trend points to a consistent interest in the topic of digital leadership and management, with fluctuations possibly driven by significant events, publications, or conferences related to digital transformation in leadership roles. The sustained activity from 2023 through 2024 indicates ongoing relevance and discourse in this space but without a dramatic increase in engagement over time.

Top Influencers and Their Groups

Figure 2 shows a complex web of relationships between various actors, categorized into distinct groups based on their connections and areas of focus. The prominent group (G1), which includes terms like "leadership," "digital management," and "digital transformation," highlights the centrality of entities involved in leadership and management of digital innovation. This group connects extensively across the network, suggesting a pivotal role in knowledge dissemination and collaboration across multiple domains, such as technology and business transformation. Other groups (e.g., G2, G5, G6) focus on specialized areas like cybersecurity, digital business management, and performance management. The presence of dedicated clusters emphasizes the compartmentalization of expertise and resources, where interactions within groups are likely aimed at achieving focused goals. For example, G2's connections to "spycraft" may indicate the influence of security and surveillance technologies, while G5 and G6 reflect domains tied to operational and leadership functions in digital ecosystems. A key insight is the overlap of nodes across multiple clusters, which underscores the importance of interdisciplinary collaboration. G7, linked to "ventanaresearch," connects to multiple groups, indicating its role in research and strategic development, possibly acting as a bridge between operational groups and decision-makers.

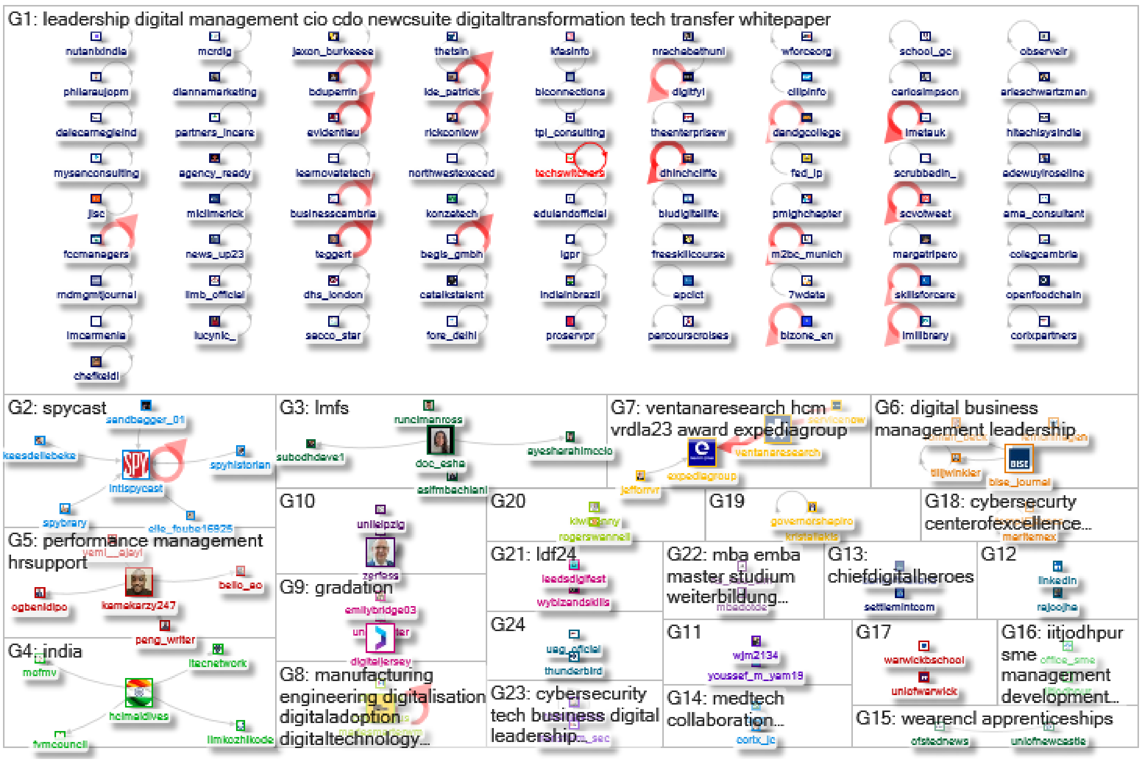

Figure 2: The Social Network Graph of "Digital Leadership in Management" on X

Table 1 reveals a diverse group of users who hold influential positions within distinct domains. The highest-ranking user, with a betweenness centrality of 20.000, is the host of a podcast specializing in espionage history, signalling a niche yet impactful position in network influence, particularly in Group 1. The following users ranked 2 to 4, each holding a betweenness centrality of 12.000, representing a strategist focused on the UN Sustainable

Development Goals, India's diplomatic mission to the Maldives, and a healthcare expert in perinatal and liaison psychiatry. These users, located in separate groups (2, 4, and 3 respectively), highlight their central roles in their respective domains such as diplomacy, development, and healthcare. The remaining users (ranks 5-10) exhibit lower centrality scores, ranging from 6.000 to 2.000, indicating varying levels of influence across sectors like academia, digital industries, and market research. For example, User 5 represents a business journal in Group 6, while User 7 is associated with global travel brands in Group 7. Despite lower centrality, these users demonstrate specialized authority within their fields. The distribution across groups and centrality values suggests a well-connected but thematically diverse network, where influence is spread across different areas of expertise.

Table 1: Top Influencers and Their Groups

Rank	User	Description	Betweenness Centrality	The group in Figure 2
1.	User 1	Host of a podcast focused on espionage history, interviewing spy chiefs, operators, and analysts.	20.000	1
2.	User 2	Strategist and advocate for community and career development, with a focus on the UN Sustainable Development Goals.	12.000	2
3.	User 3	Official Twitter account of India's diplomatic mission to the Maldives.	12.000	4
4.	User 4	Expert in perinatal and liaison psychiatry, with leadership in healthcare management and epidemiology.	12.000	3
5.	User 5	Official account for the Business & Information Systems Engineering Journal	6.000	6
6.	User 6	Provider of authoritative market research in business and IT	4.000	7
7.	User 7	Travel partner account, associated with major brands like Expedia and Hotels.com.	4.000	7
8.	User 8	Organisation representing and promoting digital industries in Jersey.	2.000	9
9.	User 9	Researcher and professor specializing in strategic communication.	2.000	10
10.	User 10	Boosting UK manufacturing growth across the West Midlands through access to digital adoption support & grant funding.	2.000	8

Top 10 URLS

Table 2 presents the URLs that were most often shared during this period. The analysis of the provided URLs in Table 2 reveals significant trends and focuses on leadership and management, particularly in virtual and digital environments. The top resource, Evidentia University's course on leadership and management of virtual teams, reflects the growing need for formal education in handling remote teams, emphasizing communication technologies and strategies.

Table 2: The Top 10 URLs

Rank	URL	Counts
1.	https://evidentiauniversity.com/ce/courses/leadership-and-management-of-virtual-teams/	3
2.	https://bit.ly/3pzZwqa	3
3.	https://bit.ly/3nVux3t	3
4.	https://bit.ly/3DtcM3U	2
5.	http://PA.gov	2
6.	https://www.duperrin.com/english/2022/10/04/management-in-the-future-of-work-digital-leadership-and-systemic-approach-to-management/?utm_source=ReviveOldPost&utm_medium=social&utm_campaign=ReviveOldPost	2
7.	https://bit.ly/456peRO	2
8.	https://buff.ly/3QOBJ0Q	2
9.	http://tbtech.co	2
10.	https://digitalpeoplemanagement.de/digital-leadership-in-zeiten-der-kuenstlichen-intelligenz-7-aufgaben-fuehrungskraefte/	2

Several other resources, including those from Bit.ly and Duperrin.com, point to a deeper exploration of digital leadership, with topics ranging from systemic approaches to management in the digital age to specific challenges posed by artificial intelligence. The inclusion of public administrative (PA.gov) and tech-focused platforms like tbtech.co further highlights the convergence of traditional leadership approaches with modern, tech-driven strategies in virtual settings. This range of resources underscores a critical emphasis on adaptability, technology integration, and systemic thinking as essential qualities for effective leadership in the evolving workplace landscape.

Brief Content Analysis

The Graph Metrics feature of NodeXL Pro software facilitates the identification of the most utilised words in tweets, as illustrated in Figure 3. These words offer insights into the dialogue. The most associated keywords were “digital”, “leadership”, “management”, “#leadership”, “#digital”, “#management”, “more” “business”, “tech”, and “skills”.

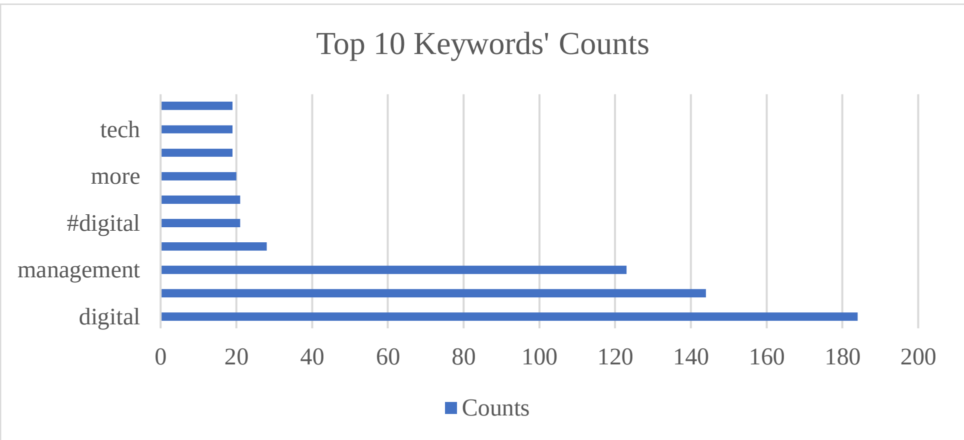

Figure 3: Top 10 Keywords

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Discussion

Digital leadership is becoming increasingly crucial in the evolving landscape of work, particularly in distributed and hybrid environments (Ming & Mahaliza, 2024). As the pandemic revealed, many leaders struggled with adapting to the digital tools and communication methods necessary to lead effectively. Traditional management models, based on visual oversight and individual control, became obsolete in a world where teams were dispersed, and interactions moved online. Leaders who lacked digital leadership skills not only faced personal challenges but also hindered the potential of their teams (Kusanke et al., 2023).

Digital leadership goes beyond merely using communication tools like email or chat; it requires understanding how to convey messages, emotions, and implicit cues effectively through digital channels. Leaders must learn to regulate and lead remote meetings, communicate with emotional intelligence, and foster collaboration without relying on physical presence. Emotional intelligence (EI) is crucial for digital leaders to mitigate technostress among employees. By understanding and managing emotions, digital leaders can foster a supportive environment that reduces stress and enhances productivity (Ertiö et al., 2024). In line with that, digital leaders enhance knowledge sharing and emotional intelligence among faculty, promoting innovation and improving organisational performance (Anwar & Saraih, 2024).

The challenge is not just about technology but about shifting the mindset toward systemic thinking—focusing on team collaboration rather than micromanaging individuals (Clutterbuck, 2021). In today's digitalized work environment, leaders must adapt their approach to improving collective performance by optimising team dynamics and fostering autonomy within a supportive system. Embracing digital leadership means embodying a modern managerial posture and leveraging digital tools to empower, rather than control, employees. Effective digital leaders understand that their role is to create a context where teams can thrive, improve their processes, and contribute to the overall success of the organisation (Cortellazzo et al., 2019).

To equip leaders with the skills and knowledge necessary to lead effectively in these contexts, online courses are gaining popularity. Online leadership courses, such as those focused on "Leadership and Management of Virtual Teams," emphasise several key characteristics to meet the evolving needs of leaders in digital contexts. First, they incorporate multimedia elements—like video snippets and podcasts—to cater to diverse learning styles, ensuring that leaders can engage with content in various formats. Second, these courses emphasize practical application through real-time discussions and interactive tasks, allowing participants to collaborate with peers and apply leadership concepts immediately, particularly in managing virtual teams. Additionally, such courses promote a comprehensive approach by blending leadership theories with modern team dynamics, prioritizing strategies that enhance team performance, and collaboration in virtual spaces. Final assessments are designed not merely as a test of knowledge but as reflective exercises that evaluate the leaders' ability to implement digital leadership skills effectively in their organizations.

Furthermore, digital leadership is critical in today’s rapidly evolving landscape dominated by Artificial Intelligence (AI). As organisations leverage AI to automate processes and personalize customer interactions, leaders must adapt to ensure these technologies create real value. This paradigm shift has sparked considerable discussion among professionals, reflected in high engagement metrics on social platforms like X, where insights on the integration of AI in management are frequently shared and discussed. However, digital leaders now face essential tasks: embracing AI's potential, adapting corporate strategies, eliminating mundane tasks, fostering team collaboration, managing risks, prioritizing team welfare, and investing in continuous learning. These responsibilities not only enhance operational efficiency but also cultivate a positive corporate culture that values human connections alongside technological advancements. The anticipated trends suggest that leaders will increasingly focus on developing a digital mindset, honing their skill sets, and utilizing advanced tools to navigate the complexities of this new age. Additionally, leaders should seek training that emphasises adaptability and collaboration with AI, ensuring they remain relevant in this dynamic environment.

Conclusion

In conclusion, the rise of digital leadership marks a critical evolution in organizational management, as leaders must now transcend traditional models to navigate an increasingly complex and technologically driven world. The findings of this study reveal that the shift from hierarchical control to a more systemic, team-centric approach highlights the necessity for leaders to leverage digital tools not only for communication but also for fostering collaboration, emotional intelligence, and innovation. The pandemic accelerated the demand for these skills, revealing gaps in leadership adaptability, which are essential for guiding distributed teams effectively. Furthermore, the integration of Artificial Intelligence (AI) has introduced both opportunities and challenges, demanding that leaders embrace continuous learning to harness the full potential of AI while maintaining human-centered leadership practices. As organizations continue to digitalize, the ability of leaders to balance technological advancements with emotional intelligence will be vital for sustaining productivity, employee well-being, and organizational growth. Ultimately, digital leadership is not merely about technology adoption but about cultivating a resilient mindset that empowers teams, encourages innovation, and ensures that organizations remain agile in an ever-evolving global landscape.

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EXPLORING THE IMPACT OF GAMIFICATION IN DEVELOPING STUDENTS' SOFT SKILLS IN HIGHER EDUCATION INSTITUTIONS IN UZBEKISTAN: ENGLISH TEACHERS' PERCEPTIONS

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Abstract: *Soft skills development aims to enhance personality development, engagement in learning, and employment prospects. Gamification has significantly improved the interpersonal and intrapersonal skills, engagement, and critical thinking of English as foreign language (EFL) learners in education. Game-based learning (GBL) may enhance acquiring and constructing knowledge by providing an entertaining and focused learning environment. There needs to be a more thorough investigation into the impact of gamification on improving the soft skills of English as foreign language (EFL) learners. Additionally, more research and empirical data are needed about the extent to which gamification may influence the soft skills of university students. This research aimed to investigate gamification's influence on soft skills development, including collaboration, communication, creativity, critical thinking, and critical analytical abilities, as perceived by university (EFL) instructors during their EFL lectures. The research included interviews with six EFL lecturers who work at Kimyo International University (KIUT). The results indicate that instructors at KIUT generally have a positive perspective on the impact of gamification on students' soft skills. The teachers often use several gamification techniques to enhance students' soft skills. Teachers' attitudes and evaluations of students' developed games indicate that gamification enhances EFL learners' soft skills. Further studies should include more interpersonal skills, expand the sample size, and use alternative research methodologies to get more thorough insights into this matter. The results of the current study may enable researchers to engage in more gamification approaches used by educators to increase students' soft skills at higher education institutions in Uzbekistan.*

Keywords: *Gamification, Soft Skills, Teachers' Perception, Game-based learning (GBL)*

Introduction

Gamification in education, or game-based learning (GBL), sprang from game research in the mid-1950s. Scientists started researching and using game-based techniques in teaching in the 1980s. The increasing popularity of electronic games and the development of educational ideas have resulted in a broader acknowledgment of games as proper learning instruments. Academic papers on the Web of Science (WoS) platform, especially those labeled "Gamification" or "Game-Based Learning," have witnessed considerable growth in scholarly interest and demand in this area.

Deterding et al. (2011) describe "gamification" as the employment of games or comparable components, ideas, methods, or designs in educational settings. This strategy comprises mixing educational games into classroom instruction and encourages self-study. Consequently, students may engage in full educational experiences that enable them to learn and enhance their abilities. Gamification has been employed in school settings. However, in real-world

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applications, there are various issues, including a need for more seamless integration between gaming and teaching and an improper balance between the entertaining and instructional effects. Zhang and Liu (2007) found that games may be visually appealing and educationally ineffective or instructive but need to be more engaging for learners.

Smart classrooms have become more common since 2012, thanks to advancements in educational technology (Yang et al., 2022). These classrooms use digital technology for adaptive educational strategies such as game-based learning (GBL). A smart classroom is an educational environment that uses technology to improve various aspects, including educational content delivery, classroom management, learning resource availability, and active engagement in teaching. This improvement uses proper equipment and software (Huang et al., 2015). Due to advancements in research and practical implementation in the smart education industry, applying game-based learning (GBL) in smart classrooms can address the issues outlined. Gamification in an intelligent classroom promotes student involvement in learning by using high-quality gaming materials delivered via digital or virtual reality devices with high-speed Internet connectivity. This intelligent classroom, in turn, improves the overall immersion of digital game-based learning.

Over the past two decades, "soft skills" have become essential to contemporary education. In various settings, the word "soft skills" is often used interchangeably with several notions such as "skills for employment," "people skills," "non-professional skills," "extra-professional skills," "essential skills," "skills for social development," and "skills of the twenty-first century." The disparate perspectives of associated researchers result in the development of various ways to perceive subjects. Higher education should develop more than professional knowledge, incorporating abilities like critical thinking, creativity, analysis, teamwork, and communication. Soft skills are more critical today (Doyle, 2017). As a result, this research aims to use gamification to help students develop the five crucial soft skills of collaboration, communication, creativity, critical thinking, and critical analytical abilities throughout their EFL sessions.

Research Objectives

This research aims to evaluate how well gamification helps Uzbek university students' soft skills. The study outlines the specific goals in the following manner:

1. To determine gamification's influence on first-year university students' soft skills in Uzbekistan.
2. To find out the impact of gamification on first-year university students' soft skills, namely, collaboration, communication, creativity, critical thinking, and critical analysis skills in Uzbekistan.

Research Questions

This study aims to address two specific research questions.

1. How does gamification influence first-year university students' soft skills in Uzbekistan?
2. To what extent can gamification improve first-year students' soft skills in Uzbekistan, namely collaboration, communication, creativity, critical thinking, and critical analysis?

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Significance of Study

My study's contributions to sustainable energy aim to "build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation" and "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

The development of soft skills among Uzbek university students is only partially accomplished. Because of the importance and possible future of gamification, Uzbek higher education institutions have implemented technology-based teaching approaches. Gamification is a technologically advanced teaching method that meets contemporary educational needs by improving students' soft skills. Engaging gamification strategies in English as a Foreign Language (EFL) efficiently incorporate students into the language learning process while facilitating soft skills development.

The researcher has worked as an EFL lecturer for three years at Kimyo International University (KIUT), a prestigious international higher education institution in Tashkent, Uzbekistan. The researcher conducted the current study to investigate the usefulness of gamification in improving students' soft skills in response to the challenges and concerns faced in English as a Foreign Language (EFL) courses. Furthermore, searching online databases such as Google Scholar during this study revealed no published literature on the efficiency of gamification in improving the soft skills of university students, especially in Uzbekistan. The current study provides valuable information to relevant stakeholders about the possible influence of gamification on the development of soft skills among university students. This research aims to provide English language officers working in Uzbekistan's state education departments and district education offices with a thorough understanding of the fundamental concepts underlying gamification, as well as practical recommendations for incorporating gamification in the classroom, particularly for English lessons. As a result, students may successfully improve their soft skills by using appropriate teaching techniques and approaches, especially those based on gamification.

Furthermore, English teachers should improve the effectiveness of incorporating gamification into the classroom. This study underlines the significance of gamification and shows how English language instruction may be tailored to engage students in active discourse, analysis, and investigation of given language problems, even outside of typical classroom settings. This study will provide trainee teachers with critical information on using gamification in the classroom to create an engaging learning environment during their teaching practicum. The current research looks at the effectiveness of employing a student-centered technique known as gamification to improve students' competency in five essential soft skills:

Critical thinking, creativity, critical analysis, collaboration, and communication.

This study intends to motivate instructors to guide and inspire students in developing soft skills and actively engaging in group discussions by emphasizing the many benefits of gamification for students. Furthermore, by demanding cooperation and participation, gamification may successfully bridge the gap between pupils with little language competence and those with extraordinary language abilities. Gamification activities allow pupils to improve their soft skills, boost their self-confidence, and participate in collaborative work sharing.

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Literature Review
Related Studies

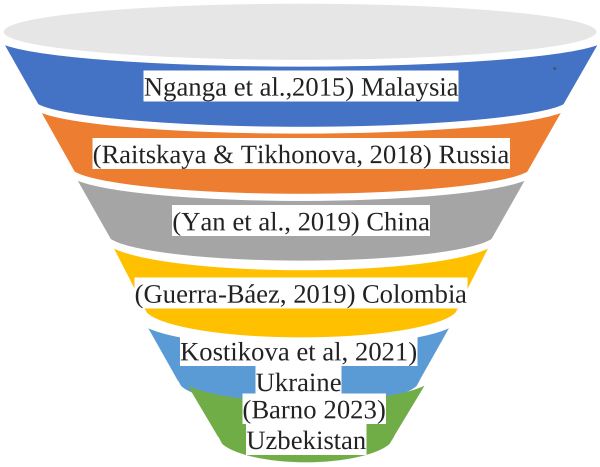

Fig 1: Related Studies

Universities throughout the globe are increasingly seeking to provide their graduates with specific "soft" talents to augment traditional "hard" skills, allowing them to navigate a rapidly changing and dynamic environment successfully. Although hard talents are often more straightforward to recognize and build, the same cannot be accurate for soft skills, despite increasing acknowledgment of their equal, if not more excellent, importance. Numerous academic studies on "soft skills" are multidisciplinary, spanning economics, management, education, psychology, sociology, and philosophy. Furthermore, several research publications concentrate on specific occupations and extra-professional abilities within their respective sectors in different nations, including Malaysia (Nganga et al., 2015), China (Yan et al., 2019), Colombia (Guerra-Báez, 2019), Russia (Raitskaya & Tikhonova, 2018), Ukraine (Kostikova et al., 2021), and (Barno, 2023) Uzbekistan.

Critical Issues of Soft Skills Development

Raitskaya and Tikhonova (2018). Nganga et al. (2015) and Yan et al. (2019) found that China has substantial worries about developing soft skills via university-level training. The study's results revealed that numerous factors contributed to the failure of soft skill development, including high-class numbers, a concentration on academic pursuits, and a short training period. The study examined participants' thoughts on soft skills, the most successful academic topics, and teaching/learning approaches for developing students' soft skills. The data confirmed that curricula do not consistently include soft skills, and more attempts to foster these talents need to exist. This emphasizes the need for a new government strategy to solve this gap.

Implications of the development of Soft skills

Guerra-Báez (2019), Kostikova et al. (2021), and Barno (2023) emphasized the need to develop, alter, or revolutionize teaching techniques in order to promote a higher education environment that emphasizes both individual and behavioral development. The writers also stressed the importance of the university atmosphere in promoting the development of students' soft skills throughout their education. They recommended various strategies and exercises to help university students improve their soft skills. Furthermore, they stressed the need for higher education institutions to adapt to the rapidly changing expectations and requirements of the

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modern world. They proposed adopting a paradigm that smoothly integrates soft skills into all course designs.

Methodology

A qualitative research strategy was used in an inductive approach that considered the study's objectives and research questions. This research design satisfies the study's objectives and questions. In particular, a qualitative strategy is considered. The technique was summarized as follows: Sanders et al. (2016) used "Research Onion" to depict the process.

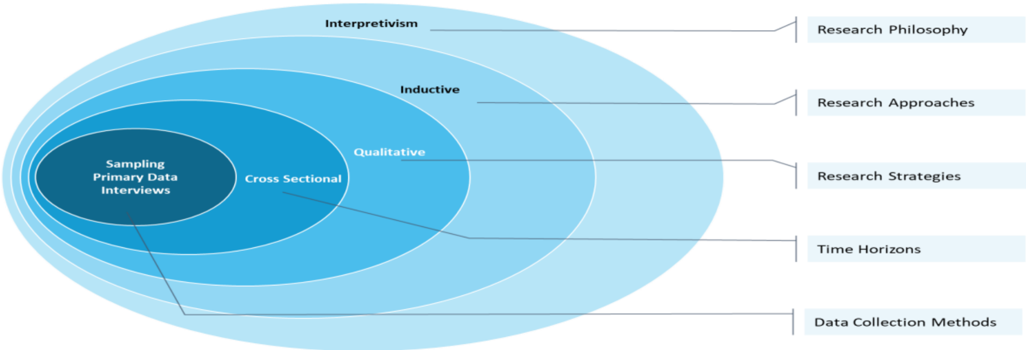

Figure 2: **Research Methodology by Sanders et al. (2016)**

The population of Kimyo International University students available for this research, where the researcher has been working as an EFL teacher for three years, led to the conduct of this qualitative study.

Data Collection Procedures

The researcher used a qualitative technique to examine and appraise the collected data. The analysis is conducted rationally and using the defined research questions. In this research, an analysis of themes is performed using Nvivo 14. Thematic analysis is a common technique for determining the most important themes that arose from the data. The present research used Braun and Clarke's six-phase paradigm (see Table 1) and offered a helpful framework for theme analysis. However, using a quantitative technique to give more detailed and relevant insights into the phenomena under investigation might take much work (Maguire & Delahunt, 2017).

Table 1 Braun and Clarke's Six-Step Plan

Braun and Clarke's Six-Phase Framework	
Step 1	Become familiar with the data
Step 2	Generate initial codes
Step 3	Search for themes
Step 4	Review themes
Step 5	Define themes
Step 6	Write-up

Qualitative Data Analysis Phases

The following steps will be used in order to analyze the qualitative data for this study: (1) gathering the data, (2) reading the transcript, (3) coding the data, (4) developing themes, and (5) reporting the findings. All of the gathered data were organized and transcribed before analysis. The investigator went over the interview transcripts and listened to the audio

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recordings. The researcher also ensured that all interviews were accurately recorded and transcribed. For validation, the interview transcripts were then given to the participants. Subsequently, through the process of coding and transcript analysis, additional themes emerged.

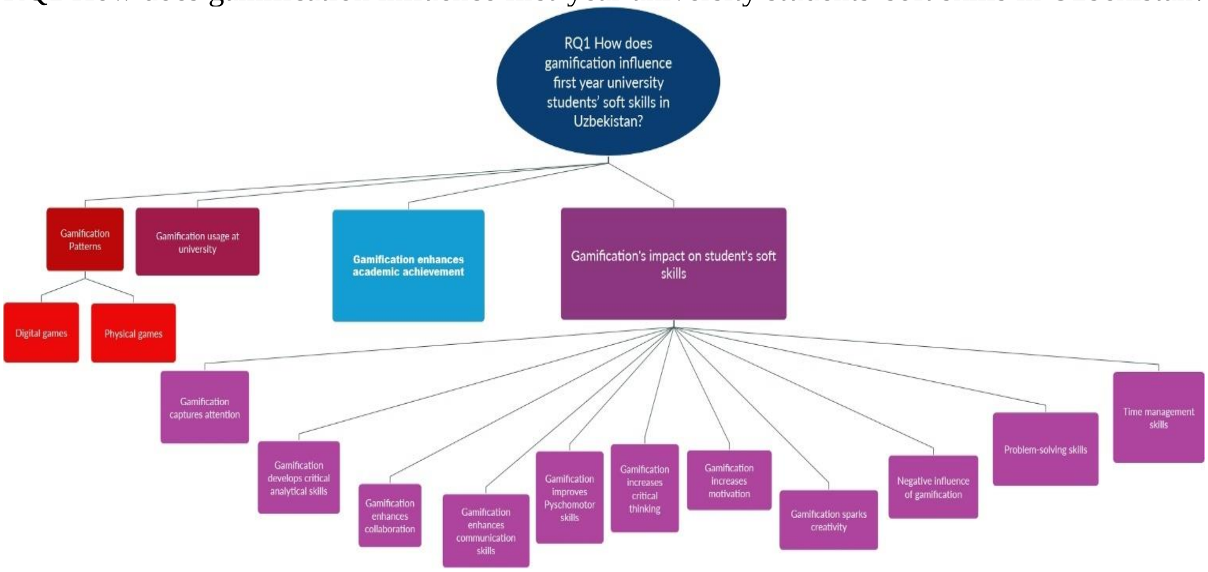
Results

Establishing Thematic Maps to Connect Themes to Research Questions

After conducting the reflexive thematic analysis process, which involves developing codes inductively and then finding an association between the codes to construct themes, the research sought to connect the themes to the research questions. Each theme was, therefore, connected to a research question it related to. The thematic maps below show how the themes related to each research question.

Thematic Map Showing the Themes Under RQ1:

RQ1 How does gamification influence first-year university students' soft skills in Uzbekistan?



RQ1: How does gamification influence first-year university students' soft skills in Uzbekistan?

After the data analysis, different themes were constructed and connected to the research question of one gamification influence on first-year university students' soft skills. These themes included:

Themes	No. of participants	No. of coding references
Gamification enhances academic achievement	3	5
Gamification usage at the university	4	8
Digital games	5	15
Physical games	2	3
Gamification captures attention	1	1
Gamification develops critical analytical skills	3	7
Gamification enhances collaboration	4	13
Gamification enhances communication skills	4	8

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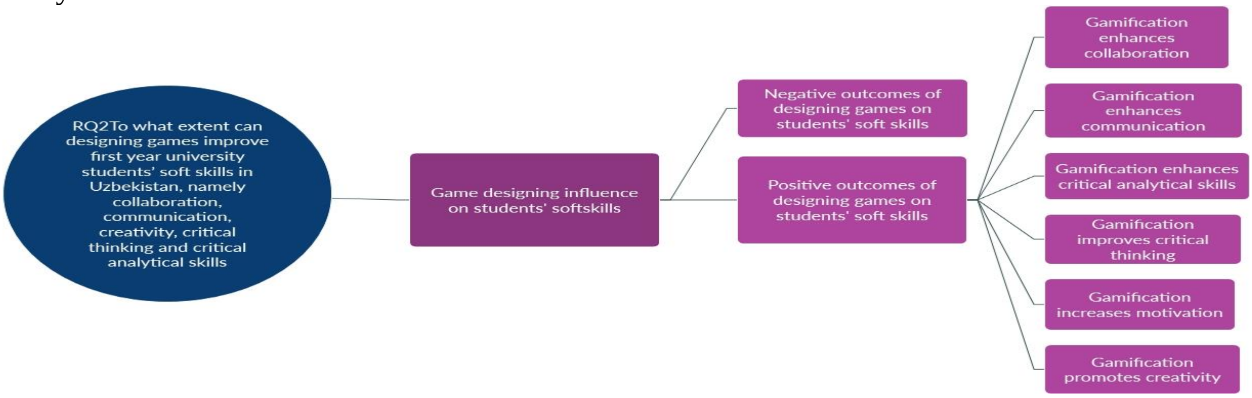
Gamification improves Psychomotor skills	1	3
Gamification increases critical thinking	3	7
Gamification increases motivation	2	3
Gamification sparks creativity	2	3
The negative influence of gamification	2	7
Gamification enhances problem-solving skills	1	2
Gamification enhances time management skills	1	1

Thematic Map for themes emerged under RQ2.

(RQ2) To what extent can designing games improve first-year university students' soft skills in Uzbekistan, namely collaboration, communication, creativity, critical thinking, and critical analytical skills?



After the data analysis process, different themes were constructed and later connected to research question two;

Theme/codes	No. of participants	No. of coding references
Game designing influence on students' soft skills	5	28
Adverse outcomes of designing games on students' soft skills	1	2
Positive outcomes of designing games on students' soft skills	5	26
Gamification enhances collaboration	3	5
Gamification enhances communication	3	4
Gamification enhances critical analytical skills	1	2
Gamification improves critical thinking	1	1
Gamification increases motivation	1	1
Gamification promotes creativity	2	2

Discussion

In summary, the present research examined the usefulness of gamification in improving soft skills among university students at Kimyo International University in Tashkent (KIUT). A qualitative study approach, including an interview with instructors, was used to acquire a thorough knowledge of the usefulness of gamification in improving students' soft skills.

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Regarding the first and second aims of this research, an interview was considered to determine how the participants (EFL instructors) regarded the usage of gamification in EFL lectures. According to the research findings, gamification often incorporates active learning via physical exercise or digital games. Kids improve their cognitive and physical skills by actively engaging in these activities, boosting their total capacities. Gamification promotes the development of collaborative skills, competent communication, inventive cognition, analytical thinking, and keen observation. Students gain the ability to collaborate, obey norms, and encourage fair behavior. This promotes the development of social and emotional skills, such as collaboration, empathy, and adaptability. It is critical for educators to actively engage in game research and collect relevant materials such as manuals, videos, and historical data. This will give folks a reasonable basis for properly presenting and explaining the games to pupils.

Furthermore, games should be tailored to the age, level of ability, and available resources in the educational context. To improve accessibility and inclusion for all students, reduce limitations, adjust equipment, or design alternative iterations of activities. It is encouraged to promote trans-disciplinary activities that incorporate gamification. Students might study games' cultural and historical aspects by creating multimedia presentations, movies, or artwork. This encourages the growth of creativity, research abilities, and connections between various disciplines. The current study's findings are consistent with those of Raitskaya and Tikhonova (2018), Nganga et al. (2015), Yan et al. (2019), Guerra-Báez (2019), Kostikova et al. (2021), and Barno (2023), all of whom emphasized the importance of developing, modifying, or transforming instructional approaches in order to cultivate a higher education setting that values the concurrent development of individuals and their behaviors. The current study also demonstrated the importance of the university environment in encouraging the development of students' interpersonal skills via gamification. The current study used a gamification strategy to improve the soft skills of university students. They also emphasized the necessity for higher education institutions to adapt to the fast-changing expectations and needs of the contemporary day. The idea was to implement a paradigm that successfully integrates soft skills into the design of each course.

Conclusion

The research demonstrates the efficacy of game-based instruction in English classrooms with university students for soft skill development. The study focused on five essential soft skills: critical thinking, creativity, collaboration, critical analysis, and communication. Different gaming activities to promote soft skills were shown during English sessions. The interview with EFL instructors was conducted to assess students' data and the progress of soft skill development. It has clearly shown the impact of gaming activities on soft skills development.
Gamification offers a promising approach to improving the teaching and learning of the English language. By incorporating gaming components, education professionals may increase students' motivation, engagement, and autonomy, improving language acquisition. To maximize the benefits of adding gamification into English language training, thorough planning, alignment with educational objectives, and strategic execution are required. Despite challenges such as technology requirements and the need to balance fun and instruction, the potential advantages of increased motivation, participation, and competency development make gamification a valuable tool for educators. As the field of gamification advances, more research and evaluation are needed to determine optimum approaches and examine the long-term impacts of gamification on language learning outcomes. Using gamification in English training allows educators to create dynamic and immersive learning environments that encourage students to actively and passionately participate in their language acquisition

process. Incorporating gamification into the educational process brings several benefits, including increased cultural awareness and improved soft skills. Educators may deliberately and intentionally use these games to create engaging and meaningful learning experiences that enhance soft skills.

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ETHNIC PERCEPTIONS TOWARDS DIVERSITY MANAGEMENT IN THE PUBLIC SECTOR

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Abstract: *The purpose of this paper is to explore the ethnic-based perceptions of the two main ethnic groups of employees on the impact of diversity management (DM) on their work outcomes in a developing country's public sector organizations. The difference in their cultural orientation, influences their experiences with DM. In this empirical study, a quantitative method of survey was adopted. A total of 114 survey responses from public employees were analysed using structural equation modelling. Findings indicate that DM has a positive impact on both the ethnicities work outcomes of affective commitment, organizational commitment, job satisfaction, work group performance and inclusive organizational culture. However, the individualist Indo-Fijian (non-indigenous) employees perceive higher levels of inclusive organizational culture compared to collectivist iTaukei (Indigenous) employees who report lower levels of organizational commitment and higher levels of job satisfaction. The impact of their cultural orientation on their work outcomes is discussed in this report. This study is unique in the subject country. It identifies the deep-rooted socio-cultural orientation of both ethnicities and provides perspectives from this lens on DM and their work outcomes. Practical implications for HR practitioners and policy makers to improve DM strategies is discussed.*

Keywords: *Cultural Orientation, Small Island Developing Country, Diversity Management, Ethnic Perceptions, Public Sector*

Introduction

OECD countries and other developing economies labour force, have become considerably more diverse in a rather short timeframe (OECD, 2020). The changing demographics of the contemporary labour market is affected by the broadening of gender roles, strengthening profile of indigenous people, high profile of ethnicity issues and the growing population of people with disabilities (Stone, 2017). Ensuring that these groups are included in the labour market is therefore, a key policy concern, not only for ethical reasons, but also in terms of economic development and social cohesion (OECD, 2020).

Meta-analysis of studies revealed that perceived racial discrimination by employees was negatively related to their job attitudes, physical health, psychological health, organizational citizenship behaviour and the perceived diversity climate positively related to their coping behaviour.

The concept of DM started in USA. Following the publication of "Workforce 2000" report by the Hudson Institute (Bassett-Jones, 2005; Ohemeng & McGrandle, 2015), the notion of "business case" for diversity was made. Organizations seeking diversity face a paradoxical situation since diversity is also a cause of misunderstanding, conflict and suspicion leading to increased absenteeism, poor quality, low morale and loss of competitiveness (Bassett-Jones, 2005). DM policies and practices in the public organizations aim to create an inclusive diversity climate to elicit the positive effects of diversity while alleviating its negative effects (Pless & Maak, 2004).

Fijian Socio-economic, Ethnic and Cultural Context

In Fiji, there are divergent views relating to having a common name – 'Fijian' – for all citizens (Naidu, 2013) coupled with a restrictive legal framework forbidding collection of ethnic-based data. It is argued here that better data on diversity, including ethnic and indigenous identity, will be the key to understanding the size, outcomes and needs of different communities (OECD, 2020). The last ethnic-based count of the Fijian population according to 2007 census stands at Indigenous Fijians (iTaukei) 56.8 per cent which make up the majority of the population followed by minority groups of Indo-Fijians 37.5 per cent and others 5.7 per cent (Fiji Bureau of Statistics, 2020) In Fiji, the intra-national ethnic diversity of the iTaukei and Indo-Fijians are evident compared to cross national diversity of immigrants and citizens from different countries. In comparison to Western context, categorization of people based on skin colour such as white, brown or black is not dominant in Fiji's multicultural society. Increasingly, how an individual relates to other people of their own and other ethnic groups in Fiji depends more on their education, and socio-economic status than their ethnic identity or gender (Naidu, 2013).

The country has experienced four military coups and a military mutiny since 1987, mainly as a result of tensions between the majority indigenous Fijian population and economically powerful Indian minority (Naidu, 2013). Smaller minorities including Banabans, Rotumans, Chinese, Melanesians and other Pacific Islanders are largely politically invisible and socially and economically excluded (Naidu, 2013). Although Pacific Island countries including Fiji have been known for their collectivist culture, there is different cultural orientation of the ethnicities influenced by their historical context. The Indo-Fijians have been largely individualistic and focused on economic progress through careers and income generating ventures. They have also not had a communally structured sustenance system like the iTaukei.

Historically, Fiji's economic and political development has created inequalities and deep-rooted divisions between its diverse ethnic groups (Naidu, 2013). For instance, a review of the politically driven AA plans to include indigenous Fijians and Rotumans whilst excluding Indo-Fijians and other ethnic minorities. Stereotypes and prejudices evolved, and both institutional and social racism were widely practiced with increasing socio-economic inequalities that created a sense of wealthier and poor ethnicities (Naidu, 2013). Over the years, there have been various anti-discrimination policies by the Fijian government to eliminate workplace discrimination based on ethnicity, gender and other demographic characteristics.

Whilst there have been many studies done on DM and its impact on employees work outcomes and behaviour (Ashikali & Groeneveld, 2015b; Magoshi & Chang, 2009), very few studies examined ethnicity-based perceptions of DM on employees work outcomes. For instance, such studies were undertaken in the Netherlands (Ashikali & Groeneveld, 2015a) and USA (Choi & Rainey, 2010; Pitts, 2009). However, these studies cannot be generalized to other contexts because of different socio-cultural orientations, socio-economic structures and political efforts to eliminate racial discrimination and ethnic diversity profiles in organizations. There are no such studies done in the context of small Pacific island developing countries. This research fills the gap in DM literature by examining ethnicity based perceptions of the collectivist iTaukei and individualist Indo-Fijian employees on DM and its impact on their individual (affective commitment, organizational commitment and job satisfaction), group (work group performance) and organizational (inclusive organizational culture) work outcomes in Fiji - a South Pacific small island developing country.

Literature Review

In Fiji, Employment Relations Act 2007 prohibits discrimination in employment, based on ethnicity, gender and other characteristics. The new public management-informed reforms in Fiji's public service had led to the introduction and institutionalization of DM policies and practices in HRM activities such as open merit recruitment and selection system, performance appraisal and training and development guidelines for public employees. In this research, DM is viewed from Pitts (2009) lens of recruitment and outreach, valuing differences and pragmatic policies and programs.

Theoretical Framework and Hypotheses Development

The key theories that underpin the arguments for both edges of the diversity sword are social categorization theory, similarity-attraction paradigm and information and decision making perspectives (Carter & Phillips, 2017). On the other hand, information decision-making theory explores the positive effects of diversity.

The information and decision-making framework posit that social category and interpersonal differences can boost performance to the extent that diverse individuals bring unique skills, perspectives and experiences that can be effectively applied to work tasks (Carter & Philips, 2017). To build onto this theory, having diversity may not be enough to boost organizational performance. Rather diversity needs to be effectively managed to bring out the positive intended effects. DM considers the extent to which managers appreciate and value employees' cultural differences, assumptions and biases at the workplace (Pitts, 2009). Theoretical research suggests that diversity-oriented HRM policies moderate the relationship between individualist-collectivist interactions on individual employee work experiences, group dynamics, employee attitudes and employee behaviors (Fujimoto & Hartel, 2006). Empirical evidence by Choi and Rainey (2010) shows that racial diversity when moderated by DM, correlates positively with organizational performance. In line with this theory, DM policies and practices provide a culture of inclusion for individualist and collectivist ethnicities to enhance their work outcomes. In this research, applicability of this prominent diversity theory is tested in Fijian organizations. The direct impact of DM on employee work outcomes will be studied.

Affective Commitment

Affective commitment (AC) reflects at the emotional attachment to, identification with and involvement in the organization (Allen & Meyer, 1991). DM provides support for all employees creating an inclusive environment to enhance participation. Ashikali and Groeneveld's (2015a) analysis on groups showed that DM is associated with high levels of inclusion, which in turn boosts affective commitment and organizational citizenship behaviour of both the ethnic minority and native Dutch public sector employees. It is assumed that experiences of both groups of ethnicities on affective commitment will be the same. Thus the following hypotheses:

Hypothesis 1a: DM has a positive and significant effect on collectivist iTaukei employees' affective commitment.

Hypothesis 1b: DM has a positive and significant effect on individualist Indo-Fijian employees' affective commitment.

Organizational Commitment

Organizational commitment refers to employees' strong belief to accept the organizational goals, values and exert considerable effort in support of the organization with a wish to remain with the organization (Angel & Perry, 1981). Empirical evidence shows that DM has a positive impact on employees' organizational commitment (Magoshi & Chang, 2009). DM values employees' differences and provides equity in opportunities and policies for all ethnicities, influencing their level of organizational commitment. It is assumed that both the ethnic groups will have a similar perception. Therefore, the following hypotheses:

Hypothesis 2a: DM has a positive and significant effect on collectivist iTaukei employees' organizational commitment.
Hypothesis 2b: DM has a positive and significant effect on individualist Indo-Fijian employees' organizational commitment.

Job Satisfaction

Job satisfaction is defined as the degree to which employees have positive attitudes toward their jobs (Stone, 2017). Empirical research shows that DM efforts has a positive impact on employees' job satisfaction (Pitts, 2009). Pragmatic policies and programs of DM provide a culture of support for the minority employees through mentoring opportunities, family-friendly policies and flexible working hours. Empirical evidence by Pitts (2009) shows that people of colour are less likely than the whites to report high levels of job satisfaction. This is mainly attributed to ineffective DM practices. In the case of Fiji, HRM diversity practices have been widely implemented in the public sector organizations through reforms. It is assumed that DM efforts will equally take care of the needs of both ethnic groups, impacting on their job satisfaction. This leads to the following hypotheses:

Hypothesis 3a: DM has a positive and significant effect on collectivist iTaukei employees' job satisfaction
Hypothesis 3b: DM has a positive and significant effect on individualist Indo-Fijian employees' job satisfaction.

Work Group Performance

Pragmatic policies and programs of DM promotes job performance of employees. Empirical evidence by Pitts (2009) showed that people of colour were less likely than the whites to report positive work group performance and this dissatisfaction is attributed to ineffective DM. Theoretical research suggests that interpersonal prejudices of individualists and intergroup prejudices of collectivists will be reduced by having diversity-oriented HRM policies and practices (Fujimoto & Hartel, 2006). In particular, a diversity climate of openness can reduce the negative outcome from the interaction between the individualist and collectivist employees on their group dynamics. The concept of DM emphasizes culture of valuing differences. It is expected that DM efforts by Fiji's public sector organizations will improve work group performance of heterogeneous teams of the collectivist and individualist ethnicities. Thus, the following hypotheses:

Hypothesis 4a: DM has a positive and significant effect on collectivist iTaukei employees' work group performance.

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Hypothesis 4b: DM has a positive and significant effect on individualist Indo-Fijian employees' work group performance.

Inclusive Organizational Culture

The DM perspective follows an inclusionary approach whereby differences are recognized with being valued and new perspectives are integrated in decision-making and problem-solving processes (Pless & Maak, 2004). Empirical evidence by Ashikali and Groeneveld (2015b) shows that DM has a positive impact on employees' perception of inclusive organizational culture. In the presence of diverse ethnicities in Fijian organizations, it is assumed that DM efforts recognize and value ethnic cultural differences and actively include them in all aspects of work. This leads to the following hypotheses:

Hypothesis 5a: DM has a positive and significant effect on collectivist iTaukei employees' inclusive organizational culture.
Hypothesis 5b: DM has a positive and significant effect on individualist Indo-Fijian employees' inclusive organizational culture.

Research Method

Design

In this study, the survey method was employed to collect data from participants. A review of literature shows that the majority of diversity studies are empirical, thus research method was adopted. The survey questionnaire focused on perceptions of employees on DM and their individual, group and organizational work outcomes. Ethics approval to conduct this study was obtained from the University of the South Pacific Research Ethics Committee. All survey participants were thoroughly informed about the purpose of this research, which was detailed in the beginning of the questionnaire.

Sample

Research was conducted in two public sector organizations, the Ministry of Education Heritage and Arts (MEHA) and Ministry of Lands and Mineral Resources (MLMR) because of easier accessibility. A total of 205 questionnaires were distributed and 114 were received with a response rate of 56 percent. Purposive sampling was used to select participants currently employed in the public sector (those holding non-managerial positions) based on the characteristics of demographic diversity. Questionnaires were hand delivered to the participants during their working hours and collected after a week.

Measures

The questionnaire was designed around a DM scale (independent variable) and five hypotheses' scales (dependent variables). All the items in the scale were measured using Likert scale ratings of "1" as "Strongly Disagree", "2" as Disagree, "3" as Neutral, "4" as Agree and "5" as "Strongly Agree".

To measure DM, a three-item scale was adopted from Pitts (2009) study. Job satisfaction scale of two items and work group performance scale of one item were adopted from Pitts (2009) study. Work group performance scale was further modified by adding two questions, "I receive constant feedback on how I am doing in my job" and "I receive training I need to perform my job effectively". The inclusiveness of organizational culture scale was adopted from Ashikali and Groeneveld (2015b). However, only five items have been chosen because two statements on discrimination and intimidation were considered similar and combined into one statement

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"I find the organizational polices to be fair and non-discriminatory". Affective commitment scale had three items adopted from Ashikali and Groeneveld's (2015b). Organizational commitment scale had three items adopted from Magoshi and Chang (2009). Another question was added from supported literature "I strongly feel connected with the organization's vision, mission and goals" (Angel & Perry, 1981). The items were added to the scale to improve reliability, which was tested using Cronbach's alpha analysis. Appendix 1 presents the questionnaire.

Demographic Profile of Participants

In this study, 59% were females, 39% were males and 2% were others. The majority of respondents, 43% were between 20-30 years, 34% between 30-40 years and 23% were 40 years above. 59% of participants were from MEHA and 41% from MLMR.

Results

SPSS v25 was used for analysis of data while SPSS AMOS v22 was used for Structural Equation Modeling (SEM), path analysis, confirmatory factor analysis, covariance analysis, correlations, and multiple regression to perform hypotheses testing in order to support the research and theory. The key assumptions for Exploratory Factor Analysis (EFA) are the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and the Bartlett's test of sphericity. KMO statistic must be more than 0.50 while Bartlett's test should be statistically significant. KMO of 0.915 confirms adequate sample size. Bartlett's Test was also significant with $p=0.00<.05$). Furthermore, data was considered normal since the values for skewness and kurtosis were within acceptable range of -2 to +2 and -7 to +7, respectively (Bryne, 2010). Principal Component Analysis (PCA), using Varimax rotation method confirmed that all indicators were important for factor extraction, being >0.4, highest being 0.800 and lowest, 0.454. Multicollinearity was not a problem since all correlations were less than 0.9, highest being 0.767. Harman's single factor test was done to check common method bias. This was 46.99% which is less than the 50% threshold.

Reliability and Validity

Cronbach's alpha test confirmed the reliability of all six scales used in this study reporting acceptable to good internal reliability >0.7 threshold. See table below.

Table 1: Reliability Test for Scales

Scale	Number of Items	Cronbach's Alpha
Diversity Management	3	0.740
Affective Commitment	3	0.930
Job Satisfaction	2	0.748
Work Group Performance	3	0.705
Organizational Commitment	3	0.864
Inclusiveness of Organizational Culture	5	0.900

In addition, convergent validity was confirmed of the following scales which were within the acceptable range <0.5, except for JP that was 0.47. For this construct, composite reliability was then calculated which was 0.72 and this being >0.60, was considered acceptable (Fornell & Larcker, 1981). Discriminant validity was confirmed for all constructs being <0.85 except the AC construct. A such, Maximum Shared Variance and Average Shared Squared Variance were

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then computed and found to be less than its AVE (Fornell & Larcker, 1981), Discriminant validity for the AC construct was thus also considered acceptable. SPSS AMOS v22 was then used for Structural Equation Model (SEM) and to carry out regression path analysis to test the research hypotheses. SEM was modified by creating correlations amongst two error variables to improve model fit. Overall, an appropriate model fit was confirmed for the model (CMIN/DF=1.704<3.0, TLI=0.931, IFI=0.943, CFI=0.943: all >0.9 and; RMSEA=0.079<0.08).

The results show that the perception of ITaukei towards effects of public organization workplace diversity differs from that of their Indo-Fijian colleagues. The following figure and table present the SEM, regression weights, critical ratios and p-values for the ITaukei group.

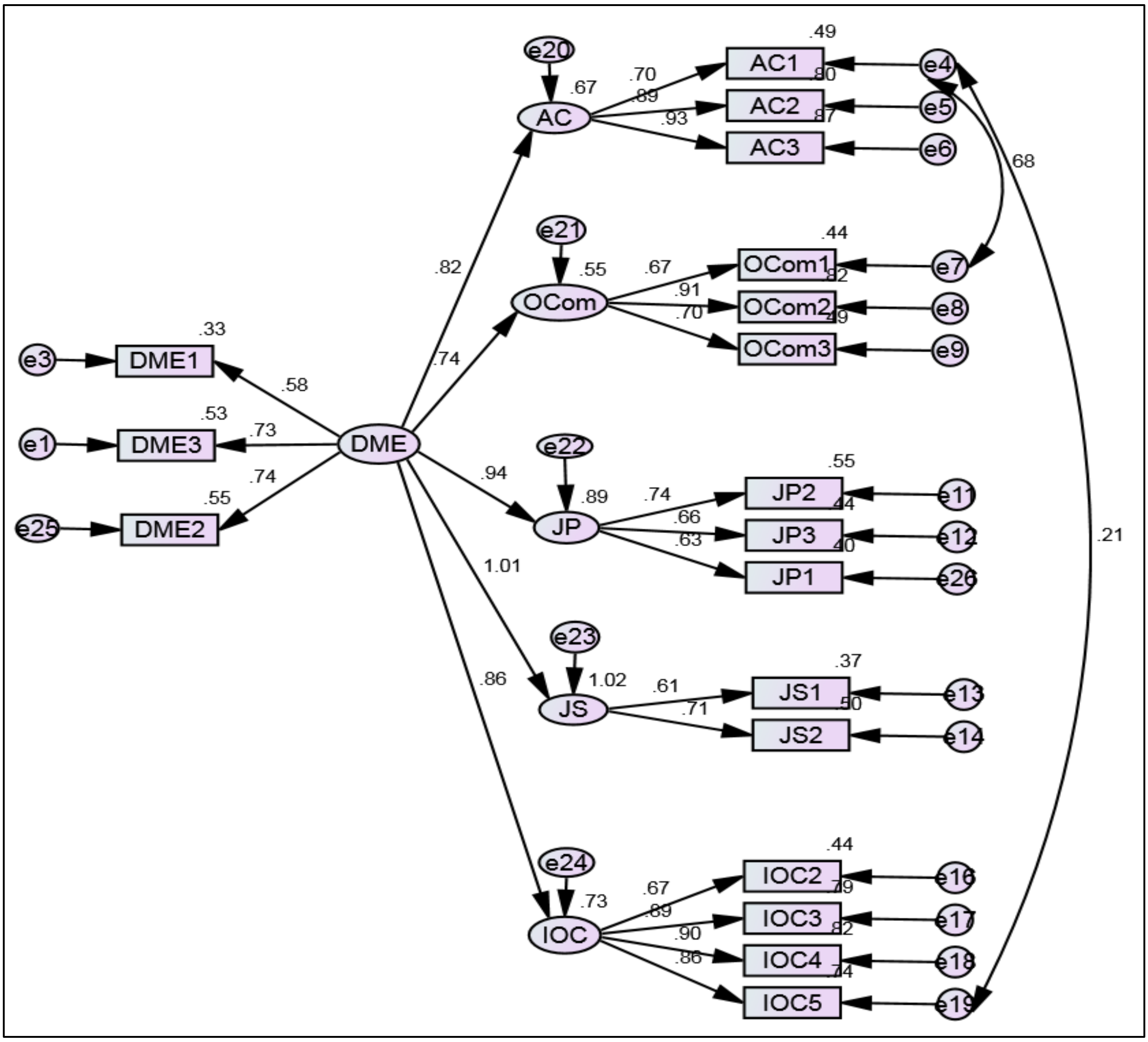

Figure 1: SEM for ITaukei Group

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Table 2: Regression Weights: (ITaukei Ethnic Group - Default Model)

			Estimate	S.E.	C.R.	P	Standardized Estimate
AC	<---	DME	1.085	.204	5.326	***	.819
OCom	<---	DME	.665	.142	4.678	***	.742
JP	<---	DME	1.069	.248	4.304	***	.941
JS	<---	DME	.848	.172	4.940	***	1.009
IOC	<---	DME	1.074	.200	5.381	***	.857
DME3	<---	DME	1.000				.729
DME1	<---	DME	.626	.158	3.957	***	.575
AC1	<---	AC	.745	.109	6.814	***	.700
AC2	<---	AC	.877	.091	9.686	***	.893
AC3	<---	AC	1.000				.931
OCom1	<---	OCom	.975	.179	5.437	***	.666
OCom2	<---	OCom	1.000				.907
OCom3	<---	OCom	1.131	.208	5.429	***	.700
JP2	<---	JP	1.058	.239	4.429	***	.741
JP3	<---	JP	1.000				.661
JS1	<---	JS	.929	.223	4.163	***	.612
JS2	<---	JS	1.000				.709
IOC2	<---	IOC	.952	.173	5.511	***	.666
IOC3	<---	IOC	1.000				.890
IOC4	<---	IOC	1.013	.108	9.408	***	.905
IOC5	<---	IOC	1.002	.118	8.521	***	.859
DME2	<---	DME	.918	.178	5.145	***	.742
JP1	<---	JP	.610	.158	3.867	***	.629

***** $p < 0.05$**

For the collectivist ITaukei group, all hypotheses are accepted given significant p values (p=0.000<0.05). According to the results of the ITaukei group, DM efforts by public sector organizations positively and significantly affect the ITaukei employees' affective commitment, organizational commitment, work group performance and inclusiveness of organizational culture and their job satisfaction. The strongest positive relationship was observed with job satisfaction (JS) with standardized coefficient of 1.009; C.R.=4.940>1.96; p=0.000<0.05, followed by work group performance (JP) with standardized coefficient of 0.941; C.R.=4.304>1.96; p=0.000<0.05 and then inclusiveness of organizational culture (IOC) with standardized coefficient of 0.857; C.R.=5.381>1.96; p=0.000<0.05. DM efforts by public sector organizations had the least impact or weakest relationship with organizational commitment (OCom) with standardized coefficient of 0.742; C.R.=5.381>1.96; p=0.000<0.05. The collectivist ITaukei employees thus perceive that the DM efforts by public sector organizations affects their job satisfaction the most and organizational commitment the least.

The following figure and table present the SEM, regression weights, critical ratios and p-values for the Indo-Fijian group.

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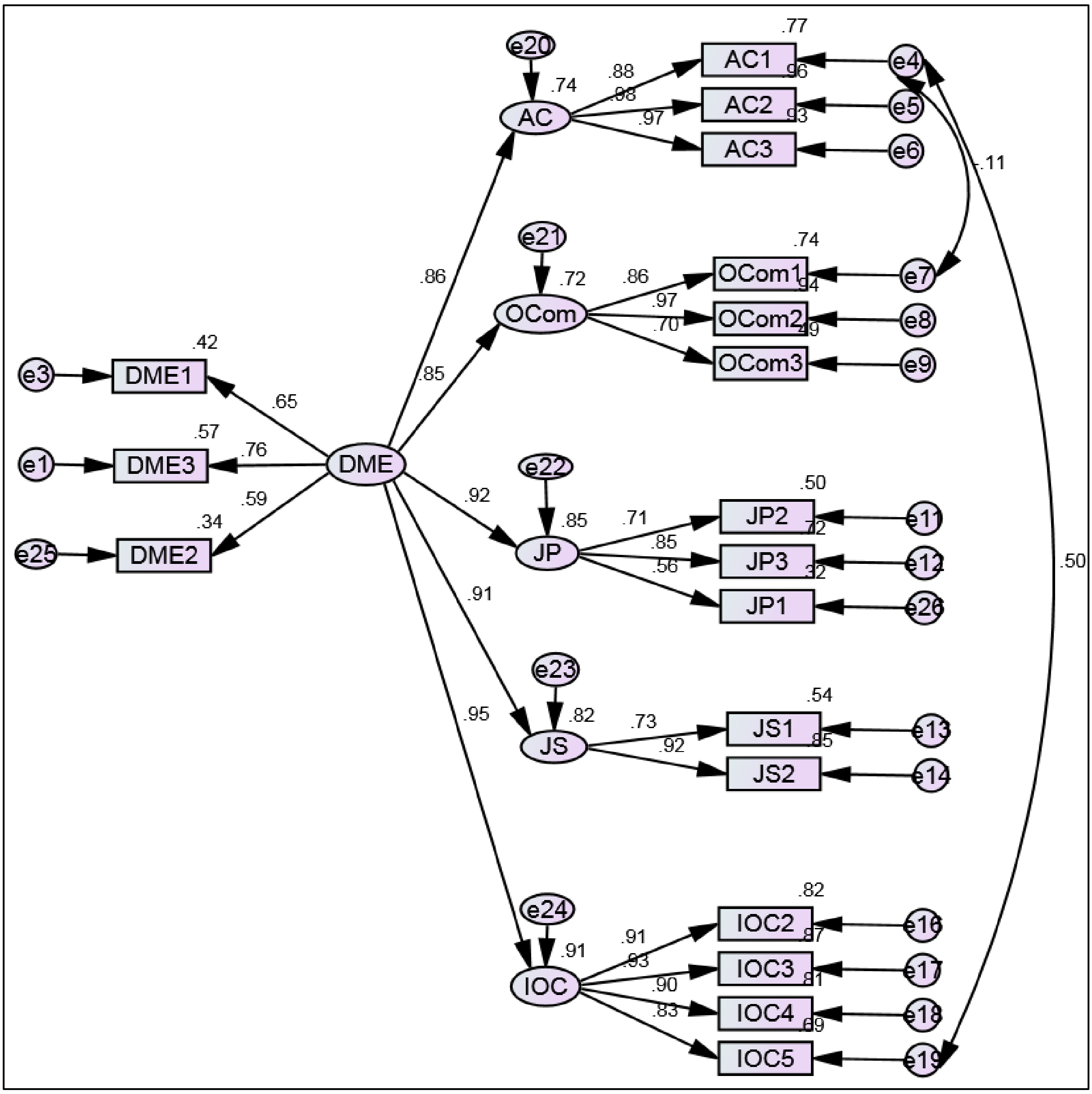

Figure 2: SEM for Indo-Fijian Group

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Table 3: Regression Weights: (Indo-Fijian Ethnic Group - Default Model)

			Estimate	S.E.	C.R.	P	Standardized Estimate
AC	<---	DME	1.073	.160	6.707	***	.862
OCom	<---	DME	1.033	.158	6.560	***	.849
JP	<---	DME	1.290	.210	6.154	***	.920
JS	<---	DME	1.177	.176	6.686	***	.906
IOC	<---	DME	1.318	.182	7.230	***	.954
DME3	<---	DME	1.000				.758
DME1	<---	DME	.730	.146	4.992	***	.648
AC1	<---	AC	.935	.075	12.469	***	.877
AC2	<---	AC	1.062	.051	20.868	***	.980
AC3	<---	AC	1.000				.967
OCom1	<---	OCom	.910	.089	10.235	***	.862
OCom2	<---	OCom	1.000				.967
OCom3	<---	OCom	.719	.107	6.709	***	.700
JP2	<---	JP	.637	.110	5.774	***	.711
JP3	<---	JP	1.000				.846
JS1	<---	JS	.680	.106	6.445	***	.732
JS2	<---	JS	1.000				.921
IOC2	<---	IOC	.965	.081	11.868	***	.906
IOC3	<---	IOC	1.000				.933
IOC4	<---	IOC	.848	.073	11.610	***	.899
IOC5	<---	IOC	.881	.092	9.607	***	.829
DME2	<---	DME	.676	.151	4.462	***	.585
JP1	<---	JP	.383	.089	4.326	***	.563

***** p < 0.05**

For the individualistic Indo-Fijian group, all hypotheses are also accepted given significant p-values (p=0.000<0.05) According to the results of this group, DM efforts by public sector organizations positively and significantly affect the Indo-Fijian employees' affective commitment, organizational commitment, work group performance and inclusiveness of organizational culture and their job satisfaction. Unlike the iTaukei group, the strongest positive relationship of DM efforts by public sector organizations was observed with inclusiveness of organizational culture (ICom) for the Indo-Fijian group with standardized coefficient of 0.954; C.R.=7.230>1.96; p=0.000<0.05, followed by work group performance (JP) with standardized coefficient of 0.920; C.R.=6.154>1.96; p=0.000<0.05 and then, job satisfaction (JS) with standardized coefficient of 0.906; C.R.=6.686>1.96; p=0.000<0.05. For this group, all factors reported strong relationships with high standardized coefficients ranging from 0.849 to 0.954.

The individualist Indo-Fijian employees thus perceive that the DM efforts by public sector organizations affects their perceptions on inclusive organizational culture the most and organizational commitment the least.

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Discussion

Overall DM efforts of the public sector organizations positively and significantly affects affective commitment, organizational commitment, job satisfaction, work group performance and inclusive organizational culture of both the ITaukei and Indo-Fijian employees. However, their perception largely differs on the effect of DM on job satisfaction, organizational commitment and perceiving inclusive organizational culture. While both the groups perceive low levels of organizational commitment, comparatively ITaukei employees perceive that as much lower.

For the ITaukei group, the DM efforts by public sector organizations affect their job satisfaction the most while for the Indo-Fijian group, these affect their inclusiveness of organizational culture the most. Comparatively, the ITaukei employees are more satisfied with their jobs and organizations than the Indo-Fijian group. For the Indo-Fijian group, DM efforts have mostly enhanced how they feel about being treated as employees. They feel they can openly discuss their opinions without fearing negative consequences and that their work environment values different ideas and perspectives while managers make fair and non-discriminatory decisions. Impact of DM efforts was higher in this area for the Indo-Fijian group than the ITaukei group. However, the DM efforts by public sector organizations affected organizational commitment the least for the ITaukei group. The impact was higher for the Indo-Fijian group, which means that the Indo-Fijian employees are more willing to put in extra effort, feel more connected with the organization's vision, mission and goals and are more willing to take up any tasks given to them in order to continue working for this organization than their ITaukei colleagues.

The difference in perceptions can be attributed to their cultures. The collectivist iTaukei employees are more satisfied with the diversity efforts of pragmatic policies and programs such as mentoring opportunities as reflected in their high levels of job satisfaction. However, individualist Indo-Fijian employees may not be fully content with these practices as they may have higher expectations from the organization to provide these diversity practices for their professional development. For individualist Indo-Fijian employees, they seem to be more vocal in their opinion, feel free to discuss their individual perspectives and feel diversity practices enhance their participation and involvement at the workplace. The HR managers therefore, need to pay attention to the experiences of the collectivist iTaukei employees who may feel shy in sharing their opinions or might fear potential repercussions of sharing their thoughts. The lack of organizational commitment by these employees reflects at the lack of support and inclusivity experienced by iTaukei employees. They may feel policies and processes may be unfair and are more in favour of Indo-Fijian employees. Few DM practices seem to be perceived as ineffective by the collectivist group of employees. Therefore, inclusive environments for both groups of employees need to be created to enhance their full participation and commitment at the workplace.

Fujimoto and Hartel's (2006) theoretical model suggest that diversity-oriented HRM policies and practices will moderate the level of prejudice of individualist-collectivist interaction on their work outcomes. This is because diversity-oriented policies will reduce the negative individual work experiences, group dynamics and employee behaviors, flowing from both cultures' interactions. This is directly proven in this research as DM has a positive impact on collectivist and individualist employees' individual, group and organizational work outcomes. The findings on affective commitment is similar to Ashikali and Groeneveld's (2015a) study on Dutch public sector employees. DM has a positive impact on both native and non-native employees. Findings by Pitts (2009) provides evidence for the argument that poor DM leads to people of colour to be less satisfied with their jobs and they are less likely to have positive perception of work group performance. In this study, effective DM practices by Fiji's public sector organizations is noted as results show positive effects of DM on both ethnicities job satisfaction and work group performance. Furthermore, the findings of this study are in accordance with that of Magoshi and Chang's (2009) study on organizational commitment, and Ashikali and Groeneveld (2015b) on inclusive organizational culture. The positive effect of DM on various work outcomes of indigenous Fijian and Indo-Fijian employees shows that management is taking effective diversity initiatives to cater for the needs of its employees.

Theoretical Contribution

This study adds to theoretical development by integrating information and decision making theory with DM and its effect on collectivist and individualist ethnicities work outcomes. Effective DM policies and practices by the public sector organizations have a positive impact on collectivist and individualist employees work outcomes. The suggestions of this theory are reinforced in the context of Fijian organizations and contributes to organizational development. This paper contributes to DM literature based on the perceptions of collectivist and individualist ethnicities on their work outcomes. Organizations need to continue with their diversity initiatives and opportunities to improve and enhance diverse employees' work outcomes and organizational performance.

Practical Implications

There are several suggestions for organizations for effective DM. Researchers have developed toolkits that outline key steps to assist HRM practitioners to improve organizational culture and diversity climate (Stone, 2017). It is suggested that HRM practitioners carry out attitude surveys, organizational commitment surveys, climate and cultural audits, employee complaints, grievances and discrimination complaints to measure employees' perceptions on workplace diversity, organizational culture and climate. This will provide managers with evidence on diverse employees' perceptions of their organizational culture and climate. In the analysis, HRM practitioners need to pay attention to differences in the perceptions of iTaukei and Indo-Fijian employees to understand if they perceive unfairness and inequality and administer policies and processes which are favorable for iTaukei employees as well as improve their organizational commitment.

It is also suggested that top leadership and management commitment be strengthened to communicate the vision and enthusiasm for diversity efforts. HR managers play an important role in identifying and limiting the escalation of prejudicial behaviours, eliminating group bias and encouraging cooperative interaction to enable diverse individuals to work together and accomplish group tasks (Stone, 2017).

Furthermore, public managers should be persistent in their efforts to provide mentoring opportunities to all employees specifically for Indo-Fijian employees to boost their morale and self-efficacy to sustain high levels of job satisfaction. Effective implementation of these practices is required to improve the work outcomes of collectivist and individualist employees and their experiences of the diversity environment.

Limitations and Future Research Directions

Firstly, the small sample size of the participants limits the generalizability of research to other public sector organizations. Future research could include employees from a number of public organizations for better sample size. In addition to this, qualitative research is suggested to

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explore management's perceptions on DM. Including public managers and supervisors will provide a better understanding of DM. Furthermore, the view of iTaukei employees as collectivists based on traditional viewpoints and their historical context is problematic and is a limitation in this research. Over the years, it is evident that the more formally educated and urban iTaukeis' are changing towards an individualistic orientation. However, there is lack of research to identify this transition. Future research should consider the factors that affect the cultural orientation of modern societies of iTaukei and Indo-Fijians and their attitudes on DM and workplace diversity.

Conclusion

This study showed that both ethnicities of collectivist iTaukei and individualist Indo-Fijians perceive positive effects of DM on their work outcomes without significant differences. ITaukei employees, however, perceive low levels of organizational commitment but high levels of job satisfaction whilst Indo-Fijian employees perceive high levels of inclusive organizational culture. Inclusive diversity strategies should consider the differences between ethnicities to improve the organizational commitment of all employees. Effective management of ethnic diversity is paramount to bringing out the positive intended effects of DM on employee work outcomes and organizational outcomes. This study is unique and first of its kind in Fiji and contributes to ethnicity and DM literature from the perspective of a small Pacific Island developing country.

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Appendix 1

Variable	Statement
Diversity Management	1.Supervisors/team leaders in my work unit are committed to workforce diversity which represents all segments of the society.
	2.Policies and programs promote diversity in the workplace (for example, recruiting minorities and women, training on awareness of diversity issues, mentoring).
	3.Managers/supervisors/ team leaders work well with employees of different backgrounds.
Affective Commitment	1.I feel like part of the family in my organization.
	2.My organization has a great deal of personal meaning for me.
	3. I feel like a strong sense of belonging in my organization.
Organizational Commitment	1.I am willing to put in extra effort to help this organization be successful.
	2.I strongly feel connected with the organization’s vision, mission and goals.
	3.I will take up any tasks given in order to continue working for this organization.
Job Satisfaction	1.I am very satisfied with my job.
	2.I am very satisfied with my organization.
Work Group Performance	1.I believe the overall work done by my work group is of good quality.
	2.I receive constant feedback on how I am doing in my job.
	3.I receive training I need to perform my job effectively.
Inclusive Organizational Culture	1.Where I work, I am treated with respect and dignity.
	2.I can openly discuss my opinion without fear of negative consequences.
	3.My organization has a work environment where different ideas and perspectives are valued.
	4.I find the organizational policies to be fair and non-discriminatory.
	5.The decisions made by managers about employees are fair.

FACTORS AFFECTING WAQIF'S INTEREST IN CASH WAQF: A SYSTEMATIC LITERATURE REVIEW

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Abstract: *Indonesia faces problems of poverty, unemployment, inequality, low levels of education, health. Cash waqf can foster the social responsibility of waqf institutions to the surrounding community and can improve the welfare of society. The potential for cash waqf reaches IDR 180 trillion, but the actualization of the collection will only reach 2.3 trillion in 2023. The purpose of this study is to analyse what factors influence the interest of waqif in cash waqf and to build a framework in explaining the factors that influence the waqif's interest in cash waqf. This research was conducted based on the concept of a literature review with the Systematic Literature Review method using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). There are 32 relevant and quality studies. Based on the year of publication, the highest number of articles was in 2022 and 2023. Based on Scopus category, Q2 articles are the most. Based on the research location, Malaysia is the most research location. Based on the type of method used, quantitative research methods are the most. Based on the theory used, Theory of Planned Behaviour is the most widely used theory. Based on exogenous variables, 22 variables were found to have an insignificant effect: Shariah compliance, community participation, information technology, moral obligation, economic factors, personal characteristics, self-image, social norms, commitment, gender, age, experience, waqf property use, attitude, knowledge/literacy, religiosity, access to CWLS, awareness, relative advantage, amount of information, community factors, and public factors. Therefore, it became a gap variable. As a suggestion, the next Systematic Literature Review is expected to accommodate reputable indexers similar to Scopus, such as Web of Science.*

Keywords: *Cash Waqf*, PRISMA, *Scopus*, *Systematic Literature Review*, *Theory of Planned Behaviour*

Introduction

Background

Indonesia is one of the developing countries that is faced with the problem of poverty (Hasmawati, 2023). One component that hinders the progress of human life is poverty (Saiti, Dembele, & Bulut, 2021). Apart from poverty, there are also other social problems, such as unemployment, social inequality, and low levels of education (Rahmah, 2022). Apart from that, health problems are also found (Jatmika & Nurulita, 2022).

One type of waqf that is currently becoming a big problem is cash waqf. Utilizing cash waqf can be an important step in solving problems in people's lives. Cash waqf is an important

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instrument in efforts to improve community welfare. According to Lubis & Wajdi (2016), cash waqf can make waqf institutions more responsible towards the surrounding community, which will ultimately improve community welfare. Kachkar (2017) explains that cash waqf plays an important role in meeting social, educational and welfare needs. Kalimah (2020) states that waqf can be used as an endowment fund for the people that benefits society as a whole.
The potential for cash waqf in Indonesia, based on data from the Indonesian Waqf Board (BWI), reaches IDR 180 trillion (Zuleika, 2021). Based on BWI data, the actual collection of cash waqf in 2022 will reach IDR 1.65 trillion (Beik, 2022). The total cash waqf collection in 2023 will reach IDR 2.3 trillion with 14.8 million waqifs out of a total of 238 million Muslims (Muhibuddin, 2024). Even though there has been an increase, there is a quite large gap between the potential and actualization of collecting cash waqf.

The government has made a series of efforts to support cash waqf, including through the National Cash Waqf Movement (GNWU) on January 25 2021 which was launched by the President of the Republic of Indonesia (Hidayat, 2021). Apart from that, there is an interesting fact from the 2022 CAF World Giving Index which states that Indonesia is the country with the most generous population in the world. It can be interpreted that there is great hope that the actualization of cash waqf collection will continue to increase.

Formulation of the Problem
The factors that influence the waqif's interest in waqf are important and need to be examined in more depth. As a matter of consideration, cash waqf has great potential in supporting social and economic development, especially in sectors that require sustainable funding such as education, health, and the economy. Understanding the motivations, perceptions, and constraints faced by waqifs or potential waqifs allows waqf management institutions to design more effective strategies to increase community participation. By examining factors such as religiosity, perception of waqf institutions, and waqf literacy, nazhir can optimize fundraising and improve the sustainability of cash waqf. The right approach to these factors can also improve transparency, accountability, and strengthen public trust in waqf, which in turn encourages wider participation and has a significant impact on social welfare.

Based on this description, the research question:
1. What are the factors affecting waqif's interest in cash waqf?
2. How to build a framework to explain the factors affecting waqif's interest in cash waqf?

Research Purposes
The aim of this research:
1. To analyse what factors affecting waqif's interest in cash waqf.
2. How to build a framework to explain the factors affecting waqif's interest in cash waqf?

Literature Review
Theoretical Framework
The main theoretical approach used in this study is the Theory of Planned Behaviour (TPB). According to Ajzen (1991), the key factor in TPB is an individual's interest in performing an action. TPB includes three main variables:

a. Attitude toward the behaviour, which is the extent to which individuals evaluate an action as favourable or unfavourable.

b. Subjective norm, which is the social and environmental influence perceived by individuals to perform or not perform an action.
c. Perceived behavioural control, refers to the extent to which an individual finds it easy or difficult to perform an action, which is assumed to reflect past experience.

As for cash waqf, in the regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 4 of 2009 concerning the Administration of Cash Waqf Registration Article 1, what is meant by cash waqf is a waqif's legal action to separate and/or submit part of the money to be utilized forever or for a certain period of time according to his interests for the purposes of worship and/or public welfare according to sharia. Sharia Financial Institution-Recipient of Cash Waqf, hereinafter abbreviated as LKS-PWU, is an Indonesian legal entity engaged in sharia finance designated by the Minister of Religious Affairs as a recipient of cash waqf. Cash Waqf Certificate, hereinafter abbreviated as SWU, is a proof letter issued by the LKS-PWU to the wakif and nazhir regarding the transfer of cash waqf.

In 2002, the Fatwa Commission of the Indonesian Ulema Council issued a Fatwa on Cash Waqf. First: Cash Waqf (Waqf al-Nuqud) is waqf done by a person, group of people, institution or legal entity in the form of cash. Second: Included in the definition of cash waqf are securities. Third: Cash waqf is legally jawaz (permissible). Fourth: Cash waqf can only be channelled and used for things that are permissible according to shar'i law. Fifth: The principal value of cash waqf must be preserved; it cannot be sold, donated, and/or inherited.

Previous Research

In this section, five previous studies are selected which are considered to be related to this research topic. A summary is carried out which includes author, year, title, journal/conference, domain/context, objectives, number of studies, data source and coverage, research questions, and main results. There is one previous research article that is closest to this research. The previous research was entitled: "Factors that Affect Community in Contributing to Cash Waqf for Economic Development: A Structured Review" written by Gzahli et al. (2023). The main differences were found to be in scope, source and time range.

Table 1: Differences Between Previous and Current Research

Points of Difference	**Title of previous research**	**Title of current research**
	Factors that Affect Community in Contributing to Cash Waqf for Economic Development: A Structured Review	Factors Affecting Waqif's Interest in Cash Waqf: A Systematic Literature Review
Coverage of cash waqf benefits	Economic development	There are no limits
Source	Scopus, Web of Science (WoS), dan Springer	Scopus
Time Range	2015-2022	2019-2024

Methodology

This article was prepared based on the concept of a literature review using the Systematic Literature Review method using Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The search for this article comes from journals obtained from reputable sources, namely Scopus. The main term used is “cash waqf” with the keywords: “cash waqf” OR “waqf” OR “endowment fund” OR “endowment funds” OR “Islamic endowment fund” OR “Islamic endowment funds” OR “Islamic commercial fund” OR "Islamic commercial funds" and determinant with the keywords: determinant OR factor OR variable OR determinants OR factors OR variables OR driver OR drivers.

Table 2: Keywords

No	Main Term	Keywords
1	“Cash Waqf”	“cash waqf” OR “waqf” OR “endowment fund” OR “endowment funds” OR “Islamic endowment fund” OR “Islamic endowment funds” OR “Islamic commercial fund” OR “Islamic commercial funds”
2	Determinant	determinant OR factor OR variable OR determinants OR factors OR variables OR driver OR drivers

Based on searches using these keywords, the results obtained amounted to 206 articles. Based on the filters listed on Scopus, Language: English, Document type: Article and Conference paper, Source type: Journal and Conference proceedings, the number of articles is 166 articles. Next, a time range filter was carried out for the last 5 years: 2019-2024, the number of articles became 105 articles.

After that, export 105 documents to RIS, then enter Mendeley using the account hilman.hakiem@apps.ipb.ac.id. After that, Check for Duplicates is carried out, with the result No Duplicates found, or Duplicates 0. This means that there are no similar articles included in the Scopus indexer. Next, the title and abstract were checked, resulting in 58 relevant articles. Next, the results of the paper were checked, resulting in 58 relevant articles. The journal soft files obtained come from the download process via ProQuest.com, Researchgate.net, and Academia.edu. There were 23 articles that were not found and 3 articles that were not qualified. The total number of articles taken was 32 articles. Next, a Quality Appraisal is carried out. All articles are qualified.

The following is a systematic and efficient current literature search flow using the PRISMA review method, depicted in Figure 1.

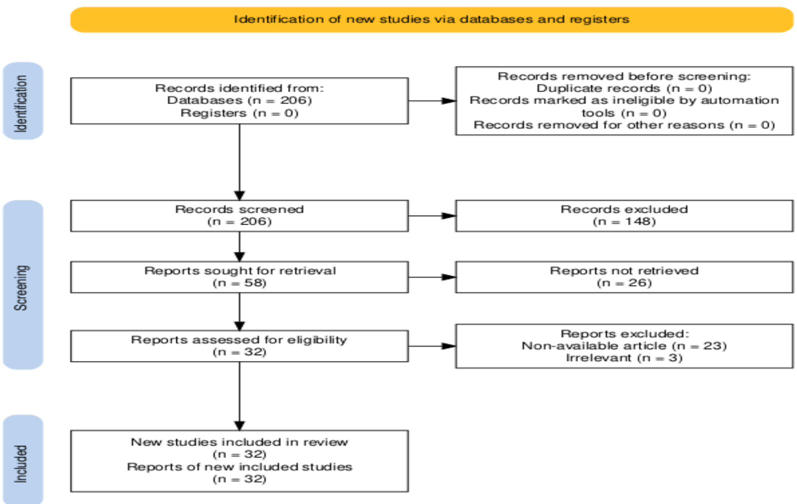

Figure 1: Journal Article Search Technique Using PRISMA

Results and Discussion

Based on the Quality Appraisal process, 32 quality journal articles were produced. Next to Extraction and Synthesis. At the Extraction Stage, information mapping is made from the articles being reviewed, based on the author's name, article title, year, source, research objectives, research questions, variables, methods, theories, location/country, main research results. Next, the Synthesis stage is carried out.

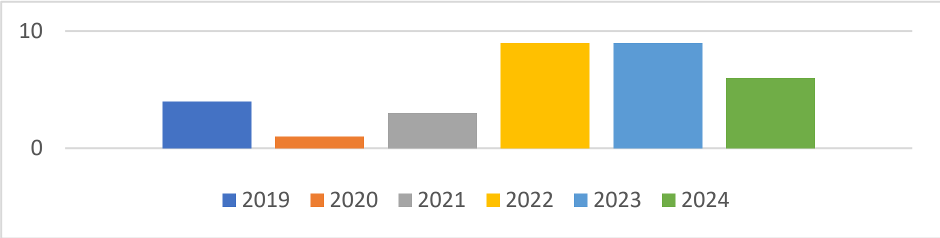

Figure 2: Number and Year of Publication

In 2019, the number of articles published was 4 articles; however, there was only 1 article published in 2020. In 2021, the number of published articles increased again, with a total of 3 articles. In 2022 and 2023, the number of articles published peaked with 9 articles each. In 2024, 6 articles will be published.

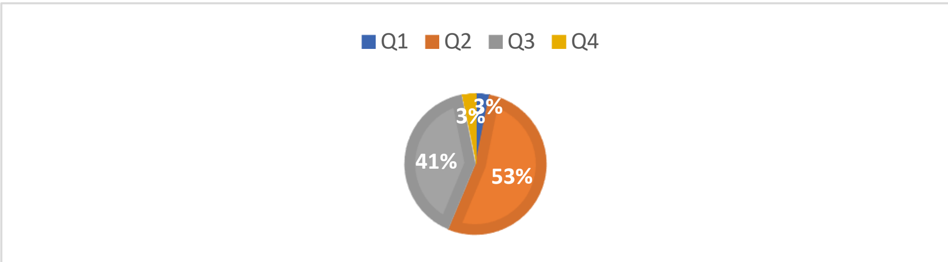

Figure 3: Scopus Categories (Q) And Number of Articles

Of the total articles published, only 1 article was in a journal in the Q1 category. Similar to the Q1 category, the Q4 category journal also only publishes 1 article. The Q2 category journal is the most dominant, with a total of 17 articles published in this category. In the Q3 category journal, 13 articles were published.

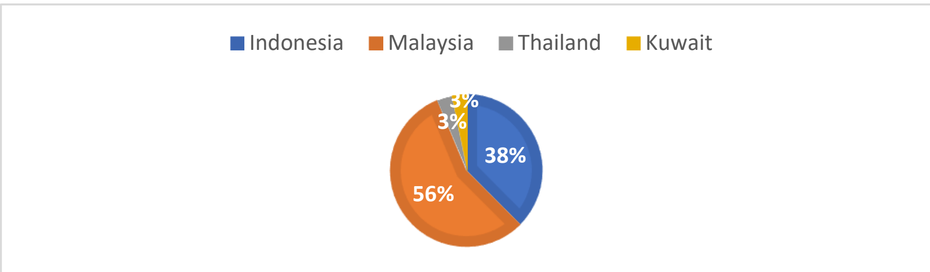

Figure 4: Research Location and Number of Articles

Indonesia is one of the main research locations, with 12 articles published. Malaysia is the research location with the largest number of articles, reaching 18 articles. Thailand and Kuwait were each the research location for 1 article.

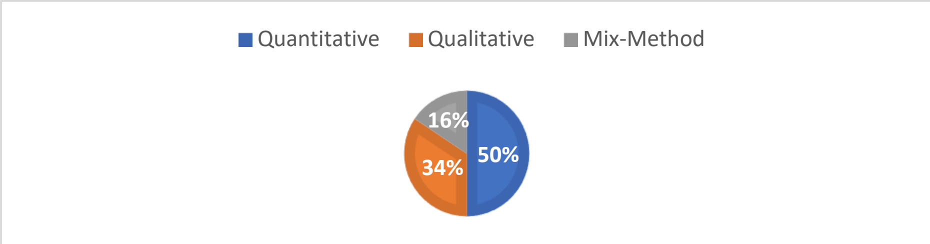

Figure 5: Methods and Number of Articles

Quantitative research methods were most frequently used, with a total of 16 articles applying this approach. Qualitative research methods were used in 11 articles, indicating quite high popularity for this type of approach. Mixed-methods, which combine quantitative and qualitative, were used in 5 articles.

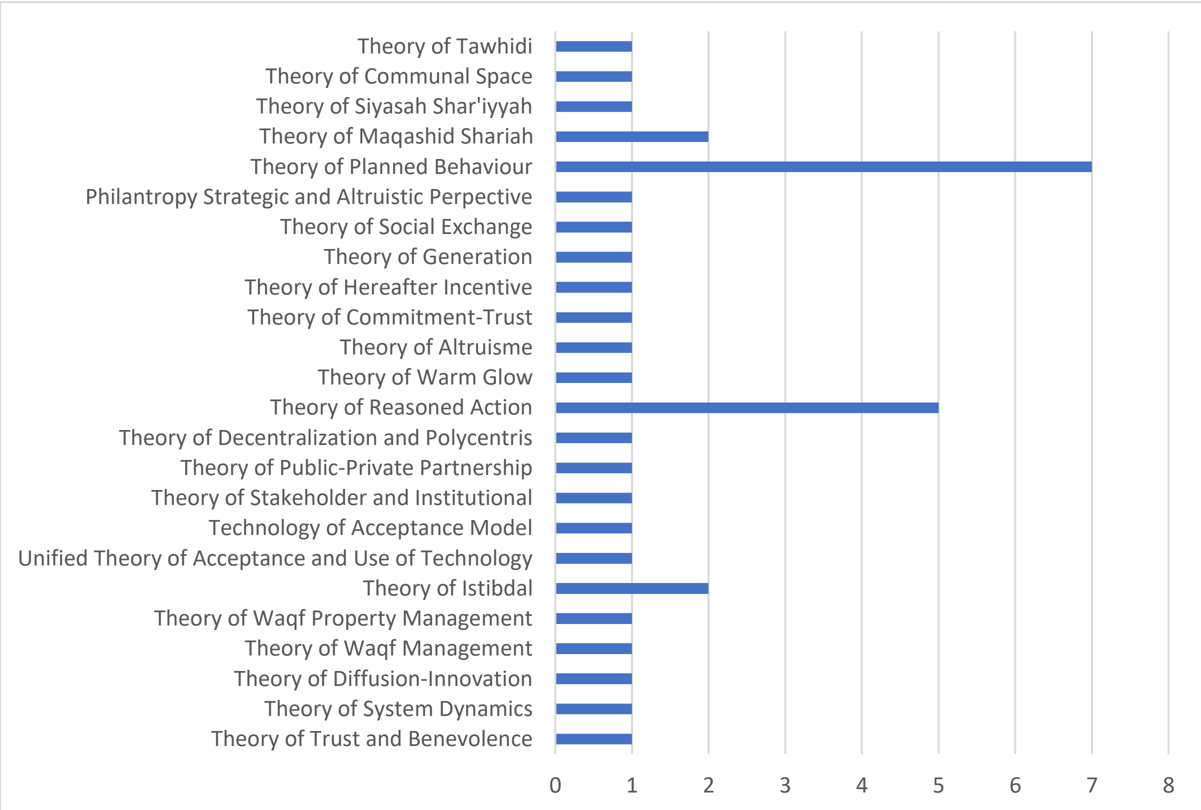

Figure 6: Theory and Number of Articles

Theory of Planned Behaviour (TPB) is the most widely used theory, with a total of 7 articles applying this theory. Theory of Reasoned Action (TRA) is also one of the most popular theories, with 5 articles using this theory. Maqashid Shariah Theory and Istibdal Theory were

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used in 2 articles each. Most other theories such as Tawhidi Theory, Communal Space Theory, Altruism Theory, and Warm Glow Theory were only used in 1 article.

TPB is a social psychology theory that is widely used in research on interest in waqf money because it is able to explain and predict a person's behaviour based on several relevant factors. In the context of interest in endowment, TPB is considered effective because it covers the components that underlie a person's interest in endowment. Here are the reasons why the TPB is often used in this regard:

1. Attitude component. A person's attitude towards cash waqf plays an important role in determining their interest in waqf. If a person has a positive view of the benefits and importance of cash waqf, then they tend to have a greater interest in doing so. The TPB helps analyze how this attitude is formed and how much it influences cash waqf intention.
2. Subjective norm component. Subjective norm refers to an individual's perception of how important others (e.g. family, friends, or religious leaders) view cash waqf behaviour. In the context of cash waqf, social encouragement from the environment or the belief that waqf is a value embraced by society can encourage an individual to endow. TPB examines this social influence on cash waqf interest.
3. Perceived behavioural control component. Perceived behavioural control refers to a person's belief in his or her ability to perform an action. In the case of cash waqf, individuals need to feel capable or have sufficient resources to donate money. The TPB facilitates an understanding of how this perceived self-control affects the interest in endowing money.
4. More accurate behaviour prediction: By integrating the three components, the TPB offers a more comprehensive approach to predicting cash waqf intention. Researchers can better understand the factors that encourage or inhibit an individual's interest in cash waqf, which in turn provides insights for the development of programs and policies to increase participation.

Next, mapping was carried out based on determinant/factos/independent variable, author (year) and significance of influence.

Table 3: Determinant/Factor/Independent Variable, Author (Year), And Influence

No	Determinant/Factor/ Independent Variable	Author (Year)	Influence
1.	Shariah compliance	Choudhury *et al.* (2019)	No significant
2.	Islamic entrepreneurship	Choudhury *et al.* (2019)	Significant
3.	Tawhid	Choudhury *et al.* (2019)	Significant
4.	Waqf-based communal space	Rochani *et al.* (2024)	Significant
5.	Sacred worship space	Rochani *et al.* (2024)	Significant
6.	Business space	Rochani *et al.* (2024)	Significant
7.	Learning space	Rochani *et al.* (2024)	Significant
8.	Environmental infrastructure	Rochani *et al.* (2024)	Significant
9.	Social capital	Putra *et al.* (2023); Mahamood & Khalid (2021)	Significant

No	Determinant/Factor/ Independent Variable	Author (Year)	Influence
10.	Management quality	Putra *et al.* (2023); Mahamood & Khalid (2021)	Significant
11.	Legal regulation/government regulation	Putra *et al.* (2023); Mahamood & Khalid (2021)	Significant
12.	Community participation	Putra *et al.* (2023); Mahamood & Khalid (2021)	No significant
13.	Management transparency	Putra *et al.* (2023)	Significant
14.	Information/digital technology	Putra *et al.* (2023); Mahamood & Khalid (2021)	No significant; Significant
15.	Government support/financial support	Putra *et al.* (2023); Mahamood & Khalid (2021)	Significant
16.	Public trust	Putra *et al.* (2023)	Significant
17.	Religious commitment	Nordin & Khalid (2022)	Significant
18.	Waqf nazhir communication	Nordin & Khalid (2022)	Significant
19.	Attitude towards waqf	Nordin & Khalid (2022)	Significant
20.	Perceived behavioural control	Nordin & Khalid (2022); Pitchay (2022)	Significant
21.	Subjective norm	Nordin & Khalid (2022); Afroz *et al.* (2019)	Significant
22.	Economic attitudes	Pitchay (2022)	Significant
23.	Political pressure	Pitchay (2022)	Significant
24.	Moral obligation	Pitchay (2022)	No significant
25.	Social factors	Jalil *et al.* (2019)	Significant
26.	Economic factors	Jalil *et al.* (2019)	No significant
27.	Intention to donate	Jalil *et al.* (2019)	Significant
28.	Trust	Jalil *et al.* (2019); Hasan *et al.* (2019)	Significant
29.	Religious factors	Jalil *et al.* (2019)	Significant
30.	Altruism	Hasan *et al.* (2019)	Significant
31.	Personal characteristics	Hasan *et al.* (2019)	No significant
32.	Self-image	Hasan *et al.* (2019)	No significant
33.	Religious value	Hasan *et al.* (2019)	Significant

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No	Determinant/Factor/ Independent Variable	Author (Year)	Influence
34.	Psychological benefits	Hasan *et al.* (2019)	Significant
35.	Social norms	Hasan *et al.* (2019); Zakariyah *et al.* (2023)	No significant; Significant
36.	Personal satisfaction	Hasan *et al.* (2019)	Significant
37.	Commitment	Hasan *et al.* (2019)	No significant
38.	Gender	Hassama & Ismail (2023)	No significant
39.	Age	Hassama & Ismail (2023); Maulina *et al.* (2024)	No significant
40.	Income	Hassama & Ismail (2023)	Significant
41.	Debt level	Hassama & Ismail (2023)	Significant
42.	Donation experience	Hassama & Ismail (2023)	No significant
43.	Experience with waqf	Hassama & Ismail (2023)	No significant
44.	Use of waqf property	Hassama & Ismail (2023)	No significant
45.	Hereafter incentives	Hassama & Ismail (2023)	Significant
46.	Muslim identity	Hassama & Ismail (2023)	Significant
47.	Warm glow	Hassama & Ismail (2023)	Significant
48.	Consumer factors	Amin *et al.* (2024)	Significant
49.	Family factor	Amin *et al.* (2024)	Significant
50.	The ummah factor	Amin *et al.* (2024)	Significant
51.	Humanity factor	Amin *et al.* (2024)	Significant
52.	Attitude	Afroz *et al.* (2019)	No significant
53.	Awareness	Afroz *et al.* (2019); Zakariyah *et al.* (2023)	Significant; No significant
54.	Knowledge	Afroz *et al.* (2019); Zakariyah *et al.* (2023); Huda *et al.* (2022)	No significant
55.	Perceived barriers	Afroz *et al.* (2019)	Significant
56.	Religiosity	Maulina *et al.* (2024); Berakon *et al.* (2022); Masrizal *et al.* (2023); Huda *et al.* (2022)	Significant; No significant; Significant; Significant
57.	Income	Maulina *et al.* (2024)	Significant
58.	Attitude towards Islamic banks	Maulina *et al.* (2024)	Significant
59.	Transparency	Maulina *et al.* (2024); Berakon *et al.* (2022)	Significant

No	Determinant/Factor/ Independent Variable	Author (Year)	Influence
60.	Decentralization	Adnan *et al.* (2022)	Significant
61.	Architecture design	Adnan *et al.* (2022)	Significant
62.	Corporate governance	Adnan *et al.* (2022)	Significant
63.	Public-private partnership	Adnan *et al.* (2022)	Significant
64.	Mudharabah model	Adnan *et al.* (2022)	Significant
65.	Leadership	Kamaruddin *et al.* (2024)	Significant
66.	Organizational culture	Kamaruddin *et al.* (2024)	Significant
67.	Political will	Kamaruddin *et al.* (2024)	Significant
68.	Availability of personnel	Kamaruddin *et al.* (2024)	Significant
69.	Report visibility	Kamaruddin *et al.* (2024)	Significant
70.	Governance structure	Kamaruddin *et al.* (2024)	Significant
71.	Waqf reporting standards	Kamaruddin *et al.* (2024)	Significant
72.	Financial surplus	Maulina (2022)	Significant
73.	Trust in waqf institution	Maulina (2022); Justine & Jalil (2022); Berakon *et al.* (2022); Hosen *et al.* (2022); Huda *et al.* (2022)	Significant
74.	Trust in government	Maulina (2022)	Significant
75.	Knowledge of CWLS	Maulina (2022)	No significant
76.	Access to CWLS	Maulina (2022)	No significant
77.	Ease of use (PEOU)	Berakon *et al.* (2022); Faturohman *et al.* (2020)	Significant
78.	Perceived usefulness (PU)	Berakon *et al.* (2022); Faturohman *et al.* (2020)	Significant
79.	Perceived transparency (PT)	Berakon *et al.* (2022)	Significant
80.	Word of Mouth (WOM)	Ab Shatar *et al.* (2021)	Significant
81.	Trust	Ab Shatar *et al.* (2021)	Significant
82.	Convenience	Ab Shatar *et al.* (2021)	Significant
83.	Accessibility	Ab Shatar *et al.* (2021)	Significant

No	Determinant/Factor/ Independent Variable	Author (Year)	Influence
84.	Performance Expectancy	Al-Daihani *et al.* (2023); Hosen *et al.* (2022)	Significant
85.	Effort Expectancy	Al-Daihani *et al.* (2023); Hosen *et al.* (2022)	Significant
86.	Social Influence	Al-Daihani *et al.* (2023); Hosen *et al.* (2022)	Significant
87.	Facilitating Conditions	Al-Daihani *et al.* (2023)	Significant
88.	Familiarity with Waqf Institution	Justine & Jalil (2022)	Significant
89.	Attitude	Huda *et al.* (2022); Masrizal *et al.* (2023)	Significant
90.	Relative advantage	Zakariyah *et al.* (2023)	No significant
91.	Amount of information	Faturohman *et al.* (2020)	No significant
92.	Public Factor	Maulina *et al.* (2023)	No significant

The table presents an overview of the factors that influence the interest or decision to endow money or contribute to cash waqf. This research aims to address the gaps in these unsignificant variables.

Framework

The following is a framework designed to explain the factors affecting waqif's interest in cash waqf.

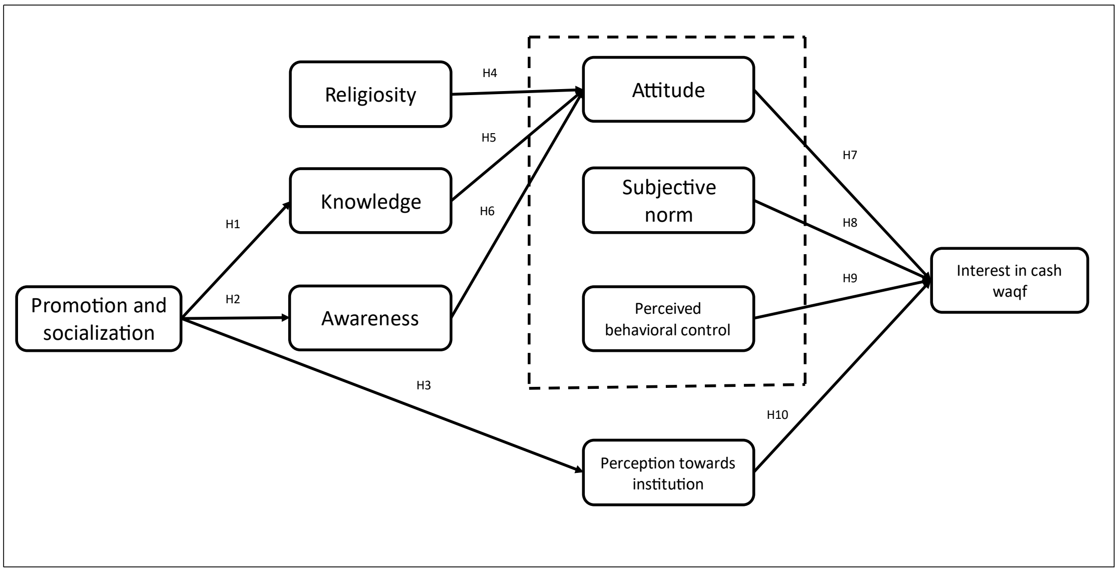

Figure 7: Framework

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Based on this framework, there are several main variables that play a role in affecting the interest in cash waqf. The following is an explanation of the elements contained in the framework:

1. Attitude. It is an individual's attitude towards cash waqf can describe the extent to which a person has a positive or negative view of cash waqf activities. This attitude can be formed based on experience, information received, and personal assessment of the benefits of cash waqf.
2. Promotion and socialization. This activity aims to increase public understanding of cash waqf, so that more people are interested in participating. This can include campaigns, advertisements, seminars, and publications conducted by waqf institutions.
3. Knowledge. It is an individual has about the concept and benefits of cash waqf affects his or her interest in waqf. The higher one's understanding, the more likely one is to be interested in doing cash waqf.
4. Awareness. It includes the understanding that cash waqf is a form of worship and social contribution that can bring benefits both personally and to the wider community.
5. Religiosity: It is an individual's level of closeness or commitment to religious teachings. This factor can play a role in shaping positive attitudes and internal drive to endow money as part of worship or religious orders.
6. Subjective norms: It includes social pressure or a person's perception of the views of others who are considered important, such as family or friends. If the important people around him have a positive view of cash waqf, the individual is more likely to be interested in cash waqf.
7. Perceived behavioural control: This refers to one's perception of the ability to participate in cash waqf. If one feels capable, both financially and in terms of ease of procedure, then the intention to endow money may increase.
8. Perception towards institution: It encompasses one's belief and trust in the waqf institution. If the institution is perceived to be transparent, trustworthy, and has good performance, then the individual's interest in endowing money through the institution will increase.

The framework attempts to explain the factors affecting waqif's interest in cash waqf. This analysis aims to see what factors can significantly encourage public participation in donating cash waqf.

Conclusions and Suggestions

Based on the previous description, it can be concluded in the following table:

Table 4: Conclusions (Categories and Findings)

No	Category	Findings
1	Number of relevant and quality articles	32 articles
2	Most published years	2022 and 2023
3	Most Quartiles of Scopus	Q2
4	Most research locations	Malaysia
5	Most research methods	Quantitative methods
6	Most widely used theories	Theory of Planned Behaviour

No	Category	Findings
7	Variables have both significant and no significant influence (inconsistent findings - as gap research variables)	Shariah compliance, community participation, information technology, moral obligation, economic factors, personal characteristics, self-image, social norms, commitment, gender, age, experience, waqf property use, attitude, knowledge/literacy, religiosity, access to CWLS, awareness, relative advantage, amount of information, community factors, public factors

Based on the table, there are 32 relevant studies. Based on the year of publication, the highest number of articles in 2022 and 2023. Based on Scopus category, Q2 articles are the most. Based on the research location, Malaysia is the most research location. Based on the type of method used, quantitative research methods are the most. Based on the theory used, Theory of Planned Behaviour is the most widely used theory. Based on exogenous variables, 22 variables were found to have an insignificant effect: Shariah compliance, community participation, information technology, moral obligation, economic factors, personal characteristics, self-image, social norms, commitment, gender, age, experience, waqf property use, attitude, knowledge/literacy, religiosity, access to CWLS, awareness, relative advantage, amount of information, community factors, and public factors. Therefore, it becomes a gap variable. As for suggestions, the next Systematic Literature Review is expected to accommodate reputable indexers similar to Scopus, such as Web of Science.

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A REVIEW OF ENVIRONMENTAL, SOCIAL, AND GOVERNANCE (ESG) STRATEGIES IN SAUDI ARABIA HOTELS

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Abstract: *Saudi hotels seeking sustainable growth and profitability should focus essential ESG strategies that correspond with environmental, social, and governance principles. While several studies have evaluated ESG practices by discussing various strategies found in the literature, there is a significant gap when it comes to evaluate ESG strategies into Saudi Arabia hotels. This omission highlights the need for more comprehensive and detailed ESG strategies that are capable of effectively measuring and improving the impact of hotels sector. The purposes of this research are to identify the most pertinent strategies used for measuring (ESG) in the Saudi hotels, to determine the setting of the studies and to identify the openings and future tendencies in hotels sector. This review study encompasses a several articles that were issued between the years 2020 and 2024. It provides an extensive assessment of the current level of ESG appraisal within the hotel industry in Saudi Arabia. The discussion primarily centered on the present challenges encountered in the field, along with the existing opportunities for research within the domain.*

Keywords: *Environmental, Social, And Governance (ESG), Strategies, Saudi Arabia Hotels*

Introduction

Environmental, social and governance (ESG) strategies are increasingly important in the hotel industry, especially in Saudi Arabia, which is undergoing a major economic and social transformation under Vision 2030 (Khater et al,2024). Saudi Arabia is moving towards developing the tourism and hospitality sector as part of diversifying the economy and reducing its dependence on oil, making it essential for hotels to adopt sustainable practices that respect the environment, serve the community and adhere to governance standards (Derendinger & Frank, 2023). In terms of motivation, the hotel sector's commitment to implementing ESG strategies enhances the attraction of tourists interested in sustainable and ethical tourism, and increases customer satisfaction and trust (Yu et al,2024). The adoption of these strategies also enhances the competitiveness of the sector locally and internationally and positions hotels to respond to increasing environmental legislation, which encourages the reduction of carbon emissions and the protection of natural resources. The application of governance standards also contributes to enhancing confidence among investors and those interested in the sector, enhancing the transparency of hotel management and increasing its attractiveness for responsible investments. Conducting a review for the literature on ESG strategies in the Saudi hotel industry is a necessary step for several reasons related to the importance of this sector and the need to keep pace with global trends towards sustainability and social responsibility. The importance of this topic stems from the need for the hotel industry to improve its practices to reduce environmental impacts and promote sustainable development in Saudi Arabia, which seeks, within Vision 2030, to become a global hub for sustainable tourism and attract investment.

The inspirations for conducting this review lie in understanding the suitability of ESG strategies to the challenges of this sector, as the literature review includes an analysis of lessons learned from global experiences in implementing sustainability strategies, identifying knowledge gaps in the Saudi context, and the impact of this on increasing awareness of the importance of these strategies among stakeholders, such as investors, management, workers and guests. Shalhoob and Hussainey (2022) assert that Saudi Arabian hotels should prioritize (environmental, social, and governance) ESG issues aligned with governance principles to attain sustainable growth and profitability. To enhance operational efficiency and ensure sustained value growth, a company must prioritize three essential elements. According to Vinodkumar and Alarifi (2022), the integration of environmental, social, and governance (ESG) aspects may advance the sustainable development objectives of Saudi Vision 2030. The increased emphasis on ESG principles has resulted in significant transformations within Saudi Arabia's hotel industry in recent years. Mir and Kulibi (2023) assert that Saudi Arabia's Vision 2030 project serves as a strategic planning framework aimed at diversifying the economy beyond its dependence on oil, focusing on areas such as entertainment and tourism. Consequently, the Saudi hotel industry has begun to emphasize sustainable standards and social accountability.

The Kingdom has made strides in promoting environmentally-friendly approaches, such as using energy-saving technologies and efficient resource management. This aligns with the country's broader efforts to scale up climate action and environmental protection under initiatives like the Saudi Green Initiative. In addition to environmental considerations, Saudi hotels are also placing greater emphasis on social and governance factors (Abdou et al,2022). The country's Corporate Social Responsibility strategy, launched in 2020, aims to promote responsible business practices and enhance the hotel industry's contributions to social development (Hassan et al,2020). This includes fostering partnerships, developing regulations, and improving awareness around social responsibility.

In 2019, the tourism industry earned over one trillion USD in global exports, according to the International Tourism Organization (Kalaitan et al., 2022). Consequently, it is unsurprising that McKinsey and Vision 2030 proposed a trillion dollars to enhance Saudi Arabia's industry, enabling the Kingdom to accommodate and attract 100 million tourists annually by 2030. The Saudi Arabian financial market is exhibiting signs of enhancement as investors recalibrate their portfolios, thereby garnering global interest (Aziz et al., 2021).

The Foreign Air Transport Association projects that the Saudi aviation sector will suffer a loss of USD 7.2 billion in 2020 owing to the cessation of international flights since the COVID-19 pandemic. The suspension has also affected the job status of 287,000 individuals in this industry. Researchers have advised prioritizing the enhancement of supply chain resilience to ensure the continuing profitability of the Kingdom's tourism industry (Tasnim et al., 2022).

The tourism industry in Saudi Arabia has received substantial government investment and support, as stated in the National Vision 2030 (Musa, 2021). The country's abundant cultural legacy, breathtaking natural attractions, and significance as the origin of Islam have all contributed to its increasing allure as a sought-after tourist spot, with an estimated 22.1 million international visitors projected by 2025 (Mir & Kulibi, 2023).

Numerous studies examined the three aspects of ESG in context of Saudi Arabia. For example, research on environmental elements discussed the significant of reducing energy consumption since it directly impacts the ecological footprint. Implementing energy-efficient technologies and transitioning to renewable energy sources can help mitigate environmental risks (Aldegheishem, 2024). In addition, optimizing building materials, such as using low-carbon concrete mixtures, can significantly reduce embodied carbon emissions, contributing to a lower environmental impact (Almulhim & Masmoum, 2024). Other researchers attempted to examine the social factors. For example, actively managing stakeholder relationships through comprehensive ESG practices can improve financial performance and foster societal development (Abuhussain et al., 2024). Additionally, investing in local communities and ensuring social responsibility can enhance the social impact of hotel operations (Abuhussain et al., 2024). In relation to the governance strategies, the transparent ESG disclosure strategies are linked to improved corporate performance. Strengthening regulatory frameworks and raising awareness among investors can encourage more companies to adopt these practices (Abuhussain et al., 2024).

One alternate way for determining whether or not environmental, social, and governance (ESG) are beneficial is to do a literature review on the ESG strategies that corporations have implemented (Aldowaish et al,2022).

Figure 1: Saudi Arabian Hotel Market

Source: https://www.researchandmarkets.com/content-images/1987/1987809/2/saudi-arabian-hotel-market.

In 2023, the hotel market in Saudi Arabia was valued at US$ 27.90 billion. It is expected to increase to US$ 62.27 billion by 2030. The Saudi hotel business is now experiencing significant growth because to major expenditures in infrastructure, strategic location development, and an increase in both domestic and international tourism (Balroo, 2023).

This section presents a literature review focusing on the evaluation of social, environmental, and governance solutions, following the overview of method. Subsequently, discussion and future work about the ESG strategies pertinent to Saudi Arabia and the conclusion of the study.

Method

This investigation employs narrative analysis of relevant literature. In many instances, the author's profound affection for a certain literary work and the author's deficiency in reading resources are the primary catalysts for narrative analysis. The fundamental objective of a narrative review is to engage in the ongoing discourse on a subject while also providing a comprehensive analysis of the existing literature. A multitude of steps were conducted to finalize the review process for the current study. Essential keywords must be defined first. These may encompass terms such as "ESG Strategies OR Practices OR Score OR Criteria," "Tourism OR Hospitality," "AND," "Saudi Arabia," and "Hotels." Boolean operators, including "OR" and "AND," were employed during the search process. For this literature research, we utilized Google Scholar as our database. During the initial part of our investigation, 85 records were successfully acquired. The next stage involves eliminating any content that is extraneous to the study. Consequently, we exclusively examined peer-reviewed scholarly publications in English from 2020 to 2024. Prior to examining the full texts of the publications, we reviewed their titles and abstracts. The absence of connection to environmental, social, and governance issues in tourist contexts resulted in the disqualification of some studies. Only publications directly related to ESG were considered suitable. Following a comprehensive screening process that assessed critical inclusion and exclusion criteria, we identified several publications relevant to ESG in Saudi Arabia companies.

Table 1: Comprises A Compilation of The Papers That Were Evaluated for Potential Inclusion in This Study

No.	Authors& years	Objectives	Methods	Results	Future research
1	Abuhussain et al,(2024)	To scrutinize the rapport between environmental, social, and governance (ESG) disclosure and corporate performance in Saudi Arabia.	Tobin's Q	The findings, consistent with signaling theory and stakeholder theory, indicate that robust ESG regulations may enhance financial performance while concurrently benefiting stakeholders.	Future research may investigate the influence of ESG disclosure methods on Saudi Arabia in relation to environmental and social issues.
2	Li et al, (2024)	To examine the intricate relationships that exist between emissions of carbon and key factors related to Saudi Arabia's Vision 2030 aims for a low-carbon, sustainable future.	Markov switching regime regression	The findings illustrate a U-shaped relationship, integrating the Environmental Kuznets Curve (EKC).	providing specific suggestions to legislators in order to steer Saudi Arabia toward a low-carbon, sustainable future.
3	Tomader, Elhassan. (2023)	To examine the effect of trade liberalization and energy production on the growth of the Saudi	employing annual data spanning from	According to the results of the two experiments, increasing energy output	It is possible to investigate the strategies that in accordance

		Arabian economy and environmental damage.	1970 to 2020	and expanded trade openness are both factors that contribute to the acceleration of economic expansion.	with the Saudi Arabia sustainable goals.
4	Alshammry et al, (2023)	This study seeks to empirically examine emissions of carbon, economic growth, energy consumption, and internet usage as variables.	Decoupling index and vector error correction model technique	The increasing emissions of greenhouse gases are substantially attributable to internet use.	It is beneficial to conduct study that enhance proposing strategies that reduce the CO2 emission.
5	Rida, Waheed. (2022)	By utilizing energy, green, and blue measures, we can assess Saudi Arabia's sustainability goals.	nonlinear ARDL	The findings indicate that blue economic activities are not expanding sufficiently to achieve the sustainable objectives of Saudi Vision 2030.	It is better to conduct studies that compatible with Saudi Arabia's sustainable goals
6	Abdullah, Alregab. (2022).	This study intends to assess the extent to which foreign investors perceive corporate governance (CG) and corporate social responsibility (CSR) as critical determinants of a company's sustainability.	Ordinary least squares OLS and System-GMM estimates	The results demonstrate that ESG performance has a favorable impact on foreign investment.	It is beneficial to examine the environment and social elements which were insignificant in the context of this study.
7	Sharma et al,2022	To understand the influence of ESG reports on business outcomes.	A triple-bottom-line framework	The research indicated that ESG scores and governance pillar scores positively influence a firm's market value	There is a need to investigate the environment and social elements and their impact on the companies.

8	Al Amosh, H., & Khatib, S. F. (2022).	Examining the effect of website traffic on the financial performance of banks inside the GCC.	content analysis methodology for data 64 GCC banks from 2014 to 2020	The results demonstrate that banking websites serve as an effective public relations tool, drawing in visitors and transforming them into customers by influencing individual behavioral intentions	There is a need to conduct more studies in different contexts.
9	Vinodkumar et al,2022	This research aims to investigate the impact of ESG performance on the ownership of international firms in Saudi Arabia.	Analyze data from stocks registered in the Tadawul.	The results indicate that enhancing ESG performance is essential for enterprises aiming to attract foreign investment, therefore fostering the economic development and sustainability of the Kingdom	There is a necessity of incorporating ESG factors into corporate plans to attract conscientious stakeholders.
10	Ammer et al,2020)	to examine the disclosures about environmental sustainability and their impact on the company's valuation.	Accounting-Based Metrics	independent directors on corporate boards greatly improves the effect of stated environmental sustainability initiatives on company value.	Future works could explore diverse approaches to clarify the link between business value and environmental sustainability disclosure.

Table 1 presents the chronological order of the articles' publication. Only single article was published in 2020, five articles in 2022, two articles were published in 2023 and 2024 respectively, covering all related studies. Although 2021 is included, there was a decline in ESG strategy research during that year compared to 2022 and 2024. A significant number of distinguished Saudi scholars have suggested several methodologies for assessing ESG strategies in hotels and have undertaken comprehensive research on the subject. The objectives serve as the foundation for the evaluation approach in this study methods, results and future research in previous studies. For example, a study by Abuhussain et al,(2024) suggested that in order to secure long-term growth and profitability, Saudi hotels should operate their companies in an environmentally sustainable, socially responsible manner, while complying with stringent governance standards. Implementing energy-efficient procedures, enhancing community engagement and employee wellbeing, and adopting transparent governance frameworks are effective methods for reducing carbon footprints. Enhanced financial outcomes result from comprehensive ESG disclosure strategies, which stakeholders may perceive as a testament to their commitment to the cause. The Saudi hotel sector is very competitive; nevertheless, by concentrating on these areas, they may enhance alignment with stakeholder expectations and regulatory standards, thereby fostering long-term value and resilience.

Research findings indicate that these disclosures could enhance corporate performance and yield long-term benefits for participants in the Saudi market. The importance of firms comprehending and implementing ESG concepts is hence emphasized.

Rida and Waheed (2022) highlighted the significance of blue economic activities in the context of Saudi Arabia's sustainable development program within the hotel business. The capacity to enhance maritime tourism for the sake of bolstering economic sustainability and fostering environmental conservation is particularly noteworthy among its numerous benefits. By concentrating on these domains, hotels may synchronize with the environmental objectives of Saudi Vision 2030. Consequently, hotels can achieve financial prosperity while maintaining their dedication to environmental stewardship. The analysis revealed that blue economic initiatives are not meeting the sustainability criteria established by Saudi Vision 2030. The study underscores the deficiency of research examining the impact of the blue economy on Saudi Arabia's sustainable development and environmental goals.

The findings indicate that blue indicators are overlooked by sustainable economic and environmental goals. Saudi Arabia should prioritize the advancement of maritime commerce and oceanic tourism to achieve these objectives.

Tomader and Elhassan (2023) examined the influence of energy production and trade liberalization on Saudi Arabia's economic growth and subsequent environmental degradation, employing annual data from 1970 to 2020. Two models were created applying the methodologies of the fully modified ordinary least squares (FMOLS) and flexible ordinary least squares (DOMS). The first model emphasized environmental protection, whereas the second model focused on economic expansion. The findings indicate that an acceleration in economic growth is attributable to increased energy production and enhanced commercial openness. It might be contended that heightened energy output has not facilitated the implementation of more environmentally sustainable policies and practices. Environmental degradation has arisen from both heightened energy production and trade liberalization.

Research conducted by (Li et al, 2024) examined the complex relationships between carbon emissions and the fundamental components of Saudi Arabia's Vision 2030 ambitions. With these objectives established, the study may strive for a future that is both sustainable and characterized by low carbon emissions. The nominated elements were identified with consideration of the Triple Bottom Line (TBL) framework. Responsible tourism, sustainable energy, and prudent resource management are essential components of the address this complex problem. The study employed the Markov switching regime regression methodology on data covering the period from 1990 to 2022. Studies indicate a positive association between carbon emissions and the volume of international tourists, supporting the notion of tourism's detrimental impact on the environment. The data supports a U-shaped association, aligning with the Environmental Kuznets Curve (EKC). The utilization of renewable energy sources presents challenges that support the Environmental Kuznets Curve concept. It is posited that cleaner energy sources and increased economic activity may mitigate environmental damage. The evidence-based perspective asserts that increasing economic activity and resource extraction are the primary drivers of carbon dioxide emissions. Carbon emissions displayed a negative correlation with the square of natural resources and a positive relationship with the quadratic effects of economic growth, signifying their limited supply. Theory in this domain encompasses transportation, resource capital, and environmental deterioration. This research program employs stakeholder theory and community-based tourism (CBT) to provide targeted recommendations for Saudi Arabian authorities aiming to achieve reduced carbon emissions in the future.

Alshammry (2023) and his colleagues conducted a study in Saudi Arabia to ascertain the elements contributing to carbon monoxide emissions from 1995, utilizing the decoupling index and the vector error correction model. This study focused on conducted an experimental analysis to identify the relationship between energy consumption, carbon emissions, economic growth, and internet utilization. Macroeconomic indicators and Stock prices were scrutinised for their long- and short-term relationships, with the potential for cointegration being appraised. Initial inconsistencies serve as evidence of stability, as indicated by the revised Dickey-Fuller unit root test. Levels are not needed for the fundamental series; yet, this remains true. Johansen's cointegration analysis indicates that the variables in Saudi Arabia exhibit interdependence. The vector error correction model VEC model posits that greenhouse gas emissions are directly proportional to the square of the population's internet usage.

In the same context, a study by Alregab, (2022) scrutinized the rapport between the disclosure and the performance of Saudi Arabia companies in terms of finance progress. The study included analyzing data for 100 non-financial companies listed on the Saudi Stock Exchange from 2017 to 2022. It aimed to build models using the Generalized Method of Moments (GMM) to assess the impact of environmental, social, and governance (ESG) disclosure on return on equity (ROE), return on assets (ROA), and Tobin's ratio (Q). The models included random and fixed elements. This alleviated concerns regarding endogeneity. An innovative index for ecological, society, and governance emerged from the principal component analysis. This index now features distinct rankings for social issues, environmental responsibilities, and governmental policies. The analysis indicates a substantial correlation between environmental, social, and governance (ESG) disclosures and key performance metrics across all models. Stringent environmental, social, and governance (ESG) rules may enhance financial performance and convey a positive message to stakeholders, as indicated by the findings and the theories of signaling and stakeholders. The aim of these regulations is to establish mutually advantageous relationships. The investigation has revealed irregularities in several enterprises. Manufacturing companies tend to pay more attention to the relationship between ESG disclosure and performance than non-manufacturing companies. Studies show that company size, age, and liquidity significantly influence this relationship between ESG and financial performance. This study may be beneficial for politicians, bankers, and corporate leaders in Saudi Arabia since it elucidates the evolving nature of sustainable business practices. An ethical and environmentally responsible corporate culture was correlated with increased public disclosure of ESG data in the examined region.

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Al Amosh, (2022) investigated the relationship between the internet traffic of GCC institutions and their financial achievement, with the main purpose of assessing the influence of environmental, social, and governance (ESG) performance on this correlation. A content analysis was performed on the data subsequent to the collection of financial records from 64 GCC banks covering the period from 2014 to 2020. This study revealed that numerous financial performance criteria for financial institutions are substantially influenced by the frequency of customer visits to their websites. These indicators include market value, return on equity, net interest margin, return on investment, and return on assets. Adherence to environmental, social, and governance (ESG) standards increases website traffic, increases customer satisfaction, and ultimately improves the profitability of financial institutions, such as banks. The data clearly indicate that banking websites serve as an effective public relations instrument for customer acquisition. Consequently, shaping the behavioral intentions of incoming visitors enhances the likelihood of their conversion into paying consumers. The result is an enhancement in banks' profitability, influencing their decision-making concerning financial transactions.

A study by Sharma et al, (2022) evaluated the impact of ESG reporting on corporate performance. ESG stands for "environment," "social," and "governance," serving as a framework that integrates corporate social responsibility, environmental considerations, and financial performance. The tripartite structure is necessitated by incontrovertible evidence. Companies must disclose their ESG impacts—effects on the environment, society, and governance—as mandated by the GCC stock market. Furthermore, 91 enterprises from six distinct GCC regions had their ESG scores compiled (with other samples) from 2019 to 2021. The sample comprised individuals from nine distinct vocations. This research predominantly employs market capitalization and return on assets (ROA) as its principal indicators. The complete ESG score, along with its social and governance component ratings, constitutes the independent variables. The system incorporates a range of control options, along with leverage and intensity. Researchers have demonstrated a positive correlation between a company's ESG ratings and its market value. Independent examinations of the social and environmental components, however, did not yield sufficient evidence of a statistically significant association. Moreover, it is important to note the significant association between ECG ratings and all ESG disclosures.

A study was undertaken by Ammer et al. (2020) on publicly traded corporations in Saudi Arabia indicate that efforts to enhance environmental sustainability substantially elevate corporate valuations. The findings of this study significantly impact legislators, corporate executives, educational entities, and investors because of the prominence and significance of environmental practices within enterprises.

In their studies Vinodkumar et al. (2022) displayed that foreign ownership in Saudi Arabia is impacted by the performance of ESG, including all its factors. The study proposed that the improvement of attracting more foreign investors can be enhanced by its commitment to stringent environmental, social, and governance measurements. This link represents the culmination of standards associated with global sustainability trends and risk management strategies. The study utilizes ESG strategies to elucidate the sustainability framework currently implemented by firms in KSA. The study delineates methods for astute investors to ascertain the value of their investments. Furthermore, it underscores how these reliable, consistent, and pertinent indicators enhance the stock market's resilience over time. A method was presented

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enabling discerning investors to apply ESG scores to the principal aspects influencing investment and business performance.

Discussion and Future Work

The research revealed that numerous submitted publications concentrated on assessing the ESG dimensions of hotels in Saudi Arabia. On the other hand, determining the strategies of ESG in the context Saudi Arabia hotels, identifying the context of the studies and to determine the gaps and future trends in hotels sector of this particular study's objectives. The literature indicated that most of the studies in this paper focus on environmental strategies specifically reducing CO2 emission (Mohammed et al ,2024; Abuhussain et al, 2024; Alshammry et al, 2023) are all focused on reducing carbon in Saudi Arabia companies and adopt the green economy strategy (Tomader, Elhassan2023; Waheed et al,2023). The ESG issues pertaining to hotels appear to have been overlooked. Significant research on Corporate Social Responsibility has been conducted within the context of a Saudi Arabian corporation (Alregab, 2022). Alregab in her study analyzes 110 Saudi stock market companies across several industries using Ordinary Least Squares (OLS) and System-GMM estimate methods. his study examines foreign investments in Saudi Arabia to elucidate the correlation between environmental, social, and corporate governance performance and its influence on attracting these investments. The study seeks to elucidate how the adherence of Saudi enterprises, particularly those operating within Saudi Arabia, to environmental and social governance norms influences the decisions of foreign investors. Companies can distinguish themselves from competitors by demonstrating transparency in corporate social responsibility disclosures, which signify their dedication to sound governance and adherence to social responsibility norms. The company's display of environmental and social responsibility bolsters investor confidence and signifies its commitment to obligations beyond mere financial gain, potentially enhancing its reputation and positioning it as a favoured destination for foreign investments.

Conversely, hotels may improve their efficiency and effectiveness—and consequently the quality of customer experiences—by evaluating their environmental, social, and governance criteria. The secondary objective of this review is to delineate the context of the studies considered. For example, a study by (Alregab, 2022; Vinodkumar et al,2022) were carried out in Saudi Arabia market stock companies. A study by Al Amosh et al, (2022) was conducted in GCC banks. Other studies by (Ammer et al,2020; Abuhussain et al,2022) were carried out in financial companies. Rida and Waheed, (2022) study was conducted in ocean tourism.

The particular ESG elements influencing performance disparities among industries warrant investigation. Future researchers could concentrate on non- financial studies and give more attention to the ESG strategies and models by adding more elements such as brand representative and brand identification in the context of Saudi Arabia hotels. In the future, academics in Saudi Arabia may investigate the impact of ESG disclosure practices on the nation's social and environmental contexts. Understanding of customer perception in terms of ESG practices in this Saudi Arabia hotels industry might be a good avenue in the future studies.

Conclusion

The primary objective of this research was to identify the most effective strategies for assessing ESG (environmental, social, and governance) aspects in hotels in Saudi Arabia. The study sought to address the deficiencies and project advancements in the hotel business by delineating the setting of the research. This study presents compelling evidence from Saudi Arabia's financial market indicating that companies' environmental sustainability disclosures enhance their value. The findings demonstrate that ESG scores positively influence corporate value. Additionally, various studies were conducted in different contexts. The governance disclosure significantly influenced firm value, but the social disclosure shown a positive albeit insignificant correlation with business value. The findings of this inquiry present new evidence originating from Saudi Arabia, that there is few studies delt with the ESG strategies in the context of Saudi Arabia hotels, due to the inconsistent findings in the existing literature, it is recommended to conduct more studies in the context Saudi Arabia hotels and address other research trend such as brand and customer trust and experience. This research encompasses several implications that could influence the Saudi Arabia hotels sectors such as the hotels brand and reputations of these hotels through the application of ESG strategies compare with other hotels that do not give consider the ESG. Additionally, the adaptation of ESG strategies could create a competitive advantage in the field of hospitality. Although this review offers a valuable insight about the ESG literature, there are some limitations in this study. First, the data was elicited from one database "Google Scholar" and the other database websites were overlooked such as the Scopus and Web of science which content other reliable resources of related studies. Second, the study focused only on the journals and did not include the reports and book review which could add valuable data in the future literature review studies.

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ASSESSMENT OF META-COMPETENCIES IN THE COURSE "CREATIVE PEDAGOGY" AT HEU

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Abstract: *This paper describes to development ways of the meta-competencies of students based on creative techniques in the lessons. A 6-credit module aimed at developing students' meta-competencies is included in the curriculum. Used creative techniques for developing the meta-competencies of students and given the classification of the creative techniques. Analyzed the results of the study with 352 students in Tashkent university of information technologies given the reliability and validity of made teaching technique. To investigate the validity hypotheses based on groups with known criteria are tested using the test of Torrence. As predicted, in the first step there is not any difference between teachers in experience and control group. Students who are experienced in using creative techniques in the module "Creative pedagogy" have significantly improved their professional creativity. In sum, the results of the analyses suggest that the survey and teaching technique created by us is reliable and has 12.1% effectiveness for developing meta-competencies of students.*

Keywords: *Meta-Competencies, Students, The Module "Creative Pedagogy", Lecture*

Introduction

The development of meta-competencies, which is one of the "21st century skills", creates the need for the representatives of the field to develop competencies such as logical thinking in complex situations, finding original solutions to problems, and forecasting. (Rochmawati, Wiyanto, and Ridlo 2020)(Erdoğan, 2019).

OECD Learning Compass 2030 organization says that the formation of people's cognitive and meta-cognitive skills, social and emotional skills, practical and physical skills increases their adaptability to changes in society (Organization for Economic Cooperation and Development, 2018).

If we look at pedagogic personnel, globally, today, based on the demands of society, their metaverse competence (Thongprasit & Piriyasurawong, 2023), the ability to form leadership competencies (Shchetinina & Zinchenko, 2018), the highest structural and science-related competencies (Lytvynenko & Yamnytskyi, 2014) means metacompetence. Based on this, in the development of pedagogues' metacompetencies, they should carry out such activities as conducting subjects based on the principle of metasubjectivity (Karpenko, 2022) forming lesson content based on the individual characteristics of learners, organizing integrative training and using innovative educational technologies. shows the urgency of increasing.

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Metacompetence can be used in various fields, including Project based learning (PBL) (Lopanova et al., 2023), medicine (Bennett & Shafran, 2023); (Thwaites & Haarhoff, 2017), journalism (Wieczorek et al., 2024), engineering (Thongprasit & Piriyasurawong, 2023), professional training (Lytvynenko & Yamnytskyi, 2014) have been researched.

We can observe the role and place of pedagogical conditions in the development and evaluation of students' metacompetencies in the educational process in Osipov's research (Osipov, 2020). Based on this, taking into account that the development and assessment of metacompetencies of students of higher education institutions is carried out in the field of science, we set two objectives in the article: (i) inclusion of the "Creative pedagogy" module in the curriculum; (ii) develop a framework that reflects the content of metacompetencies.

Literature Review

The process of evaluating students in the field of science is an important pedagogical process aimed at an in-depth analysis of the knowledge, skills and competencies of students in each science, and objective determination of their knowledge level (Roji & Zamri, 2024) . Today, the trends in the educational system include the transition from traditional methods of evaluating students in subjects to alternative methods (Ahmad et al., 2020), i.e. digital technologies, innovative methodological projects (Cahyadi et al., 2023), test questionnaires (Mather & Schneider, 2023), (Mather & Schneider, 2023), pedagogik kuzatuv (Taylor et al., 2023), pedagogical observation (Yildirim-Erbasli & Bulut, 2023).

In the course of our research, we found it desirable to include the "Creative pedagogy" course in the curriculum for the development and evaluation of students' metacompetencies. During this course, students' creative competence, critical thinking, and skills such as organizing the educational process in a creative environment are formed. The course is 6 credits and consists of 44 hours of lectures and 30 hours of practical training. If we systematically analyze the educational process of higher education institutions, we can see a student oriented towards professional activity. Rapid changes in the educational system, the importance of the educational system in the development of personnel that meets the requirements of world educational standards, taking into account the meta-competencies of future specialists, improving the educational modules and updating the content, as well as conducting lectures and practical training in a new way is appropriate.

Various forms of teaching are conducted in the higher education system, that is, interactive, passive and active. In our opinion, the parallel development of metacognitive, metaverse and metacreative competencies of students along with the organization of lectures in a creative environment along with the above forms of teaching will make them become experts in their profession.

We present the analysis of the following lectures to develop these competencies.

Table 1: Types of Lectures in the "Creative Pedagogy" Course

Learning Type	**Activity of The Teacher**
Self – Directed Learning;	Sets Learning Goals Based on Individual Characteristics, Searches for Needed Resources, Creates and Follows A Learning Plan, And Then Evaluates Their Result (Stephens & Coryell, 2021)
Transformative Learning;	Faces A "Referential Dilemma" That Challenges Their Perspective In Such A Fundamental Way That They Re-Analyze Their Existing Perspective And Think Critically To Apply It To Their Experiences (Khalil & Elkhider, 2016)
Experiential Learning;	Develops the Most Suitable Sequence of Actions for Pedagogical Activity, That Is, Creates A Map of His Activity (Morris, 2020)
Project-Based Learning;	Researches, Develops and Tests Potential Solutions, Using Colleagues for Regular Feedback; It Further Strengthens the Acquired Knowledge Based on Active Feedback And Directs It To Practice (Maros Et Al., 2023)
Action Learning;	Muammoni Yechimiga Qaratilgan Debatga Asoslangan Savol-Javob Muhitini Yaratadi Va Ishtirok Etadi Hamda Kuzatib Boradi. Natijada Eng Maqbul Yechimni Aniqlaydi; Hamkorlik, Qo'llab-Quvvatlash Kabi Professionalizmning Kasbiy Mahoratga Qo'yilgan Talablari Asosida Guruh Dinamikasini Shakllantiradi. (Cho & Egan, 2009)

The trends of educational development and the need for quality of education require radically new approaches to certain educational technologies and, on this basis, the need for educational organization and methodical improvement. These approaches include many principles and methods, but mainly put forward ideas aimed at the prospective behavior of the transition from the professional-vocational type of education to the meta subject.

The use of differentiated technology in metasubject training aims to adapt the educational process to the individual needs and abilities of students. Differentiated technology organizes the educational process in such a way that each student is given opportunities for the appropriate approach and level of mastery of materials (Tröhler & Winkler, 2024); (Wermke et al., 2024); (Bergh & Forsberg, 2024; Mpofu & Sefotho, 2023).

Project activities in conducting meta-subject subjects help students to combine knowledge and skills in different subjects and apply them to real life. Through a project-based approach, students can conduct their own independent research, develop creative thinking, develop collaborative skills, and solve problems (Markula & Aksela, 2022).

Through the interactive methodology, students will have the opportunity to apply their skills in practice, actively acquire knowledge and learn to solve problems creatively. Interactive methodologies for metadisciplines play an important role in building comprehensive understandings by integrating multidisciplinary knowledge (Kutbiddinova et al., 2016); (Marchenko et al., 2023).

The use of integrated technologies in the teaching of meta subjects encourages students to acquire complex and multifaceted knowledge. Integrated technologies are technologies for organizing the educational process by combining several subjects. This approach allows

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students to have a deeper understanding of the connections between different disciplines, to understand knowledge from a wider context (Schoville & Titler, 2020).

In general, metacompetencies are universal professional skills that include a person's relationships with the internal and external world. Metacompetencies include reflection and metacognitive processes, which play an important role in regulating personal-professional relationships. These skills, combined with psychological culture, help to understand and develop a person's self.

Metacompetencies also play an important role in professional learning, as they provide opportunities for self-organization, planning, and self-evaluation. In the process of developing psychological culture, metacompetencies help a person to correctly assess his resources and knowledge to achieve his goals.

The concept of metacompetence has been considered by scholars from different perspectives. For example, Ustav and Venesaar interpret this phenomenon as a set of competencies and personal qualities that allow the successful formation of new knowledge and competencies (Ustav & Venesaar, 2018). Khachaturova describes meta-competence as a "superstructure", that is, the highest level of competence and personal development, which ensures the effective transition of a person to a new stage of knowledge and self-development. (Khachaturova, 2022).

Meta-competencies are the highest creative competencies that emerge as a result of training and personal development in meta-science (Aryal & Khanal, 2013). At the same time, Cattaneo and a number of other authors emphasize that meta-competencies develop on the basis of effective interpersonal communication skills, teamwork and the ability to make unusual decisions in a specific situation (Cattaneo et al., 2022).

In our rejoinder, M.M. Fayzullayev said, "The basis of meta-competencies is a unique process - reflection. Psychological literacy is formed in the process of development and is purposefully defined in the nature and methods of solving problems and problematic situations in the educational process. It is determined by the effective performance of activities, the formation of personal structures, the initiation, management and regulation of self-development and self-improvement. emphasizes the need to create conditions for the formation of meta-competencies, in her research, D. Rakhmatullayeva developed innovative educational methods ("Entrepreneurship") wheel", "5 W", blended learning, flipped class, case study and analysis of economic situations, media education, programmed education, etc.) 13 has improved the methodology of organizing the educational process.

As a result of the analysis, 9 types of metaprofessional competencies were identified. These 9 types of competencies are the competencies that are in demand today for the representatives of the industry, and in our research work, we set the goal of developing the primary types of these competencies in the students of the higher education institution. In the following places, we will describe the types of metacompetencies in examples:

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Table 2: Description Types of Metacompetencies

Types of Competencies	**Description**	**Example**
Inter-Relation Competencies	Empathy (Sel (Social-Emotional Learning), Collaboration, Communication)	"Management Through Interaction and Support"; "Collaborative Work with Organizations and Individuals" (Boyne & Dahya, 2002); "Knowing and Interacting with Others" (Valley Et Al., 2020); "Identifying, Mapping, Facilitating and Managing Collaborations Between External Stakeholders in Running A Circular Business Model"(Sumter Et Al., 2020)
Normative Competencies	Identifying Ethical Issues and Drawing Correct Ethical Conclusions Based on Ethical Standards	"Evaluating and Improving the Sustainability of Social-Ecological Systems Based on Values and Principles" (Dentoni Et Al., 2012); "Understanding and Reflecting Values" (Leslie Et Al., 2018)
Required Competencies in A Specific Field	Gaining Knowledge, Skills, And Techniques in A Specific Field	"Disciplinary Competence" (Mulder, 2017) ""Having an Understanding or Knowledge of a Specified Field of Study" (Stefl, 2008) "Content Knowledge" (Roy Et Al., 2020)
Transformative Competencies	Critical, Forward-Thinking and Strategic Thinking, Ability to Actively Participate and Implement Plans	"Actively Participating in Responsible Action to Improve the Sustainability of Social-Ecological Systems" (Dentoni Et Al., 2012) Ability to Inspire Individual and Organizational Excellence, Create and Achieve Shared Visions, And Successfully Manage Change to Achieve Strategic Goals and Successful Organizational Performance" (Stefl, 2008)
Innovative Competence	Ability to Step Outside of Traditional Problem-Solving Methods and Processes, Including Transdisciplinarity And Creativity	"Ability to Creatively Apply Knowledge to Solve Problems" (Malheiro Et Al., 2019); Transdisciplinary Competence" As the Ability to Use It as A Tool and Skill to Work with Other Disciplines and Professionals in Real-Time Situations (Demssie Et Al., 2019)

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In the framework of our research, we took the transformative competence as the basis for the development of metaprofessionalism of students of higher educational institutions. Within this competence, we get a combination of students' metaverse, metacognitive and metacreative competencies.

Methodology

The research work was carried out by students of the Tashkent University of Information Technologies named after Muhammad al-Khorazmi, technical department. Three groups of students of "ICT in education", "Computer engineering" and "E-library" departments participated. The experiment was conducted in the academic year 2023-2024 and was carried out in the subject "Creative pedagogy". Experimentation and testing continued from December 2023 to December 2024. The total number of respondents was 352, of which 126 (35%) were women and 220 (62%) were men, 6 (3%) respondents did not participate for various reasons. Age characteristics were taken into account when determining the metacompetences of students (Table III.).

Metacompetencies of students were determined in two stages during the experiment:

I-level: With helping the test of Torrence “Unfinished pictures”;
II -level: With helping cases related to the module. In this level cases were given students. Group were divided in little groups by differentiated approach. Every group should use creative teaching techniques such as, “Design thinking”, “SCAMPER”, “SCOUT”, “Modular brainstorming”, “Cubing”, “Diamond” and etc.

As the result every group should prototype their ideas through, vodcats, flipcharts, role-based learning and so on.

As a teacher we were giving recommendation related to doing the task hole lesson. And the end we assessed them by cognitive, motivation, colloboratives, individuality, experienced criterias.

Used the mathematical-statistical method to ensure the accuracy of the test results proposed by K.Pearson ($\chi 2$).

At the final stage of the pedagogical experiment-testing, the indicators of the level of development of metacompetnecy of students of the university in all experimental-testing sites are presented in Table III, and they were mathematically and statistically processed based on the "X-square" ($\chi 2$) compatibility criterion.

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Table 3: The Result of Control and Experiential Group

Criteria	In the control group c=178			In the experiential group e=174		
	High	Middle	Low	High	Middle	Low
Cognitive	37	50	87	80	61	29
Motivation	28	35	111	71	54	45
Collaboratives	31	50	93	87	65	18
Individuality	40	66	68	88	63	19
Experienced	42	66	66	87	68	15

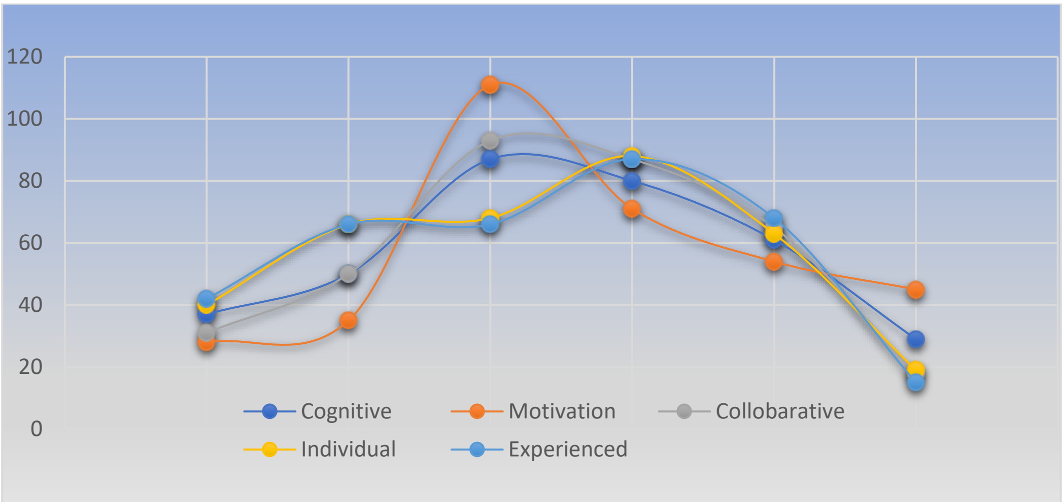

Figure 1: Pedagogical Experiment-Test Results In The Form Of A Diagram

Based on the results of the experiment, we analyzed the average learning in the experimental and control groups using the Student's mathematical-statistical method. A total of 352 students participated in the experiment, 174 in the experimental group and 178 in the control group at the beginning of the experiment.

The brief essence of the problem is as follows: let two prime sets be given. One is the average scores of the students in the experimental group, and the other is the average scores of the students in the control group. The scores are assumed to have a normal distribution. Such an assumption is reasonable, because the conditions of approximation to the normal distribution are simple and they are fulfilled.

Based on the above tables, we choose the hypothesis H1, which shows the effectiveness of the learning of students in the experimental and control groups, and the hypothesis H0, which contradicts it.

From the above tables, we have the following statistically grouped variation series by determining the mastery indicators and the number of students in the experimental group and the number of students in the control group, respectively, by means of Xinis and Yjnjs, as well as "High" level with 3 points, " We define the "Medium" level with 2 points and the "Low" level with 1 point.

We enter the above definitions and get the following.

So, the average learning of students in the experimental and control groups is 76.7%-61%15.7% by cognitive criterion, by criteria of motivation 74.7%-63.3%=11.4%, by criteria of collaboration 80%-64.3%=15.6%, by criteria of individuality 80.3%-64.7%=15.6%, by criteria of experienced 80.7%-68.7%=12%.

12.1% higher effectiveness of results in pedagogical experimental work was proved by mathematical and statistical methods. The effectiveness of the methodological support developed for the development of the metacompetency of students in the university was verified in the experiment, and the analysis of the obtained results allowed us to conclude that the use of the methodological support developed will effectively develop the pedagogical.

Conclusion

In conclusion, determined criteria and indicators of meta-competencies of students and developed through creative teaching methods during the module “Creative pedagogy”. Especially, teachers gave theoretical definition of creative techniques in the lectures, in the practice we developed meta- competences working in creative techniques which we explained. Moreover, it was given enough pedagogical, psychological analyze of the concepts such as types of lectures, types of meta- competences and metascience. Based on criteria and indicators determined levels of meta-competencies of students and used the mathematical-statistical method of K.Pearson. As a result, it was taken 12,1% effectiveness using creative techniques for developing meta-competencies of students in lessons.

Acknowledgment

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A REVIEW OF THE HISTORY AND DEVELOPMENT OF CORPORATE SOCIAL RESPONSIBILITY

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Abstract: *The concept of Corporate Social Responsibility (CSR) has been recognized for a long time and has had a varied history, marked by the development of this fascinating concept over the years. In this paper, we will focus on factors that shape the understanding and definition of CSR as seen in academic literature and previous scholars' perspectives, and we will highlight how those factors shape the development of the concept of CSR as seen in academic literature. Among these factors are academic contributions, international policies, and significant social and political events. This study employs a comprehensive literature review method to examine the academic contributions that most significantly influence the evolution of CSR processes and concepts. Based on results from the study, it has been proven that corporate responsibility has shifted from a narrow scope to a model in which organizations are able to generate profits, while also being more responsible for enhancing reliability and reputation of their firms. Additionally, social expectations regarding corporate behaviour have evolved, and it is recommended that academic studies related to CSR continue to expand and remain relevant over time.*

Keywords: *Corporate Social Responsibility, CSR Evolution, CSR History*

Introduction

The idea of an organization having a significant responsibility towards society isn't new. Throughout history, organizations have shown concern for society (Carroll, 2008). Through academic literature, early scholars debated and discussed the roles, social responsibilities, and importance of organizations during the 1930s and 1940s (Carroll, 1999). In a similar way, corporate social responsibility (CSR) has evolved along with social expectations regarding corporate behaviour (Chatterjee & Chugh, 2024). In this article, we identify the key factors and events that have contributed to the development process and created our current understanding of corporate social responsibility. By examining social expectations, CSR is able to be recognized as a concept that can be explored in depth in the future. As part of the analysis, research findings, historic events, and academic publications from past scholars who have influenced the evolution of CSR as a conceptual paradigm have been considered. The review begins with the origins and development of CSR, phases of academic writing related to Corporate Social Responsibility, and the evolution of CSR understanding. Further, this article focuses on studies that examine how CSR is defined using original perspectives. Various perspectives are offered by scholars who have made significant contributions, either through frameworks or revisions of definitions. Finally, the article also discusses historical events that have had a significant impact on CSR evolution; while not covering the entire literature on the subject, it highlights the main factors that have shaped CSR evolution.

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Research Method

A systematic literature review (SLR) research method is used in this study, developed by Fink (2005) and used by Okoli and Schabram (2010). The SLR method is defined by Fink as systematic, explicit, comprehensive, and reproducible. It is possible to effectively summarize existing literature using the SLR method, as well as identify research gaps by making use of SLR method. Aside from providing knowledge and guidance about professional practice, SLR also provides information about the process. As a result, it identifies the most effective methods for conducting research and development, pinpoints experts in particular fields and unearths unpublished sources of information (Hannah, 2019).

A significant element of this research is the exploration of Corporate Social Responsibility (CSR) literature, and in particular its evolution and history. For quality assurance, only peer-reviewed articles and publications published by academic or institutional institutions are considered to be research sources. This study conducted a systematic literature review (SLR) using databases such as Science Direct, ProQuest, Web of Science, and Google Scholar, using keywords such as corporate social responsibility, history of corporate social responsibility, and development of corporate social responsibility to gather relevant data. The selection process begins with titles, followed by keywords and abstracts, and, if necessary, introduction and scope sections in order to determine relevance. Articles are further filtered by journal impact factor and citation count. It is important to note that references within reviewed articles are included after they have been thoroughly screened. Although, publications that do not directly address the evolution of CSR in the current era were excluded, these publications are nevertheless noted as having a wider scope and potential as CSR literature.

An Overview of CSR History and Development

Historically, corporate social responsibility dates back to the ancient and medieval periods. Throughout Roman and English law, corporations like asylums and hospitals served a social role, according to Chaffee (2017). This concept was further developed under the English Crown in the 16th and 17th centuries, as corporations became instruments of social development, being exported to the American colonies. In the 18th and 19th centuries, Christian-driven social reforms in England and Europe addressed societal issues such as poverty and labour exploitation, culminating in Victorian philanthropy (Carroll 2008; Harrison 1966). Various efforts, such as those by the Young Men’s Christian Association (YMCA), have instilled humanitarian values into business (Heald, 1970).

As corporate welfare programs began to emerge in the late 1800s and early 1900s, paternalism was blended with worker welfare. There are several notable companies that invest in community welfare and quality of life for their employees, such as Macy's and Pullman Palace Car Company. By combining economic objectives with civic values, some businesses, such as the Civic Federation of Chicago, were able to harmonize industrial progress and social welfare amid the pressures of industrialization, urbanization, and unionization (Carroll, 2021; Heald, 1970).

Growing businesses, particularly in the 1920s-1930s, began to balance profit goals with stakeholder needs, increasingly assuming social and economic responsibility. After World War II, corporations began to be recognized as entities with social responsibilities, provoking a deeper debate on corporate social responsibility. Discussions on corporate social responsibility started with Barnard's The Functions of the Executive (1938) and Clark's Social Control of

Business (1939). As business grows and consumers' expectations about companies' contributions to society change, this historical progression highlights the interplay between business growth and corporate social responsibility.

1950s Dan 1960s: The Dawn of a New Era of Social Responsibility

In the 1950s and 1960s, Corporate Social Responsibility (CSR) emerged as a modern concept, where scholars began to define corporate social responsibilities explicitly, marking a shift towards structured theories on businesses' social impact. The influential 1953 work of Howard Bowen argued that corporations, because of their significant social influence, must align their decisions with societal values, earning him the title "Father of CSR" (Bowen, 1953). Amidst economic inflation and labour expectations, authors like Eells (1956) and Selekman (1959) expanded the discussion by addressing moral responsibilities and criticizing corporations for neglecting social obligations.

During the 1960s, the civil rights and environmental movements shaped the discourse surrounding corporate social responsibility, forcing corporations to address issues such as environmental impact, resource depletion, and societal well-being. Rachel Carson's Silent Spring (1962) and Paul Ehrlich's The Population Bomb (1968) both highlighted concerns regarding environmental sustainability and the need for corporate accountability beyond profit-making. According to influential thinkers such as Keith Davis (1960) and Clarence Walton (1967), corporations must balance their social responsibility with their social impact. While Friedman (1962), however, disagreed with this view, arguing that corporations' sole duty is to maximize their profits. He famously stated that corporate social responsibility detracts from economic growth. CSR theory evolved throughout the decade despite limited implementation beyond philanthropy, as public pressure on corporations increased due to the decade's social and political movements (Carroll, 2021). As a result of this period, CSR continues to develop strong foundations, from balancing profit and societal needs to addressing environmental issues and human rights issues (Waterhouse, 2017).

1970's: CSR and Management

During the late 1960s, antiwar sentiments, environmental activism, and an increased awareness of societal issues led to a decline in public trust in corporations, especially after the 1969 Santa Barbara oil spill. Consequently, this incident sparked widespread protests, resulting in the first Earth Day in 1970, which mobilized millions of people to demand corporations to take responsibility for the environment. U.S. policy was influenced by Earth Day, which prompted the establishment of the Environmental Protection Agency (EPA), as well as numerous regulatory bodies including the Consumer Product Safety Commission (CPSC), Equal Employment Opportunity Commission (EEOC), and Occupational Safety and Health Administration (OSHA) (Earth Day, 2018). By creating these institutions, corporations formalized their responsibilities, particularly in regards to environmental and social issues (Carroll, 2015).

In the early 1970s, publications by the Committee for Economic Development (CED) identified a "social contract" that encouraged businesses to serve broader social values beyond profit. A major report prepared by the Club of Rome in 1972, The Limits to Growth, emphasized the environmental consequences of unrestrained economic growth during this period. While, companies like The Body Shop in 1976 and Ben & Jerry's in 1978 began integrating social responsibility into their business models, Carroll (2021) refers to this as the era of "managing corporate social responsibility." The boundaries of CSR have been the subject of debate since

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CSR gained traction. Preston and Post (1975) argued that corporate social responsibility should be limited to the immediate effects of their activities, whereas Sethi (1975) suggested that CSR should be aligned with society's norms and values. By 1979, Carroll (2008) provided a landmark definition of corporate social responsibility, stating that it encompassed economic, legal, ethical, and discretionary expectations. The inclusion of profit and social responsibility as complementary goals helped solidify CSR as a multifaceted business standard during the 1980s. The evolution of CSR during the 1970s reflected the influence of societal movements and legislation. This set the stage for more structured CSR implementation practices in the following decade.

1980's: CSR Operationalization

The 1980s saw a shift in the CSR landscape due to the deregulatory agendas of U.S. President Ronald Reagan and British Prime Minister Margaret Thatcher, who both supported free-market policies to stimulate economic growth. As a result, government regulatory roles diminished, putting more pressure on corporate managers to meet stakeholder expectations without strong state oversight (Pillay, 2015; Feldstein, 2013; Wankel, 2008). The focus of CSR research began shifting from decision-making processes to stakeholder engagement as a result. In response to demands from shareholders, employees, and consumers, the concept of a stakeholder emerged (Carroll, 2008).

During this decade, alternative frameworks for corporate social responsibility also emerged, such as corporate social performance and corporate social responsiveness. Jones (1980) argued that CSR should be integrated into the operational decision-making process, paving the way for frameworks to assess and evaluate CSR initiatives. Researchers such as Tuzzolino and Armandi (1981) proposed criteria-based assessments of CSR performance, while Strand (1983), Cochran and Wood (1984), and Wartick and Cochran (1985) linked CSR with corporate policy and financial performance.

Also, during the 1980s were significant global events that highlighted environmental and sustainability concerns, including the creation of the European Commission's Environment Directorate (1981), Chernobyl Nuclear disaster in 1986, and the Montreal Protocol, a UN treaty on ozone depletion in 1987. Even though these events weren't directly related to CSR, they indirectly shaped CSR expectations regarding environmental responsibility, in particular. Carroll (2008) suggests that environmental pollution, employment discrimination, consumer protection, and employee health and safety were the main concerns of society during this period. Consequently, business ethics and stakeholder management became integral parts of CSR discussions, setting up CSR as a key contributor to sustainable development into the 1990s.

1990's: CSR and Globalization

Corporate Social Responsibility (CSR) and sustainable development significantly changed during the 1990s as a result of global events and environmental initiatives. There were a number of important developments, including the establishment of the European Environment Agency, the 1992 Rio Summit that resulted in the Rio Declaration, Agenda 21, and the Kyoto Protocol in 1997. These international agreements marked an increased commitment to environmental responsibility and influenced corporate practices globally (Union of Concerned Scientists, 2017). CSR gained momentum internationally during the 1990s due to globalization and the expansion of multinational corporations into regions with varying regulatory standards. As these corporations navigate competitive markets, maintain their reputations, and meet the

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expectations of a variety of stakeholders, they faced new challenges. During this decade, organizations like Business for Social Responsibility (BSR) were also established in order to guide corporations toward positive social impacts (Carroll, 2015).

This period was characterized by the development of several influential theories regarding corporate social responsibility, including (1) Donna Wood's Corporate Social Performance (CSP) Model (1991): Wood's model, expanding on Carroll's earlier work, introduced a comprehensive framework defining CSR principles, responsiveness processes, and social impact outcomes. Her approach emphasizes firms' tangible social performance; (2) Carroll's CSR Pyramid (1991): Carroll categorized CSR into four responsibilities—economic, legal, ethical, and philanthropic—arguing that companies should balance shareholder interests with broader social obligations; (3) Burke and Logsdon's Strategic CSR (1996): They examined CSR's potential for value creation and identified five strategic dimensions: centrality, specificity, proactivity, voluntarism, and visibility; and (4)The Triple Bottom Line (1994): John Elkington (1998) introduced this framework to assess corporate performance across social, environmental, and economic impacts, emphasizing sustainable, long-term value.

These frameworks set the stage for CSR's evolution, but globalization and multinational corporations created complexities. By the end of the 1990s, new concepts like stakeholder theory, corporate citizenship, and corporate social performance had surfaced. These concepts broadened CSR's horizon, but left its boundaries unclear. This decade underscored a growing expectation for corporations to act as responsible citizens, balancing profit with social and environmental accountability (Carroll, 1999; Lantos, 2001).

Recognizing and Implementing CSR In The 2000s
Global recognition and a shift to strategic approaches marked the 2000s as a pivotal period for Corporate Social Responsibility (CSR). CSR has evolved into two phases over the last decade: the early expansion and recognition of CSR, followed by the development of strategic CSR frameworks influenced by academic research.

The following are key milestones:

1. **Global influence and the UN Global Compact:** In 1999, UN Secretary-General Kofi Annan proposed the United Nations Global Compact (UNGC), launched in 2000, to embed values such as human rights, environmental responsibility, and anti-corruption into global business practices. To strengthen corporations' social responsibility, ten guiding principles were defined in this initiative.

2. **Evolution of CSR in Europe:** The European Commission published a Green Paper on Corporate Social Responsibility (2001) advocating a unified approach to CSR based on societal impact and alignment with international standards such as the United Nations Global Compact (UNGC). As part of its support for CSR, the European Union held strategic conferences, created frameworks, and launched initiatives like the 2015 Enterprise 2020 Manifesto. The objective of this initiative was to make CSR a central part of business strategies throughout Europe.

3. **ISO 26000 Standard:** The ISO 26000 standard was developed by 450 experts from around the globe in 2010 as an international framework for CSR. There are over 80

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countries that have adopted ISO 26000 guidelines on socially responsible business practices, helping to standardize CSR principles throughout the globe.

4. **Millennium Development Goals (MDGs):** Although not directly related to CSR, the Millennium Development Goals (2000) highlighted global issues such as poverty and environmental sustainability, fostering private sector participation in achieving these goals and increasing the international influence of CSR.

In the 2000s, academic discourse focused on CSR's strategic benefits. Scholars highlight CSR as a means of creating value, improving reputations, and enhancing competitive advantage. Secondly, studies and frameworks from the time, including CSR Europe's Enterprise 2020 Manifesto, underscored CSR's role in sustainable economic development. They urged companies to adopt CSR as a core part of their business strategy. Overall, CSR has become a central component of corporate strategy since the mid-2000s. The process was supported by international organizations, standardized guidelines, and an increasing recognition of the private sector's role in addressing social and environmental issues (Aslaksen, Hildebrant & Johnsen, 2021).

CSR In The 2000s: A Strategic Approach

As the 2000s progressed, academic literature on Corporate Social Responsibility (CSR) made significant advances, emphasizing the concept's broader implications for value creation and stakeholder engagement as well as its strategic integration into corporate practices.

1. **CSR Definitions and Strategic Integration:** Smith (2001) and Lantos (2001) expanded the CSR framework, asserting that companies have social responsibility beyond profit obligations. Lantos first proposed the idea of "Strategic CSR" (SCSR), which emphasizes the importance of CSR activities that support long-term profitability as well as serve societal needs. Hence, a strategic approach to corporate social responsibility was laid out in which social responsibility is incorporated into corporate strategy.

2. **Stakeholder Theory:** Friedman and Miles (2002) expanded the stakeholder perspective by arguing that businesses should serve a wide range of stakeholders, including employees, suppliers, and local communities, which influenced the CSR discourse by integrating stakeholder interests in corporate management processes.

3. **Corporate Sustainability and CSR Integration:** Marrewijk (2003) discussed CSR as an integral part of corporate sustainability. There are different levels of integration of CSR into corporate policies, with the most sustainable being the holistic level, which recognizes that companies must adapt to societal expectations through strategic social investments.

4. **Strategic CSR as a competitive necessity:** Werther and Chandler (2005) emphasize the importance of CSR as a strategic commitment embedded across operations. The shift positioned CSR as an essential component of competitive advantage.

5. **Creating Shared Value (CSV):** Porter and Kramer (2006) developed the concept of CSV, which linked CSR directly to competitive advantage by incorporating social impact into core business strategies. It was argued by them that by assessing both

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internal and external social impacts, companies could create a synergy that would benefit society and enhance the performance of their businesses.

6. **Dimensions of Strategic CSR:** Husted and Allen (2007) conducted a survey of Spanish firms to identify the CSR dimensions—visibility, appropriability, proactivity, and voluntarism—that contribute to value and innovation through CSR. However, they noted that companies often confine CSR to economic benefits.

7. **Guidelines for Effective CSR Practices:** Heslin and Ochoa (2008) provide seven guidelines for effective CSR practices, including talent development, market expansion, labour welfare, and supply chain greening, which are common to 21 exemplary practices. Through their work, they demonstrated that CSR can enhance business opportunities while providing benefits to society as a whole.

According to these contributions from the 2000s, CSR is an integral, strategic element of business, aiming not only for compliance, but also to create shared value for businesses and their wider societal contexts. Since this period, CSR has been viewed as a business strategy that can enhance competitive advantage, sustainability, and societal benefits.

2010's CSR And Shared Value Creation

A significant evolution of Corporate Social Responsibility (CSR) occurred in the 2010s, especially through the lens of "Creating Shared Value" (CSV), introduced by Porter and Kramer in 2011. CSV was proposed as a shift away from traditional corporate social responsibility, which focuses on corporate practices designed to enhance competitiveness and address social concerns at the same time. According to Porter and Kramer, CSV should replace CSR, since traditional CSR is predominantly reputational and limited in scope. As a way to generate shared value, they proposed three methods: redefining products and markets, increasing productivity along the value chain, and establishing supportive industry clusters.

Trapp (2012) elaborated on this concept by proposing a third generation of CSR that encourages companies to integrate social and global concerns into their operational strategies, reflecting a deeper interdependence between the corporate sector and society. A good example of this is Trapp's CSR-driven climate change campaign at Vattenfall. By aligning corporate identity with environmental responsibility, social issues could also serve business interests. CSR should be integrated into corporate operations and long-term strategic planning, Chandler and Werther argue in their books Strategic Corporate Social Responsibility (2013) and Strategic Corporate Social Responsibility (2016). Rather than focusing on maximizing profits, their updated definition emphasizes "maximizing value." In other words, they aim to achieve long-term sustainability through a holistic approach that benefits a broad range of stakeholders.

In 2015, the Sustainable Development Goals (SDGs) and the Paris Agreement were adopted, setting a global framework for sustainable development. Although the SDGs do not mandate corporate compliance, governments implement policies that encourage responsible business practices indirectly. With the EU Directive 2014/95/EU, large firms are now required to report on diversity and non-financial aspects of CSR. In this period, academic interest in CSR increased substantially, with publications focusing primarily on CSR alignment with SDGs. Despite the focus of much post-2015 research on practical applications of CSR, it underscored its long-term relevance for aligning businesses with societal goals. In this decade, CSR has become increasingly integrated into business strategy. The concept of sustainable value creation is integral to the long-term success and identity of a corporation (UNDP, 2018; European Commission, 2014).

Though the surge in publications isn't directly related to the Sustainable Development Goals (SDGs), it suggests the concept remains relevant since 2015, the year when the Paris Agreement urged transformative business practices. Generally speaking, recent research focuses on corporate social responsibility (CSR) practices and their impact on specific SDG-aligned areas, but this work does not advance the SDGs' concept definition or conceptual development (Kao et al. 2018).

Discussion

The purpose of this paper is to provide an historical perspective on the evolution of Corporate Social Responsibility (CSR), showing how the concept has evolved from a profit-oriented approach to one that emphasizes creating shared value for society. CSR has progressed as a result of both academic insights and changing societal expectations, illustrating that corporate responsibilities and an understanding of CSR have evolved as well.

In particular, societal and international events shaped CSR in the following ways:

1. **1970s Response to Social Concerns:** In the early 1970s, U.S. federal agencies like the EPA and OSHA were established to address environmental and social issues. This shift led to Carroll's (1991) *Pyramid of CSR*, which provided executives with a structured approach to meeting the broader, expanded corporate obligations beyond profit.

2. **European Strategy and Global Influence:** The 2001 European Commission Green Paper on CSR, influenced by the UN Global Compact, marked an exciting era for CSR in Europe. This initiative shaped a European framework for CSR, aligning corporate responsibilities with global priorities and reinforcing CSR as a strategic element for European businesses.

3. **Shift to Strategic CSR and Shared Value (2000s–2010s):** In the 2000s, the concept of *Strategic CSR* (SCSR) emerged, reflecting societal calls for corporate involvement in issues like the Millennium Development Goals. Porter and Kramer's (2011) *Creating Shared Value* suggests that corporations could find competitive advantages through aligning business practices with social needs. This is a concept resonant with the UN Sustainable Development Goals (SDGs) launched in 2015.

These examples underscore how CSR has been shaped not only by academic contributions but also by societal and regulatory demands. The paper concludes that CSR's evolution aligns with changing social expectations. This is illustrated by pivotal developments like Carroll's CSR Pyramid, the European CSR strategy, and the integration of shared value principles. Through this evolution, CSR has moved toward a holistic approach, aligning business practices with societal well-being.

Conclusion

Through an analysis of how academic understanding of corporate social responsibility (CSR) has evolved over time, this paper contributes to the literature on corporate social responsibility (CSR). In this article, the impact of public and international events has been examined in relation to societal expectations regarding corporate behaviour. As a literature review, the paper focuses on academic sources that directly address CSR. It also discusses events that have influenced public expectations regarding corporate behaviour. The findings suggest a relationship between societal expectations and how CSR is perceived and implemented, suggesting avenues for future research. CSR literature is lacking research on the integration of CSR within core business activities, which may explain why CSR initiatives are often only partially implemented, raising questions about their effectiveness.

The purpose of this paper is not only to provide theoretical insights, but also to provide practical applications. It outlines a framework for exploring ways in which CSR can meet emerging social expectations of generating shared value as a primary goal for businesses. Incorporating CSR with a focus on shared value creation may have practical implications-a topic that has not received much attention to date.

Future Research

Despite the recent surge in CSR publications, Archie B. Carroll's 2015 future scenario still largely dominates. As stakeholder engagement increased, ethically conscious consumers became more influential, and non-governmental organizations (NGOs) gained sophistication, Carroll predicted a growing role for employees in driving corporate social responsibility. Moreover, he predicted that global supply chains would become more involved in CSR activities. Carroll's outlook suggests that CSR's impact will be limited in the transformational sense despite its continued transactional growth.

Though CSR remains relevant and gaining ground, emerging frameworks and concepts may have an impact on its global expansion and public interest in the long run. Corporate Sustainability, Corporate Social Performance, Creation of Shared Value, Corporate Citizenship, and Environmental Social and Governance Criteria may gradually shift attention from traditional CSR towards these competing and complementary ideas. As Carroll (2021) pointed out, these frameworks are interwoven and already incorporated into CSR, a point often overlooked by the discussion.

The future of corporate social responsibility will also require consideration of technological advancements, particularly the role of digitalization and artificial intelligence. Companies would be challenged to align sustainability, shared value, and a redefined corporate purpose with their core operations within a socially responsible framework, aiming to benefit society as a whole.

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A PROPOSED FRAMEWORK OF SERVICE TAX COMPLIANCE IN MALAYSIA

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Abstract: *Service tax stands as the largest contributor to indirect tax revenue in Malaysia, underscoring its critical role in the country's fiscal structure. Despite its importance, service tax compliance issues persist, with a growing number of unpaid taxes suggesting significant gaps in adhering to tax regulations. The unpaid taxes is the amount of money that should have been received by the government as of a specific date but has not been received within a specific period. The unpaid taxes arise from field audits conducted by audit officers who identify errors made by taxable persons. This study aims to developed service tax compliance framework by focusing on three independent variables: tax fairness, peer influence, and tax complexity. Additionally, trust is introduced as a moderating variable that can help define the limits within which relationships between tax compliance and its outcomes develop. This research draws upon Fisher's model for understanding service tax compliance.*

Keywords: *Tax Fairness, Peer Influence, Tax Complexity, Trust, Service Tax Compliance*

Introduction

The Royal Malaysian Customs Department (RMCD) plays a pivotal role in Malaysia's financial ecosystem, functioning as the second-largest revenue collection body for the government after the Inland Revenue Board Malaysia (IRBM). Its principal responsibility lies in the collection of indirect tax revenue, encompassing customs duties, sales tax, services tax, and various levies. Customs authorities also engage in diverse activities, such as furnishing trade statistics for imports and exports, facilitating trade by enabling pre-arrival Customs clearance, implementing paperless processes, streamlining customs procedures to enhance trade flow, and safeguarding society and national security against threats like drug smuggling. In nations like Malaysia, which are experiencing progressive economic growth, tax income holds great importance in funding governmental expenses and promoting economic prosperity.

Despite the rise in overall indirect tax collection, RMCD is facing challenges due to unpaid taxes, particularly related to service tax compliance issues. As the second largest tax revenue collecting agency in the country, RMCD goal is to reduce these unpaid taxes or be at minimum level, with ensuring high compliance. However, the phenomenon of unpaid taxes keeps on increasing and taxpayers not comply with the rules and regulations. This indicates the gap or non-compliance on tax payment. The unpaid taxes could potentially have been reduced and enhance government revenue collections but were not due to non-compliance by taxable person. The fact that there exists a gap between actual collection performance and potential

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collections of service tax is quite concerning. This gap indicates the problem of tax compliance within the taxation system.

Tax compliance is important because higher compliance means more tax revenue can be collected and results in more funds available for the development of countries and welfare of the society (Mamun, Mansor & Nathan (2014). Compliance with tax regulations is crucial for a nation's advancement and enhances the government's ability to offer social support to those in need (Musimenta, 2020). However, research on tax compliance with indirect taxes is relatively sparse. Therefore, this study will develop a research framework incorporating trust as a moderating variable to explain tax compliance concerning service tax.

Literature Review

Fisher's Model

Comprehensive reviews of past studies on tax compliance are provided by Jackson and Milliron (1986). After that, these factors are categorized by Fischer, Wartick and Mark (1992) into 4 groups namely i) demographic, ii) noncompliance opportunity, iii) attitudes and perceptions, and iv) tax system/structure. Fischer's model incorporates with economic, sociological and psychological. This interdisciplinary approach is why the Fischer's model one of the most robust and widely recognized frameworks for understanding tax compliance behaviour (Chan, Troutman & O'Bryan, 2000). Additionally, according to Olusegun, (2021), majority of preceding investigations regarding tax compliance predominantly draw upon works of Fischer's model. In addition, Fischer's model incorporates tax fairness, peer influence, and tax complexity as independent variables, meanwhile trust as a moderator variable.

Tax Fairness

Tax fairness, commonly known as fair taxation, is a multifaceted concept involving numerous aspects of equity and justice within the tax system. It generally suggests that taxpayers should be treated fairly based on principles of equality and non-discrimination. Nonetheless, what defines fairness can differ significantly among stakeholders due to individual beliefs, societal values, and the broader economic context shaping their perspectives (De La Feria, 2024). In line with Farrar, Massey, Osecki and Thorne (2020), the literature on tax fairness does not offer a unified operational definition for how people perceive tax fairness. The concept of tax fairness is different from organizational fairness because it involves unique stakeholders and relationships especially between tax authorities and taxpayers, as well as among taxpayers themselves based on perceived similarities or differences.

The mixed findings are indicated by most of the academic scholars in tax compliance. In the contexts of SMEs, Musimenta, Nkundabanyanga, Muhwezi, Akankunda and Nalukenge (2017); Obaid, Ibrahim and Udin (2020), tax fairness positively and significantly related to SMEs tax compliance behaviour in demand and supply perspectives. Meanwhile Taing & Chang (2021) found out tax fairness has a statistically significant effect influence on compliance intention. However, other studies found no correlation (Saad, 2009). Meanwhile, Gilligan and Richardson (2005) was examined through a comparison between Australia and Hong Kong. The study revealed significant findings concerning the diverse responses among individuals in these two countries. Furthermore, it suggested that there is no universally accepted relationship between perceptions of tax fairness and behaviours related to tax compliance. Whereby Faizal and Palil (2015) explored the impact of fairness on tax compliance across three dimensions: distributive fairness, procedural fairness, and retributive fairness. The findings indicate that only procedural fairness leads to an increase in tax compliance. Therefore, the hypothesis formed for current study is:

H1: There is a positive relationship between tax fairness and service tax compliance.

Peer Influence

Peers encompass individuals such as relatives, friends, colleagues, and contemporaries with whom taxpayers often discuss tax-related decisions (Al-Rahamneh & Bidin 2022; Alshira'h, 2019; Obaid et al. 2020). Peers could influence managers who are making tax decisions for business (Hasan, Hoi, Wu & Zhang, 2017). Peer influence involves the impact exerted by people important to service tax owner-managers including close friends and family members, as well as other significant social influences like current or future managers and spouses (Hanno & Violette, 1996). Several previous studies have identified peer influence as a significant factor in compliance decisions (Blanthorne & Kaplan, 2008; Bobek, Hatfield & Wentzel 2007). This study considers peer influence as one of the determinants of service tax compliance, and defines it as the impact significant people have on business owners regarding their decisions about complying with service tax regulations.

Previous research indicates mixed findings with regard to the relationship between peer influence and tax compliance. Some studies identified a positive correlation. Bidin, Shamsudin and Salleh (2015) revealed that referent groups such as business associates could influence significantly taxpayers in complying with local sales tax. Obaid et al. (2020) and Sing and Bidin (2020) studies in SMEs but in different tax context. The result revealed that peer influence has a positive and significant impact on tax compliance behaviour. The research indicates that business partners significantly impact the decisions of taxpayers in declaring taxes. The results of Sinnasamy (2017) indicated that peer influence or subjective norms were positively and significantly associated with excise duty non-compliance.

In contrast, some studies indicate a negative correlation whereby heightened peer pressure leads to decreased tax compliance (Alon & Hageman, 2013; Frey & Torgler, 2007). In Malaysia specifically, Bidin and Sinnasamy (2018) discovered substantial evidence of a negative correlation between peer influence and compliance with excise duties. Furthermore, Alshira'h (2019) noted that the findings regarding peer influences and sales tax compliance were insignificant. Thus, the proposed hypothesis is:

H2: There is positive relationship between peer influence and service tax compliance.

Tax Complexity

The design of taxation systems significantly impacts tax compliance. Nevertheless, in many developed countries worldwide, these systems have grown more complex over time. This complexity arises from the intricate and difficult to understand language used in tax forms and related materials, as well as the complicated calculations required for reporting taxes, which taxpayers find both perplexing and burdensome (Brainyyah, 2013; Hamid, Ibrahim, Ariffin, Taharin, & Jelani, 2019). In the realm of tax compliance, overly detailed rules and numerous required calculations can be overwhelming. Taxpayers need to comprehend the tax regulations that determine their liabilities. Therefore, these rules should strive to be simple, clear, and easy to understand in order to improve compliance (Chau & Leung, 2009).

Ghani, Hamid, Sanusi and Shamsuddin (2020) found that tax complexity significant affects to tax compliance level among self-employed taxpayers. This study supported by Mas'ud, Aliyu and Gambo (2014) and Saad (2011) whereby they found that the tax rules is the major contributor to tax compliance due to the fact that the rule is difficult to understand. In the context of tax evasion, Al-Rahamneh (2022) discovered a notable and positive correlation between tax complexity and sales tax evasion. This finding suggests that when taxpayers believe the intricacies of a tax system enable them to evade sales taxes, they are more inclined to do so. Taing and Chang (2021) was performed a regression model to examine the hypotheses, and the findings indicate a statistical correlation between tax complexity and tax compliance intention.

Musimenta (2020) discovered that tax complexity is both significant and negatively associated with compliance. As the taxation system becomes more intricate, the cost of complying increases, necessitating taxpayers to pursue additional training or seek external professional advice. This indicates that tax complexity affects tax compliance both directly and indirectly. Hence, this shows the mixed findings in most of the tax compliance studies in explaining the relationship between tax complexity and service tax compliance. Therefore, the suggested hypothesis is:

H3: There is positive relationship between tax complexity and service tax compliance.

Trust as a Moderator

A recent study reveals that trust in government has been decline since 1960s (Hitlin & Shutava, 2022). Trust in government refers to the public's perception based on their expectations of how it should function. It encompasses the belief that governmental systems and leaders are responsive and will act appropriately, even without constant oversight (Miller & Listhaug, 1990). The importance of trust as a driver of tax compliance is generally supported by conceptual evidence for example Kirchler, Hoelzl and Wahl (2008) demonstration, the authorities trust that taxpayers will pay their taxes honestly; therefore, they treat them with courtesy and respect. In return, the taxpayers trust that the authorities will provide good services for them and thus are motivated to pay their fair share of taxes willingly. This study in line with Frey and Feld (2010) where mutual trust between taxpayers and tax authorities has been consistently found to cause tax compliance. Thus, higher levels of trust in the tax authority are believed to lead to increased taxpayer compliance (Kastlunger, Lozza, Kirchler & Schabmann, 2013).

In this study, trust in the government is used as a moderating variable. Studies from Amireh and Ahmad (2022) among SMEs in Jordan, found out trust in government have a significant moderation in two relationships that associated with tax authority and tax rate. However, the results also reveal have no significance moderating effects on tax fairness, tax knowledge, tax morale and tax penalty in the context of sales tax. Conversely, Ya'u, (2017) and Ya'u and Saad (2018), trust moderates the relationship between fairness perceptions and voluntary tax compliance. Then, Sulistyono and Mappanyukki (2023), in accordance with the hypotheses testing, trust in government does not strengthen the effect of moral tax and tax digitization system on tax compliance.

Although there is considerably less empirical research on how trust in government moderates tax compliance, further exploration could be advantageous, particularly given the current interest in taxation. According to Baron and Kenny (1986), when previous literature presents

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mixed findings, a moderating variable should be included in the model to enhance the relationship. Trust in government as a moderating variable is also underexplored especially indirect tax in Malaysia. Therefore, this study examines the moderating influence of trust between tax fairness, peer influence and tax complexity on service tax compliance. Keeping in view the above discussion, this study proposes the following hypotheses:

H4: Trust will moderate the relationship between tax fairness and service tax compliance
H5: Trust will moderate the relationship between peer influence and service tax compliance.
H6: Trust will moderate the relationship between tax complexity and service tax compliance.

Research Conceptual Framework

This study relies on the Fisher's model as a based theory. Previous research suggests that factors such as tax fairness, peer influence, and tax complexity could impact service tax registrants' compliance decisions regarding service taxes. Therefore, the model depicted in Figure 1 is presented as a proposed conceptual framework for this study.

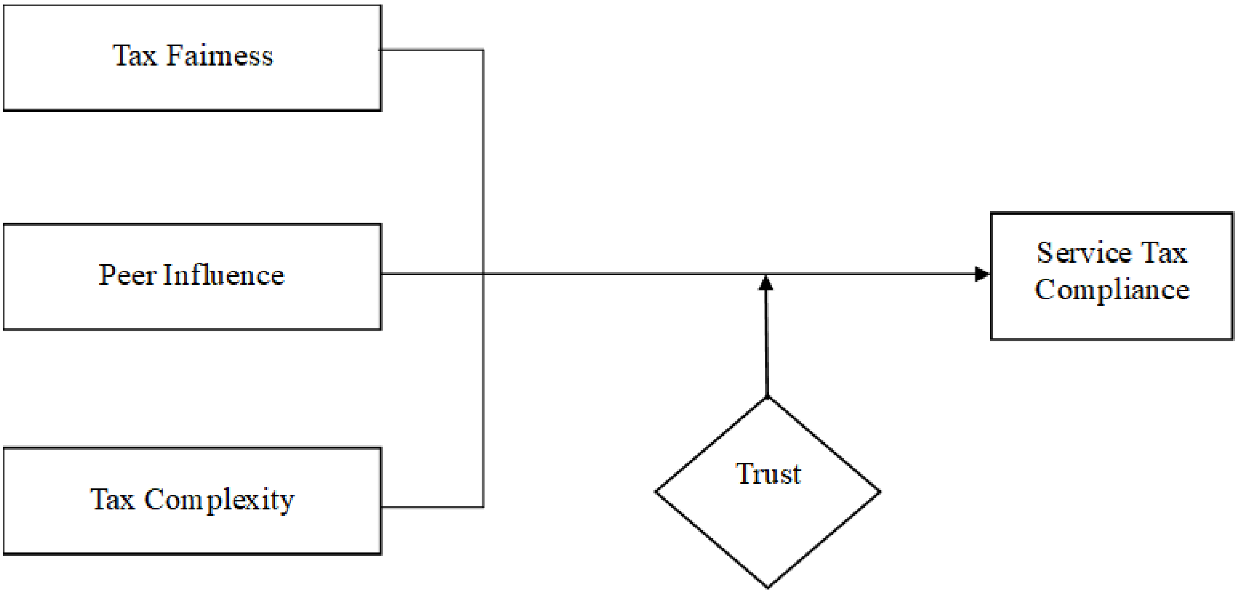

Figure 1: Proposed Conceptual Framework

Conclusion

This study aims to explore the factors influencing service tax compliance. Trust is introduced as a moderating factor, while tax fairness, peer influence, and tax complexity are examined as independent variables affecting service tax compliance, which serves as the dependent variable. The findings of this research will bridge existing gaps in studies on service tax compliance. Although prior research has primarily focused on indirect taxes like sales tax, import duty, and goods and services tax (GST), there remains a scarcity of studies specifically addressing service tax compliance that need more attention. Consequently, this study seeks to identify key determinants impacting service tax compliance in Malaysia a subject worth exploring since it represents the dominant contributor amongst indirect taxes.

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UNDERSTANDING THE ROLES OF INTERNATIONALIZATION AT HOME, INTERCULTURAL COMPETENCE AND GLOBAL CITIZENSHIP IN ENHANCING GLOBAL EMPLOYABILITY AMONG GRADUATES

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Abstract: *In contemporary times, global skills gap among graduates has become an immensely significant issue. The survey by QS Employer Survey and QS Applicant highlighted an overall shortage in skill achievement and a widespread disconnect between the performance of graduates and expectations of employers. It cannot be denied that during and post-Covid-19 pandemic, Malaysian graduates are facing and probably may continue to face challenges in securing jobs in Malaysia, while some candidates are highly likely to seek opportunities abroad. However, the critical question we need to ask is directly related to Malaysia's higher education institutions (HEIs) and their ability to equip graduates with potential work-related skills for overseas jobs. Secondly, we need to know whether the potential candidates are themselves ready or not to avail such opportunities. Additionally, the key question being asked is whether Internationalization at Home program implemented in Malaysian higher education institutions can support and enhance global employability of Malaysian students? A key consideration for global employability is the level of students' soft skills, particularly intercultural competence and multicultural personality. This conceptual paper explores three elements of internationalization at home, intercultural competence and multicultural personality that may contribute to the global employability of Malaysian graduates.*

Keywords: *Malaysian Graduates, Global Employability, Internationalization at Home, Intercultural Competence, Multicultural Personality*

Introduction

The QS Employer Survey 2018 and QS Applicant Survey 2018 revealed a global skills shortage among graduates. This is a clear indication of the need for both higher education institutions and graduates to take proactive steps to address this issue. These findings also suggest lack of common understanding between academia and industry. It suggests that graduates fail to understand which professional skills are demanded or valued by employers. For example, students tend to rate creativity and leadership as most important requirements whereas struggle to understand the criticality of global awareness, agility, and cultural quotient. This gap raises the need to take requisite and timely action to generate awareness so students understand the competencies most valued by industry personnel before they enter the job market. It may also highlight the lacunae in universities' ability to effectively train students in critical areas needed for successful employment.

In the past decades, graduate employability has been a concern in Malaysia with increasing competition among graduates due to limited number of job openings. In one of the prominent studies Hanapi and Nordin (2014) have revealed that university students lack essential skills, particularly soft skills like communication skills, problem-solving skills and emotional intelligence. Further Lim, Teck, Ching and Chui (2016) confirmed that hard skills such as technical knowledge, practical application of learning, and English communication were also causing issues of concern among graduates. Another factor contributing to unemployment among Malaysian graduates is the misalignment between their current skills and the expectations of contemporary employers. Some reports indicate that approximately 30,000 graduates are employed in fields unrelated to their academic qualifications (Hanapi & Nordin, 2014). The Ministry of Education in Malaysia elucidated that in 2015, among 273373 graduates, only 53 percent found employment within six months of graduation, while 24 percent remained unemployed, and 18 percent pursued further studies (Shanmugam, 2017). Of those employed, many highlighted a disconnect between the learning in university settings and the skills demanded by employers, with much of the university curriculum not reflecting current industry requirements (Shanmugam, 2017). The most prominent areas of concern revolve around behavioral expectations of incumbents and not just skill sets. So, most university graduates lacked abilities to deal with conflict and skills to adapt to diversity at workplace. Researchers are convinced that these are not directly related to personality traits (which cannot be altered) but rather to behaviour (which can be amended over a period of time with requisite training interventions) of incumbents.

Therefore, the responsibility of higher educations institutions (HEIs) is pivotal in which their role is to develop requisite skills and attitudes to jobs in the industry. Given the fact that similar issues are being replicated in Malaysian industry, it seems critical that employers need to collaborate to share expectations, practices and solutions with academia to effectively confront skill gaps among graduates. In order to reduce these skills gap, academic institutions require to provide a combination of skills and competencies ranging from cross-cultural understanding, leadership and team management, global mindsets, resilience and agility that can be applied flexibly by students in real work scenarios.

In simple words, global employability of graduates can be defined as their capacity to identify, critically analyze, assess and evaluate real issues and problems involving complex situations which can occur in an international business context, and be able to provide alternative courses of action and recommendations. In the contemporary business world, employability comprises four competencies such as namely core academic competencies, occupational competencies, personal and social capabilities, and careers knowledge and transition skills as per Sanchez (2016) who is the vice president of Global Employability and Career Success at Pearson Global a renowned organization among higher education institutions (HEIs). These competencies are interconnected which needs integrated role of academic institutions as well as industrial employers. Isomöttönen, Daniels, Cajander, Pears, and Mcdermott (2019) highlighted in a recent study that global employability refers to "enabling" learning environments where students are faced with open-ended, ill-formed challenges and must be flexible and innovative. Global employability, however, is a new issue that is being considered for additional empirical research to examine its occurrence.

Internationally and interculturally competent graduates can be produced most effectively "if institutions consciously create controlled situations that lead to intercultural collaboration and the utilization of students' specific international knowledge," according to Van Gaalen and Gielesen (2014, p. 16). Work placements with international organizations in the home country offer "high potential" for providing internationalized professional and personal skills and knowledge, but they are "still not much applied," according to EP-NUFFIC (2014b, p. 2). These clearly indicate the value of cultural intelligence and collaboration skills among students.

Jones (2013, 2016) made a strong case for asking whether campus-based internationalization and intercultural learning can enhance the employability of nonmobile students, especially those who never had the chance to follow student exchange programme, arguing that "it is clear that domestic environments could play an equivalent role in offering opportunities for experiential learning in an intercultural context, taking people beyond their comfort zones" (Jones, 2013, p. 101). Early research on this topic in the United States by Soria and Troisi (2014) shown that study abroad may not be as beneficial as internationalization at home (IaH) programs for developing global, intercultural, and international abilities.

The higher education institutions' role in scaffolding students for employment, often referred to as addressing the 'graduate skills gap,' has been extensively explored in academic literature (Chan & Lin, 2015; Andrews & Higson, 2008; Yunus & Li, 2005). Despite this, there remains a lack of consensus on the most effective methods and best practices for equipping students with essential competencies essential for the workforce, and even less focus has been placed on how to best develop soft skills crucial for navigating an increasingly dynamic and disruptive job market (Chamorro-Premuzic et al., 2010; Turner & Mulholland, 2017). This emphasizes the value of fostering global employability through enhanced collaboration between academia and industry to address unemployment and the lack of skills mismatch. Encouraging Malaysian students to engage in global curricula and fostering intercultural connections are critical steps, as employers place high value on cross-cultural competencies (Hinchliffe & Jolly, 2011). Furthermore, the competition for recruiting international students is intensifying (Hind & Moss, 2011).

The purpose of this study is to examine, from an industry standpoint, the global skills mismatch among Malaysian students. In order to improve global employability, it suggests a study paradigm that considers important elements including internationalization at home, intercultural competency, and global citizenship. By gaining the employable skills necessary for success in the twenty-first century, the results will show how students may contribute to the global labor market. Understanding the importance of producing graduates who are globally, culturally, and internationally competent and capable of meeting the demands of the labor market is the main concept of this study. This study suggests improved networking and cooperation between Malaysia's higher education institutions (HEIs) and both domestic and foreign industry.

Graduate Employability

Workplace practices have undergone significant transformations in the 21st century due to globalization and technological advancements. Changes due to globalization have reshaped traditional work practices and altered skillsets required by employers. In order to meet the changing needs of the contemporary labor market, old positions have been redesigned, and new roles and possibilities have arisen (Greenwood et al., 2015). Despite the global economy's recovery after the 2007 financial crisis, the growth rate remained below expectations and failed to bridge the employment gap (ILO, 2015). A rise in global unemployment was recorded in 2015, with the International Labour Organization (ILO, 2016) reporting 197.1 million unemployed individuals worldwide—an increase of one million from the previous year. This figure was projected to grow by an additional 3.4 million by the end of 2017 which highlights the depth of this problem.

Post globalization and post economic crisis, the world has faced with fluctuations in job market, with new ways of entering and sustaining competitive job markets being evolved, disappearance or change in traditional ways of filing vacancies in organizations. With the current corona virus pandemic, job market is expected to be smaller and more challenging for the graduates. Big organizations such as Thai Airways and even Air Asia are laying off their employees. It has been experienced that employers' expectations related to the job incumbents has changed drastically where they expect employees to exhibit job related personality traits and possess employability skills that can enable candidates to adapt to evolving demands of modern workplace (Messum et al., 2015). Industry leaders assert that the workforce must improve its quality and capabilities to meet these challenges, suggesting that employability is a more critical issue than unemployment itself (Vashisht et al., 2016). In response to workforce demands, employability has become increasingly prioritized over job security (Tiraboschi & Ortiz, 2008). Consequently, employability is now regarded as one of the most extensively researched topics in relation to the contemporary workforce (Saad & Majid, 2014).

In a study researcher highlighted the key reason of high employability among Malaysian graduates criticizing the high misalignment between the demands of the employers and industry and skill sets possessed by university graduates (Hasan et al. 2016). The CEO of a management consulting firm said, "The problem is not unemployment but lack of employability skills on the part of the graduates (Odebiyi, 2014)".

Malaysian students frequently face limitations in the global job market due to insufficient language skills and a lack of cross-cultural awareness. A survey by the World Bank and Talent Corp (2014) revealed that fewer than 10% of companies had collaborated with universities to develop curricula or programs. The global problem of youth unemployment, which is 13.2% in Malaysia, was also brought to light in the report. Those between the ages of 15 and 19 had the highest unemployment rates (18.7%), followed by those between the ages of 20 and 24 (11.9%). 68% of job applicants said that communication skills were the most important component, followed by work experience, interpersonal skills, passion, and dedication. Therefore, educational institutions must align their strategic objectives with industrial transformations, emphasizing a global perspective and improving student employability alongside academic delivery.

This research suggests that HEIs to focus on students' international dimensions, cultural orientation, and global mindedness engagement that may lead to higher chances of employability worldwide. All universities can build relationships with local, regional and international employers and liaise with other stakeholders and this effort can support the university in developing employable graduates who can contribute to the national growth and simultaneously reduce the employment rate.

This working paper has four (4) main research questions and research objectives.

Research Questions

1. Does Internationalization at Home have a positive effect on the Global Employability of Malaysian graduates?
2. Does Intercultural Competence have a positive effect on the Global Employability of Malaysian graduates?
3. Does Global Citizenship have a positive effect on the Global Employability of Malaysian graduates?
4. Does institutional support enhance the positive relationship between Internationalization at Home, intercultural competence, Global Citizenship and Global Employability?

Research Objectives

1. To assess the effect of Internationalization at Home on the Global Employability of Malaysian graduates.
2. To examine the effect of Intercultural Competence on the Global Employability of Malaysian graduates.
3. To evaluate the effect of Global Citizenship on the Global Employability of Malaysian graduates?
4. To examine the moderating role of institutional support on the relationship between Internationalization at Home, intercultural competence, Global Citizenship and Global Employability of Malaysian graduates

Literature Review

The Importance and Value of Global Employability Among Contemporary Workforce

Employers significantly favor individuals with strong soft skills over those with a preponderance of hard abilities, according to research (Balaji and Somashekar, 2009; Fowler et al., 2013; Singh and Singh, 2008). This trend is based on the perception that technical skills can be developed on the job, while soft skills are more challenging to instill. Consequently, employers tend to prioritize candidates with a broad range of employability skills (Fowler et al., 2013; Singh and Singh, 2008). Rao (2014, p.45) encapsulates this approach with the phrase "recruit for attitude and train for skill." Sutton (2002) identifies soft skills as the primary differentiator in job applications across industries, with Robles (2012) noting that while hard skills may secure an interview, soft skills are crucial for job acquisition and retention. This is corroborated by Yang et al. (2015), who note that employability skills improve job prospects. According to research on Fortune 500 CEOs conducted by the Carnegie Mellon Foundation and Stanford Research Institute, which Seth and Seth (2013) mention, soft skills account for 75% of long-term employment success whereas technical abilities only account for 25%. This is supported by a Harvard University poll, which shows that soft skills account for 80% of career accomplishments whereas hard skills only make up 20% (Seth and Seth, 2013). The emphasis on employability skills and its alignment with modern organizational structures, where teamwork and interpersonal interactions are integral to achieving corporate objectives

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(Seth and Seth, 2013). This shift in workplace dynamics underscores the growing importance of soft skills in professional environments.

The contemporary workforce is experiencing increased mobility, with individuals seeking diverse roles and geographical locations within and across organizations to enhance their career prospects. This trend has elevated the importance of multilingual proficiency, cultural competence, and the ability to collaborate effectively in diverse teams (Ramadi et al., 2015). The rapid evolution of technology necessitates a continuous learning mindset among workers, who must adapt to new software and systems regularly. In the current innovation-driven market, companies are in fierce competition to develop novel solutions and products. This environment demands creative problem-solving skills and the capacity to identify and address emerging challenges (Greenwood et al., 2015). Consequently, the acquisition and application of employability skills have become crucial for workplace success and longevity. These skills encompass team collaboration, innovative and critical thinking, and problem-solving abilities. The modern professional landscape requires individuals to not only possess these skills but also to continuously refine and utilize them to maintain their competitive edge and adaptability in an ever-changing work environment.

Concept of Internationalization at Home (IaH) And Global Employability

Internationalization at Home (IaH) is a comprehensive approach to higher education that extends beyond the traditional focus on student mobility. It seeks to promote intercultural communication in a variety of contexts and offer an internationally-oriented curriculum to all students (Wächter, 2003). Since the idea is so wide, it needs to be contextualized in order to be applied successfully. Different approaches have been seen in the US, UK, Canada, Australia, and Northern Europe. With the exception of outbound student mobility, Nilsson (2003) defined IaH broadly as include all internationally relevant activities. The Netherlands Universities' Foundation for International Co-operation (EP-NUFFIC, 2014a) is a prime example of the Dutch method, which places a strong emphasis on skill development and the development of intercultural and international capabilities.

Intercultural competencies are the social abilities and behaviors required to deal with people from different cultural backgrounds, whereas international competencies are those pertinent to interactions with people from other nations (De Wit, 2010). Regardless of their capacity to engage in conventional study abroad programs, this all-encompassing approach to internationalization seeks to provide students the perspectives and abilities they need to prosper in a world that is becoming more interconnected by the day.

Internationalization at Home (IaH) initially focused on integrating global awareness into the curriculum. However, its scope has expanded to include extracurricular activities, community engagement, and the integration of international students into campus life (Killick, 2007; Knight, 2008). This broader approach aims to prepare students for the global workforce, which is a key driver of internationalization in higher education (Green, 2012). Knight (2008) suggests that involving students in local cultural and ethnic organizations through internships and research can contribute to this goal. The connection between employability and internationalization is evident, with Beelen (2011) identifying student preparedness for a globalized world as a primary rationale for IaH in higher education institutions. Research supports the importance of international skills in employability. According to a 2013 survey by Lambert and Usher, almost 90% of Canadian students thought having foreign skills would be helpful for jobs after graduation. The gap between employers' demands for graduates who are globally competent and the present capabilities of UK graduates is highlighted by studies conducted by the British Council (2013) and Think Global (2011). According to the Erasmus Impact Study (European Commission, 2014), study abroad experiences greatly improve transversal skills like openness, curiosity, and cultural tolerance, which are sought after by 92% of employers. According to Killick (2017), "cultural dexterity" the capacity to be sensitive to cultural differences without enforcing one's own cultural norms is crucial for international graduates.

Intercultural Competence and Global Employability

Research on intercultural competence has yielded various definitions and associated skills. Deardorff and Jones (2012) note the interchangeable use of terms such as 'cross-cultural capability', 'intercultural sensitivity', and 'cultural fluency' to describe this concept. Intercultural competence, according to Freeman et al. (2009), is a dynamic, introspective learning process that modifies attitudes, abilities, and knowledge for successful cross-cultural engagement and communication. Jones (2011) emphasizes that intercultural competence is not about specific cultural knowledge but rather the ability to operate effectively across cultures while challenging one's own values and assumptions. This is in line with the objective of higher education, which is to produce graduates who can solve problems in a variety of settings while being sensitive to cultural differences (Aulakh et al., 1997). Barker and Mak (2013) and Jones (2016) highlight the importance of students building confidence through adapting to encounters outside their comfort zone. This involves facing "disorienting dilemmas" (Mezirow, 1991, cited in Jones, 2016) associated with communicating across various barriers, including nationality, culture, race, gender, and class. The relevance of intercultural competence extends beyond global contexts to diverse local communities. Multicultural classrooms, comprising both internationally mobile and diverse local student populations, serve as valuable resources for developing intercultural skills among all students.

Global Citizenship and Global Employability

Global Citizenship is increasingly recognized as a crucial aspect of student development in higher education. As active members of society, students have a responsibility to engage with and contribute to solutions for global issues. Developing a sense of Global Citizenship among students fosters a feeling of belonging to the global community and enhances their global employability by cultivating essential skills demanded by contemporary industries. The concept of Global Citizenship transcends geographical and political boundaries, emphasizing responsibilities and rights derived from membership in a broader, global class. Global citizens possess awareness and understanding of the wider world and their place within it. They actively participate in their communities and collaborate with others to promote equality, fairness, and sustainability on a global scale.

In the context of graduate employability, Global Citizenship is particularly significant as it nurtures global awareness, efficacy, and tolerance. These attributes enable graduates to perform effectively in diverse cultural settings and collaborate with individuals from various backgrounds. As the job market for graduates becomes increasingly globalized, universities are recognizing the need to focus on developing Global Citizenship to produce well-rounded, globally competent graduates who can thrive in an interconnected world.

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Institutional Support and Its Moderating Role

In academic contexts, institutional support includes the campus culture, finance, human resources, organizational structure, and institution-wide services that support international activity. Ad hoc and sustainable help are the two categories into which this assistance falls; the former is better at advancing long-term internationalization initiatives. In the context of higher education, institutional support refers to the assistance provided by universities and educational administrations to foster and value contributions to internationalization. This includes formulating and implementing international policies that support students' international, intercultural, and global learning experiences. Such support is crucial for developing career-ready graduates with a global mindset.

Research suggests that individuals who perceive strong institutional support are more likely to feel confident in achieving their goals. Consequently, robust institutional support can enhance the impact of Internationalization at Home initiatives, intercultural competence development, and Global Citizenship programs on graduates' Global Employability. Effective institutional support for internationalization may include, integrating international and intercultural dimensions into formal and informal curricula, developing comprehensive internationalization strategies, providing resources for international activities and programs, creating opportunities for student engagement with diverse cultures on campus, and supporting faculty in internationalizing their courses and research. By implementing these supportive measures, institutions can better prepare their graduates for success in an increasingly globalized job market.

Conceptual Framework

The proposed research framework examines the impact of Internationalization at Home (IaH), Intercultural Competence, and Global Citizenship on the Global Employability of Malaysian graduates. These three factors are considered independent variables, while Global Employability serves as the dependent variable. Additionally, the study aims to investigate the moderating effect of institutional support on these relationships. This framework addresses a critical issue in Malaysian higher education, as graduate employability remains a significant concern. Recent data from the Ministry of Higher Education (MOHE) indicates that in 2021, 14.5% of Malaysian graduates were unemployed, with bachelor's degree holders facing particular challenges. The employability rates vary across different levels of study, with PhD and master's graduates generally showing higher employability compared to bachelor's degree holders.

The focus on IaH, Intercultural Competence, and Global Citizenship aligns with the growing need for graduates to possess global awareness and skills in an increasingly interconnected job market. This is particularly relevant in the Malaysian context, where employers seek graduates with transversal skills such as openness, curiosity, and cultural tolerance. By incorporating institutional support as a moderator, the framework acknowledges the crucial role that universities and educational institutions play in enhancing graduate employability. This is consistent with recent initiatives by Malaysian universities to align their academic programs with market needs and industry requirements. The proposed framework offers a comprehensive approach to understanding and potentially improving graduate employability in Malaysia, addressing both the skills gap and the mismatch between education and industry needs that have been identified as key challenges in the Malaysian labor market.

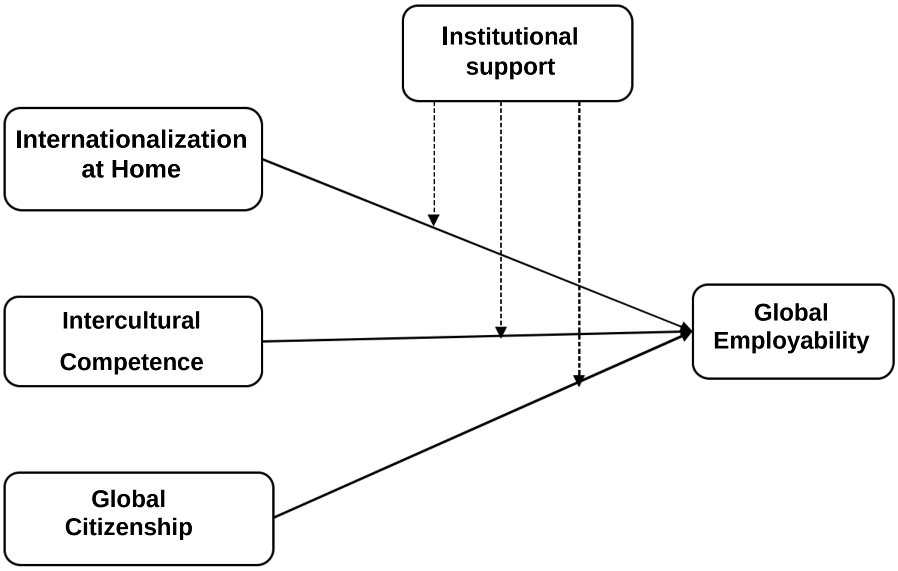

Figure 1. Research Framework

Conclusions

"To be employed or not to be employed by others", is probably the most important question lingered among graduates upon their graduation. Graduates can take initiatives to start their own business if they are not keen to be employed by others. However, no matter what the decisions of the graduates of what they prefer to do upon graduation, they must prepare themselves to face the world. They need to work to make money to live decently. While studying at the higher education institutions, graduates need to improve themselves with many things, among others are to prepare themselves to be internationalized graduates, with high intercultural competence and complete with global citizenship mindset to prepare themselves to be employed, either locally or globally.

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EXPLORING PRE-SERVICE SCIENCE TEACHERS' PERCEPTIONS OF THE CLASSROOM LEARNING ENVIRONMENT: RESHAPING SCIENCE TEACHER EDUCATION PRACTICE

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Abstract: *Higher Education institutions are faced with students who experience many difficulties ranging from adjusting to the new environment to what actually takes place in the classroom, that is, teaching and learning. These challenges include cognitive challenges, coping with reading materials, language problems, instructional problems, time management, assignment burdens and cultural differences (Chan and Gurnam, 2015; Tang, 2020). This case study assessed pre-service science teachers' experiences of their actual Learning Environments in a South African institution of higher education setting. The degree to which the classroom climate is conducive to pre-service teachers' connection of their subject matter and their prior knowledge was measured using the Constructivist Learning Environment Survey (CLES). This instrument is made up of 30 items which are further categorised into five namely, personal relevance, learning about science, critical voice, shared control, and student negotiation. In an attempt to promote constructivist ideas in the classroom, pre-service science teachers' perception of their learning environment on the subject matter was measured on all five categories using a 5-point Likert-type scale ranging from 1= never to 5 = always. Critical voice was scored the highest with shared voice the lowest. The findings suggest that through the critical voice category, students feel that their classroom climate makes it possible for them to question the lecturer's pedagogical plans and methods. However, they feel that they do not participate much in planning, conducting, and assessing their learning as described by the shared control category. Furthermore, constructivist learning environments desired to be achieved through teacher education programmes should transfer to students' life outside of the classroom, and that knowledge is not restricted to what is covered at school and in textbooks only, but students should be encouraged to be critical and independent life-long learners. This study has implications for initial teacher education (ITE) programmes, which impact the school curriculum and educational transformation through the principles of constructivist theory in teaching science.*

Keywords: *Constructivist Principles, Learning Environment, Lecturer-Student Interaction, Prior Knowledge*

Introduction

Higher Education institutions are faced with students who experience many difficulties ranging from adjusting to the new environment to what actually takes place in the classroom that is, teaching and learning. These challenges include cognitive challenges, coping with reading materials, language problems, instructional problems, time management, assignment burdens, and cultural differences (Chan and Gurnam, 2015; Tang, 2020). In their research, Friedel, Malachi, and Midgley (2002) as well as Kwaah and Essilife (2017) argue that mastery of the study material, coping with examination stress, writing academic assignments, and understanding real study material have been found to affect students' academic achievement.

What compounds the problem in South Africa, is the phenomenon of under-preparedness of students who enter higher education from high school. These students, according to Brussouw (2007) need academic and emotional support to be able to cope. Such under-preparedness of students is more severe in subjects such as Physical Sciences, Mathematics, Accounting, and English as a first language (McGhie, Venter & Dos Reis, 2020).

Science teaching in particular faces challenges such as under-preparedness which results from a combination of a lack of English proficiency, mathematical ability, and effective study skills (Du Plessis & Gerber, 2012). The introduction of new South African school curricula and school-leaving examinations in mathematics and physical science has precipitated renewed concerns about students' levels of preparedness, and concerns about their poor performance in first-year university examinations.

In the area of Chemistry in particular, Potgieter and Davidowitz (2010) conducted a longitudinal study from 2005 to 2009 to track first-year students' conceptual understanding. This study showed that the students' knowledge was not at the level traditionally expected by their lecturers in several topics like acids and bases, atoms and ions, stoichiometry, mole concept, chemical equilibrium, and chemical reactions. Students' inability to handle general quantitative and literacy skills involving unit conversion and scientific notation was also a concern since these will automatically affect their problem-solving skills in related areas of Chemistry. The results were fairly stable between 2005 and 2007 but showed a sharp decline in 2009 in all topics (Potgieter & Davidowitz, 2010). This case is not only peculiar to the South African context as investigated by Potgieter et. al. (2010) and later by Marais (2011), but similar results were found in India as corroborated by Susilaningsih, Fatimah and Nuswowati (2018). This creates a huge leap between high school and higher education science teaching and learning, and a challenge to tertiary institutions' lecturers to adapt their teaching and assessment strategies while at the same time ensuring quality to the qualification at hand.

A survey conducted in Iowa City in the United States of America showed that high school science teachers consistently rate knowledge of content-specific facts and information as more important than an understanding of science process and inquiry skills whereas, college instructors, by contrast, oppositely rate these skills; they believe science process skills are more important for students to possess when they enter college than knowledge of specific content (Chait & Venezia, 2009). Inayah, Ristanto, Sigit, and Miarsyah (2020) also confirmed that good science process skills are believed to be able to help students understand Biology concepts easily and correctly.

In higher education, therefore, there is a need for lecturers to be proactive and come up with means and ways of bridging this gap. Case, Marshall, and Grayson (2013) termed this process minding the gap in science and engineering education at the secondary-tertiary interface. They recommended that lecturers take a scholarly approach to teaching and learning where they explore innovative and progressive pedagogies, focusing in particular on how to facilitate student learning, as opposed to the prevalent practice of presenting the information. Various scholars suggested specific strategies such as using active engagement in class, developing students' conceptual understanding, and working with academic literacies experts to make the literacy skills for the discipline more explicit (Bertram, Johnson & Goldring, 2022; Case, Marshall, & Grayson, 2013).

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This observation suggests that researchers have to go back to investigate what actually takes place in the classrooms, South Africa, included. Classroom-based research aims at improving teaching and learning. In this regard, many theories and many instruments have been developed and used in an attempt to improve classroom practice. This paper looks into Constructivism as a guiding theory as well as the Constructivist Learning Environment Survey (CLES) which measures the extent to which classroom practitioners incorporate constructivist ideas and principles in their classrooms. Consequently, this approach is a quest to explore pre-service science teachers' perceptions of the classroom learning environment, in a quest to refine and re-shape initial teacher education practices.

Literature Review

Constructivism

Constructivism has been defined and described in various ways. Some authors (Boghossion, 2006; Gogus, 2012) refer to Constructivism as a theory of learning that stresses that individuals create their own new understandings or meanings based on the interaction between what they already know and believe (prior knowledge) and ideas and knowledge with which they come into contact (new knowledge). The basic and the most fundamental assumption of constructivism is that knowledge is not independent of the learner, but it is constructed by the learner. Among the well-known constructivists are Piaget, Vygotsky, Kuhn, and von Glasersfeld.

Cobb (1994) and Jonassen (1991) present the major philosophical and epistemological assumptions of constructivism as follows:

- There is a real world that puts boundaries on what we can experience. However, reality is local and there are multiple realities.
- The mind creates symbols by perceiving and interpreting the world.
- The structure of the world is created in the mind through interaction with the world and is based on interpretation. Meaning is a result of an interpretive process, and it depends on the knower's experiences and understanding. Symbols are products of culture, and they are used to construct reality.
- Human thought is imaginative and grows out of perception, sensory experiences, and social interaction.

A distinction has been made between radical constructivism and social constructivism, the major difference being the locus of knowledge construction. For the radical constructivists, knowledge is constructed in the head of the learner while they are re-organizing their experiences and cognitive structures (Piaget, 1970; von Glasersfeld, 1989). But social constructivists believe that knowledge is constructed in communities of practice through social interaction (Vygotsky, 1978; Kuhn, 1996).

Constructivist Learning Environments

Why the focus on constructivist learning environments? Constructivism has been recommended as an alternative approach to understanding learning (Brooks, 2002; Shar, 2019), hence the need to transform classrooms into constructivist classrooms. Constructivist classrooms have unique features that have been proposed by different educational practitioners. Constructivist learning environments provide learners with authentic or complex problems or projects that are supported by information resources, cognitive tools, and learning-support strategies such as modelling, coaching, and scaffolding (Jonassen, Marra & Palmer, 2003; Nadder, 2022). They are student-centered and learner-controlled, emphasising student responsibility and initiative in determining learning goals and regulating their performance toward those goals, not just determining the path through a prescribed set of learning activities (Marra, 2004). Social constructivist environments enhance learners' abilities of problem-solving, critical reflection, and thoughtful application of and contribution to knowledge based on a deep understanding of what is happening in the social context.

Educational practitioners in Constructivist learning environments provide the students with enough time to think about questions and direct students to the appropriate resources to find answers. They do not focus on predefined sequences and deadlines as these interfere with their ability to help students understand complex concepts. Posing problems and developing students' thinking skills are characteristics of a constructivist teacher and a constructivist learning environment. When designing curricula, constructivist teachers organise information around conceptual clusters of problems, questions, and discrepant situations because students are most attracted when problems and ideas are given in a holistic manner rather than in separate, isolated parts. (Ebrahimi, 2013). Such an approach provides students with many opportunities such as involvement in practical responses to problems, analysis of tasks based on models and principles, and interpretation of ideas through metaphors and analogies from their unique perspectives. Each student is provided with opportunities to participate irrespective of individual styles, temperaments, and dispositions (Ebrahimi, 2013).

In constructivist environments, students are at the centre of instruction and their points of view are highly valued. Awareness of students' points of view helps teachers challenge students, making school experiences both contextual and meaningful (Brooks & Brooks, 1999). In constructivist learning environments, content, instructional materials and pace of learning are based on the abilities and interests of each individual learner. Each learner is unique and 'is an individual who must be helped to find his or her way to become autonomous' (Williams & L. Burden, 1998, p.194) and learners have different learning styles, learn at different rates, have varying socioeconomic backgrounds, and have diverse intellectual capabilities (Dileo, 2007). Here the traits of the individual learner are given more consideration and learning is improved by varying the pace of instruction, the instructional method, and the content. In such settings, learner achievements are independent of each other, everyone has an equal opportunity of gaining a reward of some kind, and success or failure is more likely to be attributed to effort (Williams & L. Burden, 1998).

Constructivist pedagogy allows a student who is above or below 'average' to proceed at his/her own pace for optimal learning. Students do not have to repeat parts of a course that they have already mastered. Students learn the self-discipline and goal orientation needed to motivate them and to keep their progress on target. In addition, students can check their own results on class work and seek help when needed. Such environments can be viewed as providing a form of self-competition but differ from competitive structures in that they are essentially goal-oriented and involve the development of self-awareness (Williams & L. Burden, 1998).

Use of Instruments to Assess Constructivist Learning Environments

In an attempt to promote constructivist ideas in classrooms, many instruments have been developed and used in different countries. For example, the What is Happening In This Class (WIHIC) has been used in India, (Koul and Fisher, 2005), Singapore (Chionh and Fraser, 2009), Canada (Zandvliet and Fraser, 2004, 2005), Indonesia (Margianti, Aldridge and Fraser, 2004) and in South Africa (Aldrige, Fraser and Ntuli (2009). Most of this research was done in primary schools. Other researchers used the instrument using action research. For example, Aldridge, Fraser and Sebela (2004) used teacher action research to promote constructivist learning environments in South Africa.

Use of CLES

A constructivist learning environment survey (CLES) was developed with a psychological view of learning that focused on students as co-constructors of their own knowledge (Taylor & Fraser, 1991; Taylor, Dawson & Fraser, 1995; Taylor, Fraser & Fisher, 1997). The CLES used for this study is an actual form made up of 30 items and five categories namely, personal relevance, learning about science, critical voice, shared control and student negotiation. This is a 5-point Likert-type scale ranging from 1= never, 2=seldom, 3= sometimes, 4=seldom, to 5 = always.

CLES is a learning environment instrument developed to assist researchers to assess the degree to which a particular classroom's environment is consistent with a constructivist epistemology, and to assist teachers to reflect on their epistemological assumptions and reshape their teaching practice.

Methodology

This study is an exploratory and descriptive case study. The respondents were sixty conveniently sampled third-year chemistry students, 32 males and 28 females aged between 20 and 24 years at an institution of higher learning in South Africa. They were informed that participation is voluntary and that they can withdraw at any time during the study. They were assured of anonymity and confidentiality in their responses. Permission to conduct the study was requested and issued by the institution.

The revised Constructivist Learning Environment Survey (CLES) which is made up of 30 items divided into five scales (critical voice, student negotiation, personal relevance, uncertainty of science and shared control) was adopted and adapted for use as a data collection instrument. Students' perceptions of the actual classroom learning environment were measured using a 5-point Likert-type scale ranging from 1= never to 5 = always.

Data were analysed using GraphPad QuickStats and Microsoft Excel. Descriptive statistics were generated. To probe the findings of the questionnaire further, CLES was followed by focus group interviews which were conducted in class.

Findings

The table below, Table 1 presents a summary of the descriptive statistics

Table 1: Summary of Descriptive Statistics

Category	Mean	Min	Max	Range	Rank order
Personal relevance	3.49	1.50	4.37	2.87	3
Uncertainty of science	3.29	2.29	3.29	1.00	4
Critical voice	4.20	3.64	4.50	0.90	1
Shared control	3.08	2.54	3.61	1.07	5
Student negotiation	3.89	3.61	3.97	0.36	2
Overall mean	3.59				

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Discussion

The discussion is arranged in line with the stated research questions:

The first question: What are third-year Chemistry students' perceptions of their actual classroom environments?

From Table 1, students perceived their classroom learning environment positively in all the categories of responses. The overall mean score of 3.59 was achieved for the full scale while the categories were in a ranking order critical voice (4.20); student negotiation (3.89); personal relevance (3.49); the uncertainty of science (3.29); and shared control (3.08). On a five-point Likert-type scale of 1-5, all the mean scores were above 3, which is commendable.
The following sections look at the findings per category:

Critical Voice

Critical voice involves the extent to which the lecturer gives students the opportunity to question and criticize her pedagogical plans and methods.

Table 2: Students' Perception of Their Critical Voice in A Chemistry Learning Environment

Item number	Critical voice	Mean	SD
13	It is acceptable for me to ask "why do I have to learn this?"	4.03	1.22
14	It is acceptable for me to question the way I'm being taught.	3.64	1.19
15	It is acceptable for me to talk about activities that are confusing.	4.50	0.89
16	It is acceptable for me to talk about anything that prevents me from learning.	4.19	1.11
17	It is acceptable to express my opinion	4.44	0.82
18	It is acceptable for me to speak up for my rights	4.41	0.78
	Overall mean	**4.20**	

The highest mean score was achieved for the critical voice, meaning that the lecturer allows the students to question her pedagogical plans and methods to express concerns about impediments to their learning and at the same time, allows students to share with her the control of the learning environment. This finding is in agreement with the findings of the study conducted with Thai Chemistry student teachers (Udomkan, Suwannoi, Chanpeng, & Yuenyong, 2015). On the contrary, in a study conducted by Ongowo (2013) whereby the Teacher Perception Questionnaire (TPQ) which is a modified version of Constructivist Learning Environment Survey (CLES), the teachers' version was administered to practicing teachers. In that study, the teachers did not give their students the liberty to have a critical voice (Ongowo, 2013). This notable difference where CLES was administered to pre-service and practicing teachers should be acknowledged, because teachers in their own nature wouldn't expect learners to question their methods as in the African context, questioning the teachers' pedagogical strategies is likely to be perceived as indiscipline by the teachers and in such an environment; teachers are less likely to share authority in the classroom (Ongowo, 2013). In this study, even though the critical voice was scored the highest, it should be noted that students still felt that it was not acceptable for them to question the way that they were taught (M=3.64),

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but rather to talk about activities that are confusing (M=4.50). This is an indication that they are content with their lecturer's teaching methods and strategies.

Student Negotiation

Student negotiation covers the extent to which opportunities exist for students to explain and justify to other students their newly developing ideas and to listen to and reflect on the viability of other students' ideas.

Table 3: Students' Perception of Their Negotiation in A Chemistry Learning Environment

Item number	Student negotiation	Mean	SD
25	I have a chance to talk to other students	4.25	0.94
26	I discuss how I solve problems with other students	3.97	0.94
27	I explain my understandings to other students	3.89	0.96
28	I ask other students to explain their thoughts	3.86	1.04
29	Other students ask me to explain my ideas	3.61	1.09
30	Other students explain their ideas to me	3.75	1.13
	Overall mean	**3.89**	

This category was ranked second with a mean score = 3.89. It seemed that the students considered that their chemistry lecturer provided a constructivist classroom learning environment at 'sometime' level towards a 'seldom' level. Items 25 ("I have a chance to talk to other students") and 26 ("I discuss how to solve problems with other students") where scored the highest with means of 4.25 and 3.97 respectively. This finding revealed that the Chemistry lecturer creates classroom learning environments that encourage students to discuss their feeling and ideas with fellow students. This, according to Etiga and Nwala (2013) is a welcome development in science classrooms especially when students are made to participate in activities such as role-playing and small group projects. The more students struggle to express their feelings and ideas to one another, the more they build a consensus of opinion and collaboration (Kember, Ho & Hong, 2010).

Personal Relevance

The category of personal relevance could be defined as the extent to which the lecturer relates Chemistry to students' out-of-class experiences and ensuring that students can relate what they learn in the Chemistry course is relevant to their lives.

Table 4: Students' Perceptions of Their Personal Relevance in A Chemistry Learning Environment

Item number	Statements	Mean	SD
1	I learn about the world beyond my professional setting	3.78	0.87
2	My new learning starts with problems about the world beyond my professional setting.	3.23	1.08
3	I learn how Chemistry can be part of my life beyond my professional setting.	4.37	0.71
4	I get a better understanding of the world beyond my professional setting.	3.89	0.83
5	I learn interesting things about the world beyond my professional setting.	4.15	0.70
6	What I learn has nothing to do with life beyond my professional setting.	1.50/ 4.41	0.82
	Overall mean	**3.49**	

The statement "what I learn has nothing to do with life beyond my professional setting" is a negative statement and was scored the lowest (M=1.50) of all the items in the full scale. When reverse scored, the mean found was 4.41, which indicates that the chemistry classroom learning environment is emphasizing relevance to everyday life.

This result is not surprising in that the goal of the science curriculum is to promote meaningful learning in science classrooms that will equip the learner to survive in this world of science and technology. To this end every science teacher is challenged to connect science content with students' daily life experiences, hence it is imperative to enhance constructivist teaching and learning which should aim at promoting inquiry-based learning. Relevant learning requires effective learning, and that alone should be enough for science teachers to rethink their planning. Consequently, the old drill-and-kill method is neurologically ineffective. It is important to have relevant, meaningful activities that both engage students emotionally and connect with what they already know, i.e., prior knowledge, are what help build neural connections and long-term memory storage.

Uncertainty of Science

This category represents the extent to which the lecturer makes students to know the provisional status of Chemistry knowledge, that it is arranged or existing for the present, possibly to be changed later. The following items were scored the lowest "I learn that Chemistry cannot provide perfect answers to problems" (M=2.29), and "I learn that modern Chemistry is different from the Chemistry of long ago" (M=2.86).

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Table 5: Students' Perceptions of Their Uncertainty of Science in A Chemistry Learning Environment

Item number	Uncertainty of science	Means	SD
7	I learn that Chemistry cannot provide perfect answers to problems.	2.29	0.59
8	I learn that Chemistry has changed over time	3.63	0.58
9	I learn that Chemistry is influenced by people's values and opinions.	3.44	1.22
10	I learn about the different sciences used by people in other disciplines	3.67	0.71
11	I learn that modern Chemistry is different from the Chemistry of long ago	2.86	1.12
12	I learn that Chemistry is about creating theories	3.89	1.38
	Overall mean	**3.29**	

Through these scores, the students still feel that the Chemistry that they are learning hasn't changed much from the old one and lacks practical application to the problems at hand. Therefore, the lecturer should find ways to make content more relevant and more applicable to daily challenges. This finding, according to Etiga and Nwala (2013) confirms the fact that our chemistry classrooms are still very traditionally oriented with greater emphasis on passing cognitive examinations rather than constructing meaningful knowledge.

Shared Control

Even though this category scored the lowest (M=3.08), the extent to which the lecturer allows students to participate in planning, conducting and assessing of chemistry learning can also be noted. Invariably, students cannot assist the lecturer in planning what to teach because they lack the relevant knowledge and do not know what they should know exactly (Acat, Anilan, & Anagun, 2010). However, Adu Gyamfi, (2020) further asserts that an effective science teacher creates a conducive environment for students to learn science.

Table 6: Students' Perceptions of Their Shared Control in A Chemistry Learning Environment

Item number	Shared control	Mean	SD
19	I plan what I'm going to learn.	3.17	1.28
20	I decide how well I'm learning.	3.61	1.34
21	I decide which activities are best for me.	2.54	1.32
22	I decide how much time I spend on learning activities.	3.14	1.56
23	I decide which activities I do.	2.54	1.38
24	I assess my learning.	3.50	1.43
	Overall mean	**3.08**	

The findings of this study are partially consistent with the research of Erdem and Demirel as well as Saban where the understanding that in constructivist learning environments, the teacher lets students direct their reactions, experiences, thoughts and interests into the lessons and change teaching strategies and content; encourages them to communicate with both him or her and among themselves; and steers them towards asking each other meaningful questions (Erdem & Demirel, 2002; Saban, 2003) has not been put into practice. Conversely, teachers felt that the students are inexperienced to use shared control thus causing classroom management problems (Ongowo, 2013).

The second question: Are constructivist ideas or principles evident in their perceptions of classroom learning environments?

Definitely, constructivist principles are evident in the students' responses. Students have a say in the classroom, and they can also explain and justify to other students their newly developing ideas and listen to and reflect on the viability of other students' ideas.

Even though in all the five categories the mean was above an average score of 3, which indicates that the degree to which the Chemistry classroom's environment is consistent with a constructivist epistemology is in the 'sometimes' and 'often' levels. It must be noted that the shared control scored the lowest (M=3.08). Similarly, in a study conducted with secondary school Chemistry students, the low mean score in the shared control category of the CLES scale reveals that many of the chemistry teachers are still monopolizing knowledge (Etiga & Nwala, 2013). When a science teacher feels that he/she knows all and only comes to class to deliver scientific facts, he/she has no need to share control of what happens in the classroom with students. It becomes a difficult thing for such teachers to plan and manage classroom activities with students because as experts in the subject, they are seen as more able to make decisions regarding teaching, planning and assessing than students (Etiga & Nwala, 2013).

The third question: What are the implications of students' perceptions of their learning environments for teacher educators?

The findings from this study have implications for practice. Learning environment has a significant role in determining students' academic achievement and learning. The findings of this study revealed that students generally hold positive perceptions toward their course environment. It can be noted that students learn better in environments where their views and insights are acknowledged.

Through these students' perceptions, it must be emphasized that teacher educators should try to prepare their students for challenges awaiting them in the real world. It should be noted that a course of Initial Teacher Education (ITE), according to Taber in Zuljan and Vogrinc (2010) can only provide support in learning about the current best available knowledge: and that knowledge will often not remain the best available during a teaching career that will hopefully extend over several decades at least. Therefore, pre-service teachers should be prepared to be keen and effective lifelong learners. In addition, intending teachers will need to develop their 'practical' skills by applying such knowledge as part of authentic teaching experiences, which will enable them to convert formal academic learning into practical craft knowledge that can readily be applied in real teaching contexts (Taber, 2010). The situation is not peculiar to science, in another related study, Li and Schoenfeld (2019) argue how mathematics is traditionally viewed as "given" or "fixed" for students' expected acquisition alienates many students and needs to be problematized. They proposed an alternative approach to changes in mathematics education and show how the alternative also applies to Science, Technology, Engineering and Mathematics (STEM) education (Li & Schoenfeld, 2019).

This means that teacher training programmes should prepare teachers with an efficient means of learning more about their students' perceptions of the classroom learning environment. With this information, teachers will be better prepared and enabled to reflect on learners' prior knowledge, develop individuals as autonomous learners, and negotiate their own understandings with other learners.

However, the understanding of effective teachers as professionals engaged in constant and ongoing problem-solving, adds an additional component to be considered in teacher education programmes: no ITE course could ever provide its students with a toolbox of ready solutions for all the professional problems they will meet. Instead, new teachers must be prepared to enter the teaching force aware that they will not be equipped with solutions to all the challenges they face, but confident that they have been prepared to develop suitable solutions (Taber, 2010). This means that teacher education programmes should ensure that on qualification, the students must have developed appropriate attitudes and skills to undertake effective enquiry in support of solving professional problems. This is clearly related to the need to be a lifelong learner but goes beyond an ability to keep 'updated' with the latest subject developments, new pedagogies, or curriculum and assessment innovations, etc. that may sometimes be sufficient to support effective professional problems solving, but often it can only offer possibilities, and it is not enough for the teacher to simply adopt and apply new knowledge without regard to the specific individual teaching context.

Conclusion

The findings suggest that through the critical voice category, students feel that their classroom climate makes it possible for them to question the lecturer's pedagogical plans and methods. However, they feel that they do not participate much in planning, conducting and assessing their own learning as described by the shared control category. The situation points out that the constructivist learning environments desired to be achieved through teacher education programmes should transfer outside life into the classroom and that knowledge is not restricted to what is covered at school and in textbooks only, but students should be encouraged to be critical and independent life-long learners. This can be achieved by adhering to and applying the five categories of the constructivist learning environment survey, and hence will become future teachers who do not only teach the subject knowledge but also construct meaning to scientific concepts, inquiry, and aspects of the nature of science.

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CRITICAL DETERMINANTS OF FRANCHISEE SURVIVAL: EMPIRICAL EVIDENCE FROM MALAYSIA

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Abstract: *The franchise business model has become one of the most successful in the 21st century. However, franchisees often struggle to withstand economic downturns and maintain profitability. This study seeks to identify the key factors influencing business survival in Malaysia. It involved 165 franchisee business owners, using purposive sampling to collect data via a questionnaire, which was analyzed with the Statistical Package for the Social Sciences (SPSS). The findings reveal that financial resources, value proposition, and government support are positively correlated with franchisee survival. Notably, government support is identified as the most critical factor in determining business survival during crises or pandemics. This study makes a significant contribution by integrating the Resource-Based View and Institutional Theory to elucidate strategies for enhancing franchisee survival. Additionally, it provides a robust and reliable framework for assessing franchisee survival capabilities, offering valuable insights into the franchising industry.*

Keywords: *Franchisees, Crisis, Internal Resources, External Resources, Survival*

Introduction

The franchise business model is widely recognized as one of the most successful and globally influential organizational structures. It has been extensively studied and proven to be an effective and reliable framework for operating businesses (Domínguez-Falcón et al., 2021). Its adaptability across various industries and regions has significantly contributed to economic growth. In 2023, franchises added $521.3 billion to global GDP and generated over 254,000 new jobs (IFA, 2023). In Malaysia, the franchise sector plays a key role in the economy, generating RM35 billion in revenue and providing over 80,000 jobs (MFA, 2020). Beyond their economic contributions, franchises have also become vital tools for aspiring entrepreneurs and have driven technical advancements in small and medium-sized enterprises (SMEs).

Despite these achievements, research on franchise survival has predominantly focused on franchisors, often relying on financial indicators like survival rates, growth rates, and performance metrics (Lafontaine et al., 2019). Franchise survival is shaped by a variety of factors, including financial resources, marketing strategies, managerial capabilities, value propositions, and the relationship between franchisors and franchisees (Othman et al., 2023). Additionally, strategic management (Sakolnakorn & Tepsing, 2013), managerial talent (Sanfelix & Puig, 2018), governance structures (Kremez et al., 2022), and knowledge management (Hsieh et al., 2020) are all critical in determining franchise survival. Ensuring franchisee satisfaction and maintaining strong franchisor support are crucial in preventing franchisee failure and bankruptcy (Antia et al., 2017; Othman et al., 2024). Moreover, engaging stakeholders, particularly consumers, in survival strategies has proven vital in staying competitive and navigating through crises (Bui et al., 2021).

However, in times of uncertainty, vulnerabilities within the system, especially among franchisees, have surfaced. The rise in business closures and bankruptcies has raised concerns about the ability of franchise operators to withstand such challenges (Assefa, 2023). Bui et al. (2021) noted a significant decline in franchise survival rates, largely due to reduced output and profitability during these crises. In the U.S., over 32,700 franchised businesses had shut down by August 2020, with another 36,000 at risk of a similar fate (International Franchise Association, 2020). In Malaysia, franchises in the food and beverage sector faced a severe revenue decline of 70% (Malaysia Franchise Association, 2020). This increase in business failures highlights the urgent need to better understand how organizations can withstand external shocks (World Bank, 2020). Thus, this wave of closures demonstrates that many businesses lacked the necessary resources and capabilities to navigate such challenging circumstances.

The franchise industry has been compelled by recent crises to reassess its survival models and adopt more sustainable strategies. However, research on franchisee survival remains sparse, with limited consensus on the internal and external factors that drive resilience. Recognizing the importance of context-specific survival capabilities, this study investigates the critical factors that influence franchisee business continuity during periods of economic uncertainty. In Malaysia, research on franchise survival from the franchisee's perspective is particularly scarce. By examining franchisee strategies and resilience, this study provides valuable insights into the factors supporting franchise sustainability and highlights the need for tailored approaches in the Malaysian franchise sector.

Literature Review

The business survival model is based on the effective management of both internal and external factors influencing business continuity (Amankwah-Amoah et al., 2021). Organizational survivability refers to the capacity to maintain operations indefinitely (Suraya et al., 2020). Business resilience is defined as the ability to avoid failure (Giunipero et al., 2022) and recover over extended crisis periods (Sugianto et al., 2023). Survival strategies aim to optimize resources and capabilities, thereby increasing productivity, efficiency, performance, and survival outcomes, such as revenue growth, sustained operations, and employee retention (Bleady et al., 2018). Organizations must proactively address situations that threaten their existence to prevent business failure (Ortiz-Villajos & Sotoca, 2018).

Although the franchise model is structured and tested, it does not inherently guarantee the success or survival of franchise entrepreneurs. Business failures can stem from environmental or firm-specific factors (Amankwah-Amoah et al., 2020). Franchisees, particularly in the retail sector, often face challenges during the startup phase, potentially leading to failure at higher rates than independent businesses (Bates, 1998). Shane and Foo (1999) reported that nearly three-quarters of new franchise systems failed within twelve years, indicating that franchising is a challenging model for long-term success. Scholars have raised concerns about the reliability of publicly available franchise failure rates reported by franchisors (Lafontaine et al., 2019). Furthermore, the survival of franchise businesses remains a topic of debate among

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academics and practitioners, highlighting the need for further research on franchisee survival, especially within the Malaysian context.

The Resource-Based View (RBV) suggests that firms with superior resources and capabilities tend to perform better during crises, enabling them to remain competitive (Shafi et al., 2020). According to RBV, survival depends on a firm's ability to cultivate distinctive resources and adaptive capabilities, which enhance responsiveness to a shifting competitive landscape (Esteve-Pérez & Mañez-Castillejo, 2008). RBV also emphasizes that franchises must make strategic adaptations to withstand turbulent environments. Meanwhile, Institutional Theory posits that organizations are shaped by their social environments. In pursuit of legitimacy, firms often conform to external pressures such as laws, social norms, and cultural expectations, which can lead to similar organizational behaviors. For franchises, this theory underscores the need to balance competitive pressures with institutional conformity to thrive. When entering new markets, franchises must navigate local regulatory and cultural contexts, adapting their practices, products, or branding as needed to align with regional expectations.

Financial resources are crucial, enabling franchises to implement contingency plans and maintain operations during economic crises (Othman et al., 2024). Studies indicate that financial resilience and support significantly contribute to a firm's survival, especially during periods of economic turbulence (Portillo-Tarragona et al., 2018; Sundarakani & Onyia, 2021). Brand orientation offers firms unique resources that enhance performance and are difficult for competitors to replicate (Yang & Yu, 2022). A strong brand builds customer loyalty and distinctiveness in the marketplace. According to Urde et al. (2013), brand value drives the differentiation of products and services, supporting business survivability. Moreover, franchises can achieve greater growth by meeting stakeholder needs, including customers and other franchise participants, while strategically considering market trends and competitor strategies through a market-oriented approach (Bui et al., 2021; Ghantous & Christodoulides, 2020).

Austin (2020) underscores that a firm's success hinges on its ability to generate and capture value through a well-defined value proposition, which includes propositions tailored to customers, employees, and suppliers (Othman et al., 2023). Government support is also identified as a significant contributor to franchise success, with both financial and non-financial aid demonstrating positive effects on franchise performance (Yang & Yu, 2022). During the COVID-19 pandemic, such assistance proved essential in improving operational resilience and survival rates, as well as fostering a more favorable business environment through supportive policies (Zaato et al., 2021). Beyond financial interventions, governments have provided value through advisory services, training, and business development programs aimed at strengthening franchise capabilities (Yang & Yu, 2021). Despite the franchise model's structured approach, success remains contingent upon a range of internal and external factors. This study, therefore, investigates franchisee resilience, adaptability, and resource optimization as critical strategies in navigating complex challenges, particularly in times of crisis.

Methodology

Sample and Instrument

This study employs a cross-sectional design with 165 franchise business owners, using survey questionnaires and purposive sampling for data collection. Questionnaire items were adapted from various sources: financial resources (5 items) from Othman et al. (2015), brand orientation (7 items) from Kusi et al. (2022), value proposition (6 items) from Rintamäki et al. (2007),

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government support (6 items) from Yang & Yu (2021), and franchisee survival (6 items) from Adam et al. (2021) and Najib et al. (2021). A pilot study was conducted with 30 franchise owners, and the Cronbach's Alpha values demonstrated good reliability for all variables, each exceeding 0.8. Specifically, government support scored 0.898, brand orientation 0.876, value proposition 0.812, financial resources 0.806, and business survival 0.885.

Data Analysis

The questionnaire data was analyzed using IBM SPSS version 26. Regression analysis was employed to assess the contributions of the variables. Stepwise regression was specifically chosen for this study, as it involves an iterative, step-by-step process that automatically selects the most relevant independent variables for the regression model. The equation for multiple regression analysis is expressed as:

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \ldots b_nX_n$ where
Y= dependent variable
a= intercept
b_n= regression coefficient for the independent variables
X_n= independent variable

Before analyzing the data, it is necessary to test the assumptions required for multiple regression analysis. Multiple linear regression requires that all variables follow a normal distribution, which can be assessed using a P-P plot. Normality can also be evaluated through a goodness-of-fit test. In this study, the researchers used P-P plots to check the normality of residuals (Fig. 1). The data points closely follow the diagonal line, indicating that the residuals are normally distributed, appearing as a random scatter of points.

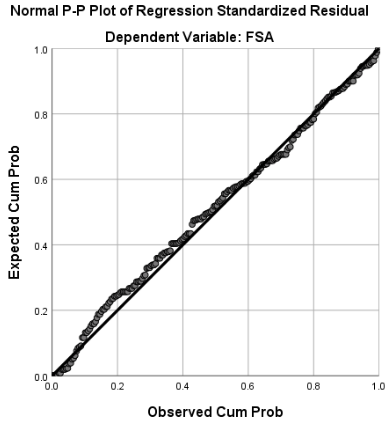

Figure 1: Normal P-P Plot of Regression

Findings and Discussion

Descriptive Analysis

Table 1 presents the demographics of respondents. The data indicates that 27.88% of businesses have been in operation for less than 5 years, while only 1.8% have a history spanning over 20 years. Most businesses are small, with 54.55% employing fewer than 5 people and 43.64% having between 5 and 29 employees. The Food and Beverage sector is the most prevalent, accounting for 66.06% of all businesses, followed by Education and Childcare Services at 23.64%.

Table 1: Respondents Demographics

		Frequency	Per cent (%)
Years of Operation	Below 5 years	46	27.88
	Between 6 to 10 years	85	51.52
	Between 11 to 15 years	25	15.15
	Between 16 to 20 years	6	3.64
	More than 20 years	3	1.82
Total Number of Employee	Below 5 employees	90	54.55
	Between 5 to 29 employees	72	43.64
	Between 30 to 75 employees	3	1.82
Sector of operation	Food and Beverage	109	66.06
	Education and childcare	39	23.64
	Beauty and Healthcare concepts	3	1.82
	Convenience Store	12	7.27
	Clothing and Accessories	1	0.61
	Accessories	1	0.61

Multiple Regression Analysis

We conducted a multiple linear regression analysis using SPSS software to assess the relationship between financial resources, human capital, brand orientation, value proposition, and government support in relation to franchisee survival. The hypothesis was stated as follows:

H1: Financial resources, brand orientation, value proposition, and government support contribute to franchisee survival.

Based on Model 3 in Table 2, the F-value is 19.489, which is statistically significant ($p < 0.05$). This indicates that the overall regression model, incorporating the three independent variables (Government Support, Value Proposition, and Financial Resources), can partially explain the variation in the dependent variable (Franchisee Survival).

Table 2: Variance Analysis

	Model	Sum of squares	df	Mean square	F	Sig.
3	Regression	29.284	3	9.761	19.489	0.001
	Residual	80.639	161	0.501		
	Total	109.924	164			

Table 3: Coefficients

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	Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig
	(Constant)	0.458	0.373			
3	Government Support	0.224	0.083	0.214	2.685	0.008
	Value Proposition	0.363	0.100	0.254	3.645	0.001
	Financial Resources	0.249	0.076	0.256	3.288	0.001

Moreover, each of the beta values is accompanied by a standard error, which indicates the degree of variability of these values across different samples. These standard errors are utilized to assess whether the b value significantly differs from zero. Thus, if the t-test associated with a b value shows significance ($p < 0.05$), it suggests that the predictor contributes significantly to the model. In Model 3, government support ($t(165) = 2.685$, $p < 0.05$), value proposition ($t(165) = 3.645$, $p < 0.05$), and financial resources ($t(165) = 3.288$, $p < 0.05$) are all identified as significant predictors of franchisee survival.

Table 4: Model Summary

Model	Independent Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
3	Government Support	0.516	0.266	0.253	0.708	0.161	31.370	1	163	0.001
	Value Proposition					0.056	11.538	1	162	0.001
	Financial Resources					0.049	10.810	1	161	0.001

Additionally, Table 4 reveals that the R^2 value for Model 3 is 0.266, indicating that 26.6% of the variation in franchisee survival (the dependent variable) can be explained by government support, value proposition, and financial resources (the independent variables). Among these, government support makes the largest contribution, accounting for 16.1% of franchisee survival, followed by the value proposition at 5.6%, and financial resources at 4.9%. From Table 3, the Y-intercept (constant) is 0.458, with government support having a coefficient of 0.224, the value proposition at 0.363, and financial resources at 0.249. Therefore, the regression equation can be expressed as:

$$Y' = 0.458 + 0.224(X1) + 0.363(X2) + 0.249(X3)$$

The regression results from this study indicate that not all variables were accepted in the hypothesis. The stepwise regression analysis showed that government support, value proposition, and financial resources had significant positive impacts on business survival, while brand orientation did not contribute meaningfully. Among these factors, government support was identified as the most critical for business survival. According to Abd Ghani et al.

(2022), government financial assistance, such as grants, loans, and subsidies, is essential for covering operational costs, compensating employees, and managing disruptions caused by the pandemic. Additionally, governments implement tax relief measures and wage subsidy programs to encourage businesses to retain staff despite reduced revenue.

To thrive in a competitive landscape, organizations must offer unique products and services that distinguish them from their competitors. The franchisor plays a key role in establishing a well-managed value proposition, which is vital for the franchisee's resilience during crises. Small and medium-sized enterprises (SMEs) enhance their value propositions by introducing new products and services and fostering strong customer relationships. By understanding and addressing customer needs, differentiating from competitors, and adopting flexible strategies, businesses help franchisees navigate the challenges posed by the pandemic and position themselves for long-term success (Panda et al., 2023). Thus, the value proposition significantly impacts franchisee continuity.

The study also revealed a substantial positive relationship between financial resources (FR) and franchisee resilience. This finding aligns with research by Nyazenga et al. (2023) and Kahveci (2023), which indicates that adequate financial resources are crucial for a business's ability to innovate, adapt its business model, and recover from the pandemic. Franchisees often face challenges in financial management, resorting to strategies like deferring rent, reducing employee salaries, and cutting costs to survive. Ghanlin et al. (2021) found that businesses unable to adopt innovative financing practices struggle to maintain operations, while Bartik et al. (2021) identified weak financial management as a leading cause of SME failure during the crisis.

In the franchising context, brand positioning and communication are fundamental to the relationship between franchisor and franchisee (Ghantous & Christodoulides, 2020). However, brand development and management are the sole responsibility of the franchisor, meaning that the effectiveness of a franchisee’s brand representation relies heavily on the franchisor's leadership and communication. Market turbulence has created gaps between firms and consumers, diminishing brand differentiation and weakening stakeholder engagement (Rego et al., 2021). This supports the finding that brand orientation had an insignificant impact on franchisee survival during the crisis. Consequently, during turbulent times, brand management by franchisors does not positively influence franchisee resilience, and the costs associated with brand maintenance can negatively affect franchisee survival in the context of the pandemic.

Conclusion

This study provides significant insights into the variables influencing franchisee business survival, indicating that not all proposed factors in the hypothesis hold equal importance. Specifically, government support emerged as the most crucial contributor to franchisee resilience, alongside value proposition and financial resources, while brand orientation did not demonstrate a significant impact. The ability of franchisee organizations to recover and succeed during crises, particularly the recent pandemic, was closely tied to their effectiveness in communicating the value of their offerings to customers and securing essential government support.

Future studies should explore the transformative potential of technology in bolstering franchisee survival. Investigating the effectiveness of digital tools and platforms in enhancing operational efficiency, improving customer engagement, and optimizing financial management during crises can yield valuable insights, particularly in the context of an increasingly digitalized business environment. By focusing on these areas, researchers can contribute to a deeper understanding of how franchisees can adapt and thrive amidst evolving challenges.

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EXAMINING THE COMPETENCY OF USING CALCULATOR AMONG SECONDARY STUDENTS WITH ITS RELATIONSHIP TO HIGHER ORDER THINKING SKILLS (HOTS) PROBLEMS

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Abstract: *Scientific calculators should be an effective tool to support and extend mathematical skills. However, many students still encounter difficulties when solving mathematics problems that require the use of higher order thinking skills (HOTS) although they are allowed to use scientific calculators. The study aims to examine secondary students' competence in using calculators for mathematical problem-solving and its relationship with performance in Higher Order Thinking Skills (HOTS) mathematics problems. Employing a quantitative research methodology, the study involves administering tests and questionnaires to 55 Form Four students in one school in Johor Bahru district. Data collection involved administering tests and questionnaires to measure both students' calculator skills and their proficiency in solving HOTS problems related to quadratic functions. The analysis of secondary students' competency in using calculators for solving quadratic functions reveals a significant positive correlation between calculator competency and performance in Higher Order Thinking Skills (HOTS) problems, with students demonstrating high calculator competency performing better in HOTS problems. The findings offer insights into enhancing educational strategies to improve calculator competencies among students. By shedding light on the relationship between calculator usage and HOTS problem-solving, this study aims to provide educators and policymakers with informed perspectives to enhance the learning experience and outcomes for secondary students in the realm of mathematics.*

Keywords: *Scientific Calculator, Higher Order Thinking Skills, Quadratic Equations*

Introduction

In October 2011, the Ministry of Education (MOE) initiated a comprehensive evaluation of the educational system to develop the Malaysian Education Blueprint (2013–2025), designed to prepare educators and students for the challenges of the 21st century. One of the key focuses of the new curricula, namely the Kurikulum Standard Sekolah Menengah (KSSM) and the Kurikulum Standard Sekolah Rendah (KSSR), is the integration of Higher Order Thinking Skills (HOTS). Introduced in 2012 and fully implemented by 2017, these curricula aim to cultivate students' ability to think critically, apply knowledge in new contexts, analyze information, and communicate effectively on skills that are essential for thriving in a 21st-century learning environment.

The integration of scientific calculators in mathematics education continues to be recognized as a valuable tool in fostering Higher Order Thinking Skills (HOTS) among students. Recent studies support the use of calculators to enhance not just computational accuracy but also critical thinking abilities, helping students tackle complex mathematical problems. Evidence suggests that calculator use positively impacts problem-solving skills and attitudes toward mathematics, especially when calculators allow students to focus on conceptual understanding rather than manual computation (Ellington, 2003; St. John & Lapp, 2000).

The current study aims to explore secondary students' competency in using calculators and its correlation with HOTS, underlining the importance of collaborative efforts among stakeholders to enhance students' calculator skills and better prepare them for contemporary challenges. Overall, the introduction sets the stage for investigating how HOTS can be developed through effective calculator use, leading to improved conceptual knowledge and problem-solving abilities.

1. Scientific Calculators in Mathematics Education
Scientific calculators serve as effective tools for engaging students and providing instant feedback during mathematics lessons (Kamarulhaili & Sim, 2005; Leng, 2011). It is essential for students and educators to possess the knowledge and skills needed to effectively utilise technology for mathematics learning (Nabie & Yidana, 2001; Ebal et al., 2019). Given that students today are growing up in a technology-rich environment, they should be comfortable navigating the functionalities of scientific calculators. At every educational level, calculators can extend mathematical skills, facilitate access to mathematical information, and enhance computational fluency under the guidance of proficient educators.

2. Previous Studies on Calculator Use
Recent research has demonstrated that calculator use continues to positively impact students' mathematical learning, particularly in developing Higher Order Thinking Skills (HOTS). AI-powered calculators, for instance, have been shown to enhance students' academic performance in subjects like Basic Calculus by facilitating deeper engagement with abstract concepts (Afidchao et al., 2023). Additionally, studies reveal that calculators support conceptual understanding by enabling students to focus on problem-solving rather than rote calculations, improving both achievement and attitudes toward mathematics (Bray et al., 2017). These findings align with earlier research indicating similar benefits of traditional calculators in educational settings (Liang, 2017).

3. Higher Order Thinking Skills (HOTS)
Higher Order Thinking Skills (HOTS) are essential for fostering creative and critical thinking, requiring students to apply, analyze, evaluate, and create rather than relying solely on rote memorization. Originating from Bloom's Taxonomy, HOTS encompass the top tiers of cognitive processes, involving complex reasoning, problem-solving, and decision-making (Kementerian Pendidikan Malaysia, 2013; Ministry of Education, 2019). The revised taxonomy by Anderson and Krathwohl categorizes these skills into six levels: remembering, understanding, applying, analyzing, evaluating, and creating, with the highest levels which is applying through creating and then classified as HOTS (Bloom et al., 1956; Schultz, 2005).

The Malaysian education system emphasizes integrating HOTS to enhance student learning outcomes, aiming to improve problem-solving skills through national exams and assessments like PISA and TIMSS, which highlight a need for stronger cognitive skills in students (Malaysia Education Blueprint, 2013-2025). Incorporating HOTS into teaching methods encourages students to explore ideas, use calculators effectively in exams, and develop analytical and creative abilities, ensuring they are better prepared for the challenges of the 21st century. Previous research indicates that using calculators improves students' problem-solving abilities and analytical skills, leading to a deeper understanding of complex mathematical concepts (Kastberg & Leatham, 2005; Ellington, 2003). This study aims to investigate the relationship between secondary students' competency in using calculators and their performance in HOTS, emphasizing the need for collaborative efforts among educators and stakeholders to strengthen these skills. Overall, HOTS are presented as essential for fostering students' critical, analytical, and logical thinking processes, which are crucial for addressing 21st-century challenges (Hassan et al., 2012; Jacob et al., 2012; Prusak et al., 2013; Lee et al., 2001).

Problem Background

This study investigates the competency of secondary students in using calculators and its relationship with Higher Order Thinking Skills (HOTS), particularly focusing on quadratic functions. The National Council of Teachers of Mathematics (NCTM) emphasized the role of calculators in their publications as early as 1989 and reiterated these points in updates such as the Principles and Standards for School Mathematics in 2000, as scientific calculators provide advanced functionalities that facilitate problem-solving and deepen conceptual understanding.

Research has shown that effective calculator usage can lead to improved mathematical performance, enhanced problem-solving abilities, and positive attitudes towards mathematics (NCTM, 2000). However, there are conflicting findings concerning the impact of calculators in educational settings, with some studies suggesting that their integration necessitates a substantial shift in teaching methodologies to prioritize Higher Order Thinking Skills (HOTS) (Higgins et al., 2019; Kerslake et al., 2013).

Despite the documented benefits, including improved statistical competencies associated with calculator use, there remains a notable gap in effectively incorporating calculators into the teaching of HOTS. Furthermore, Malaysian students have demonstrated below-average performance in international assessments like TIMSS and PISA, highlighting a pressing need for enhancements in critical thinking and problem-solving skills (OECD, 2018). This highlighting the need for effective teaching strategies that foster these skills (Malay Mail Online, 2015; The Star Online, 2015). For TIMSS 2019, Malaysia's average scores for mathematics and science at the Grade 8 level were 461 and 471, respectively, both below the international average of 500. Trends indicate a gradual recovery from earlier declines in performance. For PISA 2022, Malaysia's performance in PISA 2022 saw improvements in reading, mathematics, and science compared to 2018 but remains below the OECD average. The scores reflect challenges in fostering advanced problem-solving and critical thinking skills, particularly in higher-order cognitive tasks. Recent reforms have aimed to shift focus from rote memorization to critical thinking through approaches like Hot Topics (HOTs), which encourage scientific investigation and analytical problem-solving (Tee et al., 2012).

The challenges students face in comprehending quadratic functions, as highlighted in the literature, directly relate to their competency in using calculators, particularly when solving Higher Order Thinking Skills (HOTS) problems. Misconceptions about variables, graph interpretation, and algebraic representations (Borgen & Manu, 2002; Ellis & Grinstead, 2008; Zaslavsky, 1997) indicate a gap in conceptual understanding, which calculators can help bridge by offering visual and numerical insights into quadratic functions. For example, modern scientific calculators enable students to explore the effects of coefficients on the vertex and shape of the graph, facilitating a deeper grasp of these concepts (Kissane, 2016).

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However, the effective use of calculators requires specific competencies, such as understanding how to input functions, interpret outputs, and apply results to solve real-world problems, which are essential for tackling HOTS problems. Furthermore, while calculators assist in computations and visualizations, they cannot substitute for the foundational understanding of quadratic functions necessary for accurate interpretations, as shown by students' errors in associating coefficients with incorrect roles (Ellis & Grinstead, 2008).

The integration of calculators into teaching strategies can support the development of both procedural fluency and conceptual understanding, addressing the identified gaps in transitioning between representations and fostering mathematical reasoning (Díaz & Poblete, 2018; Didis et al., 2011). By enhancing calculator competency, students can better handle the demands of HOTS problems, align their learning with curriculum goals, and apply mathematical concepts effectively in academic and practical contexts.

Quadratic functions represent a fundamental area in mathematics where students often encounter difficulties. Mastery of this concept is crucial for advancement to more complex mathematical topics. However, the current educational framework tends to prioritize content mastery at the expense of fostering critical and creative thinking abilities (Hassan et al., 2012). This study aims to explore the connection between students' calculator competency and their performance on HOTS-related problems in quadratic functions, intending to inform improved teaching practices and curriculum development in mathematics education.

Objectives
The objectives of this study are:

1. To determine the competency of using calculators among form four students in the topic of Quadratic Functions.
2. To explore the competency of solving Higher Order Thinking Skills (HOTS) problems among form four students in the topic of Quadratic Functions.
3. To evaluate the students' perspective on competency of using calculators in the topic of Quadratic Functions.
4. To determine the relationship between competency of using calculator and solving Higher Order Thinking Skills (HOTS) problems among form four students in the topic of Quadratic Functions.

Conceptual Framework

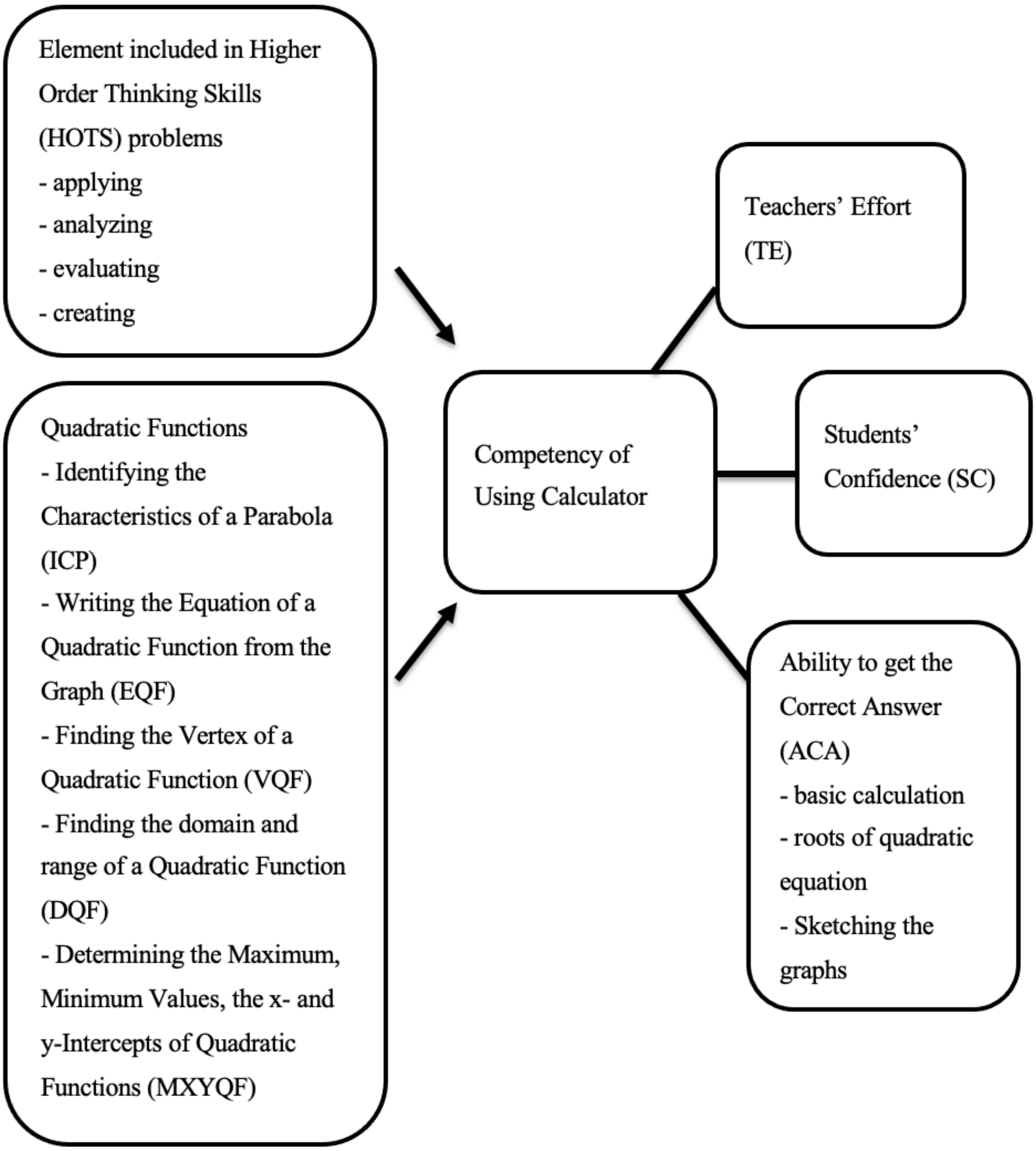

Figure 1 The Competency of Using Calculator among Secondary Students with its Relationship to Higher Order Thinking Skills (HOTS) problems

The conceptual framework explores the competency of using a calculator as a central skill influencing students' ability to solve mathematical problems, particularly those involving quadratic functions, while fostering Higher Order Thinking Skills (HOTS). It highlights four interconnected elements: HOTS, which include the advanced cognitive abilities of applying, analyzing, evaluating, and creating; Quadratic Functions, encompassing key skills such as identifying parabolic characteristics, writing equations, determining vertices, and analyzing domains, ranges, and intercepts; Teachers' Effort (TE) and Students' Confidence (SC), which act as mediating factors influencing calculator proficiency and the Ability to Get the Correct Answer (ACA), focusing on procedural tasks like basic calculations, solving quadratic equations, and graph sketching. The framework underscores that mastering calculator skills not only enhances procedural fluency but also bridges the gap to deeper conceptual understanding, equipping students to tackle complex HOTS problems. Additionally, it emphasizes the pivotal roles of teachers' instructional support and students' self-confidence in cultivating these competencies. Grounded in the KSSM syllabus and DSKP standards for Form Four Mathematics, the research targets 16-17-year-old students and evaluates their mathematical abilities and thinking skills using tools designed in accordance with Bloom's Taxonomy. This comprehensive approach seeks to link calculator competency with students' success in HOTS problems, aiming to enhance their grasp of quadratic functions and overall mathematical thinking. Thus, the study investigates the competency of using scientific calculators among Malaysian secondary students, focusing on their ability to solve Higher Order Thinking Skills (HOTS) problems related to quadratic functions.

Method

1. Research Design and Population Sampling

This study employs a quantitative research design to investigate the competency of secondary students in using calculators and their ability to solve Higher Order Thinking Skills (HOTS) problems. Utilizing a correlational approach, the research seeks to measure the relationship between two primary variables: the independent variable of calculator competency and the dependent variable of HOTS problem-solving competency. Data will be collected through tests and questionnaires, with demographic information gathered in Part A, followed by competency assessments related to Quadratic Functions in Parts B and C, and a 10-item questionnaire in Part D. The sample consists of 55 Form Four students from Kulai, Johor, selected through purposive sampling. The students selected have been exposed to mathematics exams since Form One, establishing a foundational knowledge base necessary for the study. The research aims to provide insights into the impact of calculator usage on students' higher-order thinking competencies, utilizing statistical analysis through the Statistical Package for the Social Sciences (SPSS) to interpret the data collected.

2. Research Instruments

The research utilizes a structured instrument divided into four parts to assess students' competencies in using calculators and solving Higher Order Thinking Skills (HOTS) problems. Part A collects demographic information from the participants, while Parts B and C consist of tests related to Quadratic Functions. These tests include seven open-ended questions that allow students to demonstrate their calculator skills, with a total of 12 marks allocated based on the complexity of the questions. Part B evaluates basic competency using simple tasks, such as basic operations and solving straightforward mathematical problems, with marks reflecting the lower complexity. While Part C focuses on Higher Order Thinking Skills (HOTS) by presenting open-ended, complex problems that require application, analysis, evaluation, and creation, with a higher mark allocation to reward advanced problem-solving using calculator functionalities. In Part D, a questionnaire with 10 closed-ended items gathers data on teachers' instructional efforts, students' confidence in using calculators, and their success in obtaining correct answers. The questionnaire employs a four-point Likert scale, allowing for straightforward analysis of responses. The overall scoring system for the questionnaire enables the classification of students' calculator competency levels into low, moderate, or high categories, providing a comprehensive assessment of their skills. The entire instrument, which underwent pilot testing for refinement, aims to deliver reliable and valid data for the study's objectives.

3. Data Collection

This study used a correlational design in which the information was gathered simultaneously. An introduction to the test and questionnaires survey utilised for this study informed the

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respondents of its objective and assured them of their privacy and the confidentiality of their answers. The data for this study is collected through test and questionnaires will be distributed to one and another Form Four students. Open-ended questions constructed based on pertinent literature and adapted to match the setting of this research. To avoid any issues with a language barrier if any of the respondents did not fully grasp the previous language, the survey questions were written in both English and Bahasa Melayu. The students were given 60 minutes to answer the questions. The questionnaire was freely and anonymously completed after finishing attempt the test questions. No incentives were provided in exchange for responses, and no identifiable information about the respondents was gathered.

4. Data Analysis

A correlational technique is utilized to explore the relationships between the independent variable (calculator competency) and the dependent variable (HOTS problem-solving ability), providing a numerical assessment of their correlation. This method enables the study to gauge the significance of the relationships between the variables, as summarized in Table 1. Overall, the data analysis process is pivotal in elucidating the connections between calculator use and students' achievement in Higher Order Thinking Skills.

Table 1 Summary of Data Analysis

Research Objectives	Research Instruments	Data Analysis
RO 1: To determine the competency of using calculators among form four students in the topic of Quadratic Functions	Test	Score
RO 2: To explore the competency of solving Higher Order Thinking Skills (HOTS) problems among form four students in the topic of Quadratic Functions	Test	Score
RO 3: To evaluate the students' perspective on competency of using calculators in the topic of Quadratic Functions.	Questionnaires	Interval data
RO 4: To determine the relationship between competency of using calculator and solving Higher Order Thinking Skills (HOTS) problems among form four students in the topic of Quadratic Functions.	Test	Spearman Correlation

Findings

1. The competency of using calculators

The analysis of the proficiency in table 2 based on marks revealed that a majority of students, 56.36%, fell into the 'High' competency category, demonstrating strong calculator skills in this area. However, nearly a third of the students were in the 'Low' category (29.09%), and a small fraction were considered 'Moderate' (14.55%). This discrepancy suggests that while some students are quite adept at using calculators for quadratic functions, there is a significant number who struggle and could benefit from targeted instructional interventions. The researcher see in details in question 1 as the two images in figure 2 and figure 3 shown depict the process of solving the quadratic inequality $2x2 \leq 1 + x$. In the first image of figure 2, this solution focuses on the inequality $x2-x-3>0$ and involves factoring the quadratic expression to $(x-3)(x+1)>0$. The critical points identified are $x=3$and $x=-1$. The solution then determines the intervals of x that satisfy the inequality, concluding that $x<-1$or $x>3$are the solution

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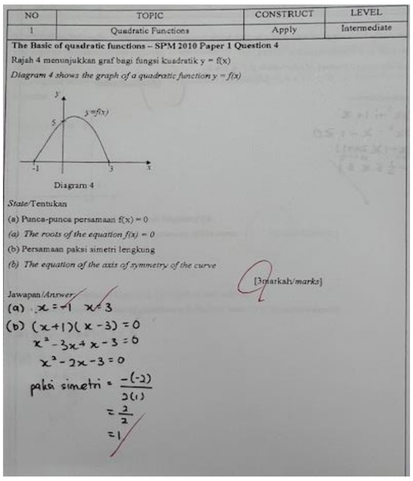
intervals. This approach demonstrates a correct understanding of how to factor and test intervals. The second image figure 3, this solution tackles the same inequality but shows a breakdown in either the understanding or application of the factoring and testing method. Here, the quadratic expression is factored to $(x-3)(x+1)>0$ as well, but there is a marked error in identifying which intervals satisfy the inequality. The intervals selected as solutions are incorrect, showing $x<-1$or $x>3$, but the work indicates some confusion in the evaluation, as evidenced by the marks questioning the correctness. This kind of error may suggest a lapse in manually checking the signs of the intervals or a mis usage of a calculator to test the sign of the quadratic at test points.

Table 2 Level of Competency of Using Calculator in Quadratic Functions

Competency of Using Calculator	Range of Marks by Using Calculator Skills	Numbers of Students (%)
Low	1-4 Marks	16 (29.09)
Moderate	5-8 Marks	8 (14.55)
High	9-12 Marks	31 (56.36)



NO	TOPIC	CONSTRUCT	LEVEL
1	Quadratic Functions	Apply	Intermediate

The Basic of quadratic functions – SPM 2010 Paper 1 Question 4
Rajah 4 menunjukkan graf bagi fungsi kuadratik y = f(x)
Diagram 4 shows the graph of a quadratic function y = f(x)

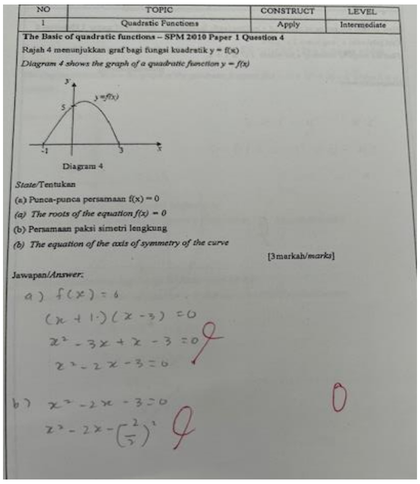
Diagram 4

State/Tentukan
(a) Punca-punca persamaan f(x) = 0
(a) The roots of the equation f(x) = 0
(b) Persamaan paksi simetri lengkung
(b) The equation of the axis of symmetry of the curve

[3markah/*marks*]

Jawapan/*Answer*:
(a) $x=-1$ $x=3$
(b) $(x+1)(x-3)=0$
$x^2-3x+x-3=0$
$x^2-2x-3=0$
paksi simetri $= \frac{-(-2)}{2(1)}$
$= \frac{2}{2}$
$=1$

Figure 2 Students' Correct Answer (Proper Calculator Used)



NO	TOPIC	CONSTRUCT	LEVEL
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(a) The roots of the equation f(x) = 0
(b) Persamaan paksi simetri lengkung
(b) The equation of the axis of symmetry of the curve

[3markah/*marks*]

Jawapan/*Answer*:
a) $f(x)=0$
$(x+1)(x-3)=0$
$x^2-3x+x-3=0$
$x^2-2x-3=0$
b) $x^2-2x-3=0$
$x^2-2x-\left(\frac{-2}{2}\right)^2$
0

Figure 3 Students' Incorrect Answer (Incorrect Data Entry, a Misunderstanding of How to Apply the Calculator's Outputs in Testing Interval Signs)

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2. The competency of solving Higher Order Thinking Skills (HOTS) problems
Performance on HOTS tasks showed a trend of decreasing success with increasing problem difficulty. For example in table 3, students performed best on Level 4 (Analyse) questions, with 65.45% answering correctly, while their success rate dropped to 54.55% on Level 5 (Evaluate) and 58.18% on Level 6 (Create) problems. Competency distribution for HOTS tasks reflected that 70.91% of students had high proficiency, though 29.09% remained at a low level, suggesting disparities in skill development.

Table 3 Percentages of Students Answer Correctly in Higher Order Thinking Skills (HOTS) Problems

No of Questions in Part C	Level of HOTS	Numbers of Students (%)
C4	Analyse (Level 4)	36(65.45)
C5	Evaluate (Level 5)	33(60.00)
C6	Evaluate (Level 5)	30(54.55)
C7	Create (Level 6)	32(58.18)
Competency distribution for HOTS tasks	High	47(70.91)
	Low	8(29.09)

3. Students' perspective on competency of using calculators
In table 4, the findings reveals substantial challenges faced by students in using calculators effectively for solving Higher Order Thinking Skills (HOTS) problems. A pervasive lack of confidence is evident, with 100% of students expressing negative responses in item 1, and similar trends in items 3, 6, and 10, where the majority strongly disagreed or disagreed with feeling capable of using calculators effectively. This suggests that students may not have been adequately prepared or exposed to calculator-based problem-solving. Furthermore, the responses under "Teachers' Effort" reflect dissatisfaction with instructional support, as nearly all students reported negative perceptions (49.09% disagree, 50.91% strongly disagree) regarding their teachers' guidance in utilizing calculators for complex tasks.

While the "Ability to Get the Correct Answer" construct shows slightly better outcomes, most students still struggled, with over 80% responding negatively across items 5, 7, 8, and 9. Although a small fraction demonstrated some confidence in achieving correct answers, these results highlight a gap in translating calculator skills into effective problem-solving for HOTS tasks. These findings indicate an urgent need for targeted interventions, such as enhanced teaching strategies, professional development for educators, and opportunities for students to build confidence and proficiency in using calculators to tackle complex mathematical problems.

Table 4 Percentage of Students Answered in Questionnaire of Competency of Using Calculator in Higher Order Thinking Skills (HOTS) Problems

No	Items	Construct	Strongly Disagree (SO), Numbers (%)	Disagree (D), Numbers (%)	Agree (A), Numbers (%)	Strongly Agree (SA), Numbers (%)
1	I enjoy using scientific calculator in	SC	33 (60)	22 (40)	0	0

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	mathematics class.					
2	Teacher has taught us how to use scientific calculator to solve mathematics questions.	TE	27 (49.09)	28 (50.91)	0	0
3	I am increasingly using the scientific calculator in solving form four mathematic problems.	SC	27 (49.09)	28 (50.91)	0	0
4	I am competent to use scientific calculator in mathematics class.	SC	23 (41.82)	28 (50.91)	4 (7.27)	0
5	Scientific calculator use is applicable to all topics in form four mathematic curriculum.	ACA	21 (38.18)	24 (43.64)	9 (16.36)	1 (1.82)
6	I prefer using scientific calculator in objective and subjective papers.	SC	32 (58.18)	22 (40.00)	1 (1.82)	0
7	Using scientific calculator makes the learning process easier	ACA	38 (69.09)	18 (27.27)	2 (3.64)	0
8	Having a scientific calculator which has multiple functions greatly increases your learning capacity.	ACA	35 (63.64)	17 (30.91)	3 (5.45)	0
9	Current functions of the scientific calculator is enough for form four mathematic curriculum.	ACA	29 (52.73)	24 (43.64)	2 (3.63)	0

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10	I am willing to learn how to using the calculator.	SC	37 (67.27)	18 (32.73)	0	0

4. The relationship between competency of using calculator and solving Higher Order Thinking Skills (HOTS) problems

The study found a moderate positive correlation between calculator competency and HOTS performance, with a Spearman correlation coefficient of 0.632 ($p < 0.001$) in Table 5. This indicates that students proficient with calculators tend to excel in solving higher-order problems.

Table 5 Spearman Correlation of Relationship between Competency of Using Calculator and Solving Higher Order Thinking Skills (HOTS) Problems among Form Four Students in the Topic of Quadratic Functions

	HOTS	Competency_of_Calculator
Spearman Correlation	1	0.632
Sig. (2-tailed)		<0.001
N	55	55

The data also revealed a polarized distribution in student performance. Scatterplots in Figure 4 further confirmed the correlation between calculator competency and HOTS, the equation of the trendline, $y=0.74+1.01x$, and the coefficient of determination, $R^2=0.497$, indicate that approximately 49.7% of the variance in students' HOTS performance can be explained by their competency in using calculators. This suggests that as students become more proficient in using calculators, their performance in solving HOTS problems improves. However, the scattered nature of the data points reveals variability, indicating that factors beyond calculator competency also influence HOTS problem-solving abilities. These findings highlight the importance of integrating calculator training with conceptual understanding in teaching quadratic functions. Teachers should focus not only on enhancing calculator skills but also on developing students' critical thinking and problem-solving strategies to improve their performance in HOTS problems.

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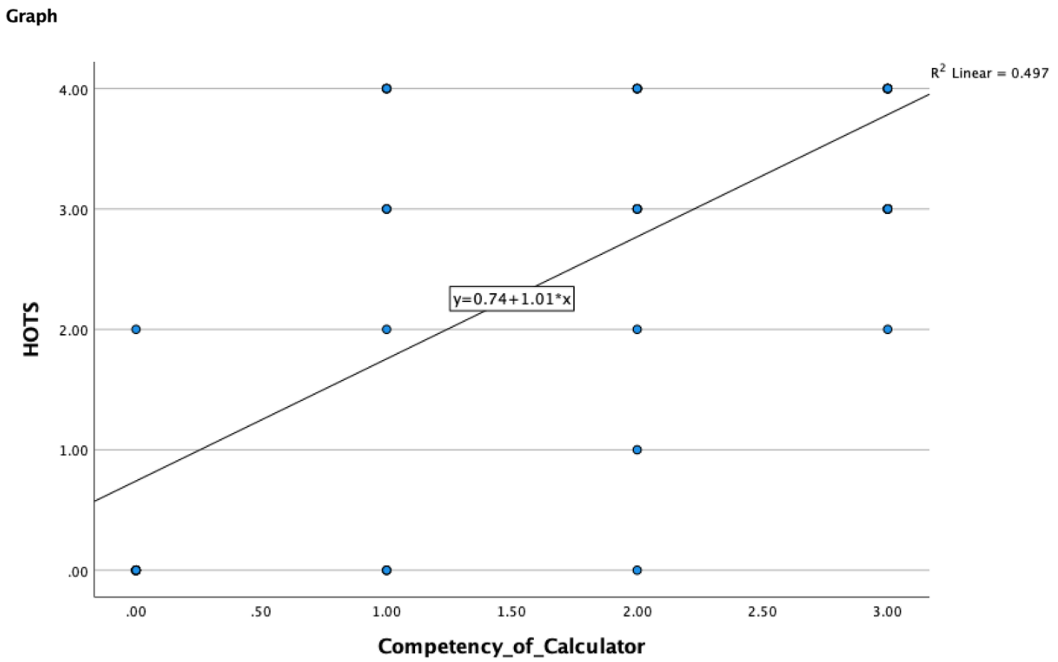

Figure 4 Scatterplot of Relationship between Competency of Using Calculator and Solving Higher Order Thinking Skills (HOTS) Problems among Form Four Students in the Topic of Quadratic Functions

Discussion and Results

Scientific calculators have become indispensable tools for enhancing students' problem-solving skills and Higher Order Thinking Skills (HOTS) in mathematics education. By allowing students to shift focus from basic arithmetic to more analytical problem-solving, calculators help students engage deeply with complex concepts such as quadratic functions. These functions, which are often challenging due to their dual algebraic and graphical representations, can be better understood with the assistance of scientific calculators. By bridging these representations, calculators enable students to visualize and manipulate quadratic equations more effectively, fostering a deeper understanding and improving overall problem-solving efficiency (Kissane, 2016; Sun & Li, 2021).

Despite these benefits, the integration of calculators into education presents several challenges. One major hurdle is the difficulty students face in navigating advanced calculator functions, especially in the context of HOTS-related tasks. Research has shown that many students report low confidence and proficiency when using scientific calculators for complex mathematical problems, indicating a need for targeted instructional interventions (Kissane, 2016). Studies suggest that seminars and workshops specifically focused on improving calculator skills can significantly boost students' confidence and their ability to tackle higher-level tasks (Tan & Tan, 2022).

Teachers play a critical role in overcoming these challenges. To optimize the benefits of calculator use, educators must ensure that calculators are integrated into lessons not just for computational efficiency, but as tools that reinforce deeper conceptual understanding (National Council of Teachers of Mathematics, 2014). Teachers are encouraged to guide students in interpreting calculator-generated solutions, helping them connect the outputs to the underlying mathematical principles. Professional development programs that equip teachers with strategies for teaching HOTS with scientific calculators are essential for enhancing both teaching quality and student outcomes (Chan et al., 2023).

Conclusion

The study concludes that scientific calculators are vital tools for enhancing students' problem-solving skills and Higher Order Thinking Skills (HOTS) in mathematics education. Students with high calculator competency significantly outperformed their peers in HOTS tasks, with a moderate positive correlation (Spearman $r = 0.632$, $p < 0.001$) between calculator proficiency and HOTS problem-solving ability. However, many students exhibited low confidence and proficiency in using advanced calculator functions, underscoring instructional gaps and the need for targeted interventions. Teachers play a critical role in addressing these challenges by guiding students to use calculators not merely as computational tools but as aids to develop deeper conceptual understanding. Professional development programs are essential to equip educators with effective strategies for integrating calculators into HOTS instruction. Additionally, misconceptions about mathematical concepts, such as quadratic functions, require a combination of effective teaching methods and technological tools to bridge understanding. Future research could explore teachers' HOTS competencies and their impact on student outcomes while expanding the scope to other mathematical topics and diverse student demographics. This comprehensive approach would further validate the potential of calculators as tools to improve both procedural fluency and critical thinking in mathematics.

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USER PERFORMANCE AND ACCEPTANCE OF DUNIA BELAJAR JAWI: BOOSTING CONNECTIVITY SKILLS IN JAWI SCRIPT VIA GAMIFIED LEARNING

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Abstract: *This research explores the User Acceptance Testing (UAT) of the educational game Dunia Belajar Jawi, designed to assist young learners in enhancing their skills with Jawi script. The study included 32 students from Standard 1 to Standard 3 at a primary religious institution located in Kuala Selangor. A pre-test and post-test approach was utilized to evaluate the student's performance. Following the pre-test, participants engaged with the game and filled out a UAT survey that measured aspects such as usability, engagement, and educational benefits. Results showed a marked increase in post-test scores, suggesting that Dunia Belajar Jawi significantly improves students' ability to connect Jawi letters. Furthermore, UAT findings indicated strong user acceptance, as students favourably responded to the game's interactive and accessible features. This study highlights the promise of gamified learning resources for advancing Jawi literacy among younger audiences.*

Keywords: *Game based learning, Jawi writing, Connecting Jawi Letter*

Introduction

Game-based learning (GBL) has gained prominence as an effective educational method, especially in improving language proficiency and cultural understanding. Specifically regarding Jawi, a script that originates from Arabic and is utilized for writing the Malay language, there is a growing development of GBL applications designed to captivate students and enhance their educational achievements.

The rising embrace of GBL methods signifies a transformation towards more engaging and productive educational settings, bolstered by an expanding collection of studies that underline its advantages and uses.

Game-based learning (GBL) has steadily gained popularity in educational research and practice since the early 2000s, particularly in physics education. This shift highlights a growing awareness of GBL's ability to improve student engagement and academic success (Nurjanah et al., 2024). As a result, many educational institutions are embracing GBL within their curricula, recognizing its capacity to enhance cognitive skills and inspire learners (Alduwairej, 2024). In STEM education specifically, GBL is essential, functioning as a motivational resource that draws students' interest towards science and technology, especially in underprivileged environments (Castellanos et al., 2024). Studies suggest that GBL platforms have had a beneficial impact on student performance in mathematics, with learners readily adapting to this new instructional method (Madrid et al., 2024). The application of game-based techniques not only boosts scholastic achievement but also cultivates curiosity and creativity among students, interpreting the learning experience more interactive and enjoyable. Ultimately, the expanding research base and practical use of GBL across diverse fields highlight its transformative influence in current education.

Game-Based Learning (GBL) offers several advantages, such as better problem-solving skills, improved communication abilities, and heightened enthusiasm for learning, especially among younger individuals who tend to be more responsive to visual prompts (Chiao & Niu, 2024).

However, along with its benefits come certain challenges that need addressing. These include the necessity for adequate training for educators and the incorporation of GBL within current educational systems (Castellanos et al., 2024).

Dunia Belajar Jawi Game

Dunia Belajar Jawi is an interactive game designed to assist students with Jawi, particularly in mastering Jawi writing. The research distinctly shows that students find it difficult to master Jawi writing, especially in connecting letters to form words. The conventional approaches and resources employed in teaching Jawi are insufficient because they do not cater to the visual learning preferences essential for grasping this intricate script. (Malik et al., 2024)
Dunia Belajar Jawi utilizes the AVUZARZAD approach, which assists learners in determining if the letter can relate to other letters or not. The Dalil Avu Zar Zad method provides an easy formula to assist students in mastering Jawi writing. The Dalil aspect involves a Letter Key Table that maps each Rumi letter to its corresponding single Jawi letter. Specifically, the letters hamzah, alif, va, wau, zai, ro, zal, and dal - collectively referred to as Avu Zar Zad - are those that are not connected; these are marked with a symbol (-) after each letter. Conversely, any Jawi letters outside of the Avu Zar Zad group can connect with following letters and are denoted by a (+). (Dalilah binti Desa & Abdul Kahar bin Abdul Rahim, 2008).

In the realm of Dunia Belajar Jawi, learners must fulfil three levels, with each level comprising three words that need to be connected together. First steps, students need to match the letters from Rumi with to Jawi, followed by distinguishing them using either a + or - symbol. This is accomplished by applying the AVUZARZAD technique. Finally, the last step requires students to match the connected letters together to form words.

Methodology

The assessment includes evaluating student performance via pretests and postests, as well as measuring user acceptance of the Dunia Belajar Jawi game among the respondents. The respondents include 32 respondents from level 1 students enrolled in Sekolah Rendah Agama. It open to students from SRA/KAFA or SRAI who are in standard 1 until standard 3.
Respondents or students will receive an explanation of the AVUZARZAD technique, which serves as an introduction and demonstrates how to implement this technique for connecting Jawi letters. Following this, a pre-test consisting of nine questions will be distributed to the respondents, allowing them 30 minutes to complete their test.

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After the pre-test session, students will have a 30-minute break and then they will proceed to the post-test session where they will engage with the digital game Dunia Belajar Jawi.

For the post-test, students will need to answer a total of 9 questions, as in previous assessments. The given time for completing the post-test is 30 minutes and at the beginning students will receive a short introduction regarding Dunia Belajar Jawi.

The final stage is the User Acceptance Testing (UAT), which is respondents need to respond regarding usability, ease of use, and their overall satisfaction. For the UAT, students will be organized into small groups of three, where a facilitator will clarify each question to guarantee that they understand the questions and are able to provide genuine feedback.

Result

Performance Test

Table 1.0 presents the mean and standard deviation for each of the two tests.
The information gathered from 32 individuals (N=32) offers important insights regarding the effectiveness of the intervention under review. Analysing the mean scores and standard deviation allows for a deeper comprehension of how the learning experience influences respondent's performance.

Table 1.0: Paired Samples Statistics – Pre Test and Post Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	6.4688	32	1.93415	.34191
	Post	7.5313	32	1.50235	.26558

The mean score for the pre-test sets at 6.47, whereas the mean score for the post-test increase to 7.53. This indicates an improvement of roughly 1.06 points between the pre and post-tests. Such an enhancement implies that the interference positively influenced respondent's knowledge or abilities relating to the topic being assessed.

The standard deviation (SD) reflects the extent to which scores diverge from the average. For the pre-test, an SD of 1.93 was observed, which points to a considerable spreading of scores among respondents. Conversely, the post-test saw a reduction in SD to 1.50, implying that following the interference, scores became more constant. A reduced standard deviation in the post-test signifies that there was a consistent improvement in respondent's performance, with decreased variability in their results.

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User Acceptance Test

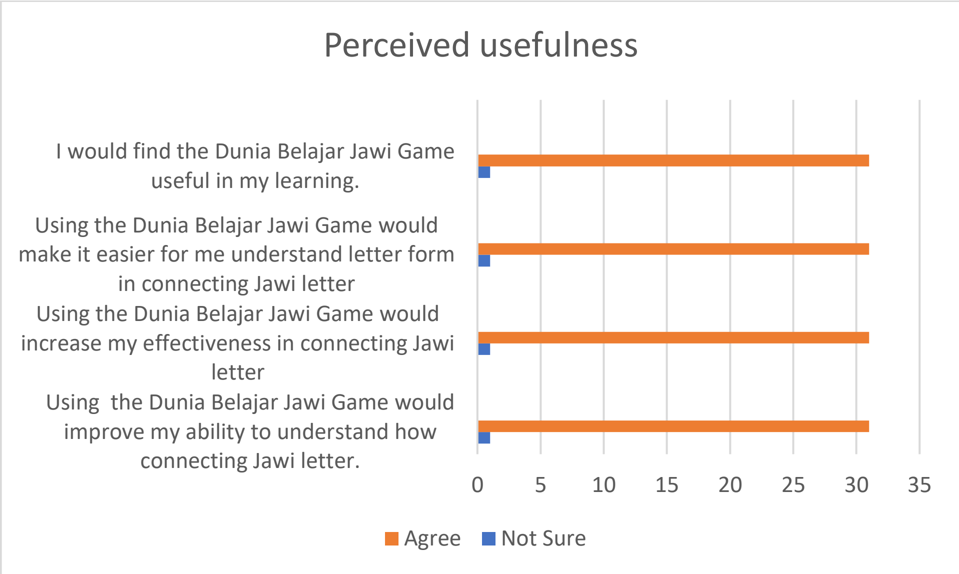

Figure 1.0: Perceived Usefulness Chart

This horizontal bar chart illustrates the findings from a survey regarding the perceived usefulness of the "Dunia Belajar Jawi Game," which is designed as an educational tool to facilitate the learning of Jawi script, a writing system for the Malay language based on Arabic letters. (Figure 1.0)

The chart presents responses to four distinct statements that assess various facets of the game's usefulness: General usefulness in learning, Ease of understanding letter forms when connecting Jawi letters, Effectiveness in connecting Jawi letters and Ability to understand how to connect Jawi letters

Responses are divided into two categories for each statement: Orange bars represent "Agree" and Blue bars indicate "Not Sure".

According to the data, around 31 respondents expressed agreement with each declaration, while only a tiny fraction (1 respondent) was classified as "Not Sure." This implies that an overwhelming majority found value in using the game for mastering Jawi script, especially regarding understanding and connecting letters.

Moreover, the consistency of responses across all four statements reveals that users generally held a favorable view of the game’s efficacy concerning various aspects involved in learning Jawi script.

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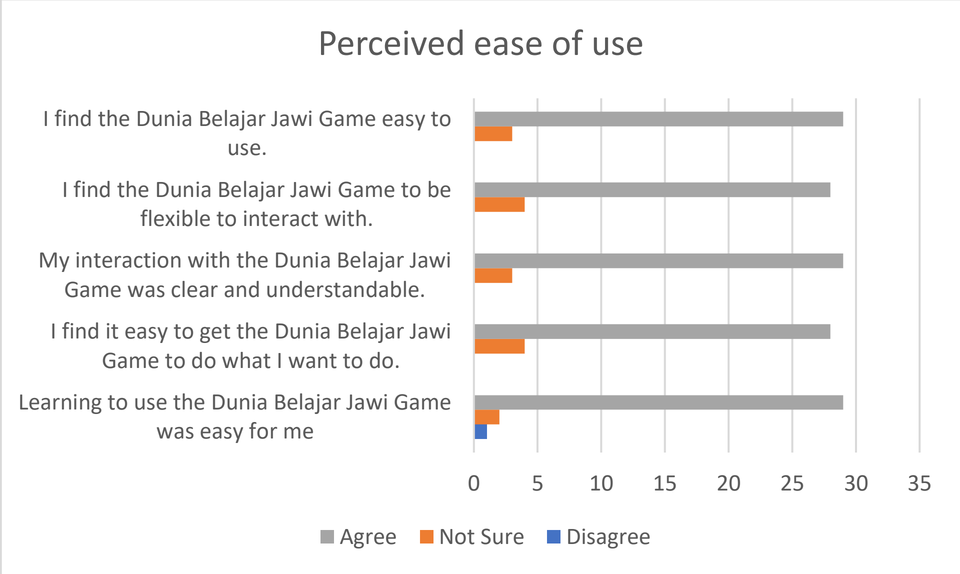

Figure 1.1: Perceived Ease of Use Chart

This is another horizontal bar chart showing survey results about the "Perceived ease of use" of the Dunia Belajar Jawi Game. The chart evaluates five different aspects of the game's usability: general ease of use, flexibility of interaction, clarity and understandability of interaction, ease of achieving desired learning outcome. (Figure 1.1)

For each statement, responses are categorized into three groups: Green bars: "Agree", Orange bars: "Not Sure" and Blue bars: "Disagree"

The results show that around 30 participants consistently expressed agreement with each statement. A small fraction (approximately 2-3) indicated "Not Sure" for most statements, while only one respondent disagreed with the final statement regarding the learning.

This information implies that nearly all respondents perceived the game as user-friendly in every aspect evaluated. The consistently elevated "Agree" responses imply effective usability design, characterized by straightforward interfaces, adaptable interactions, and an easily navigable learning curve. The minimal instances of "Not Sure" and "Disagree" responses further emphasize that respondents typically enjoyed a favorable experience concerning the game's usability.

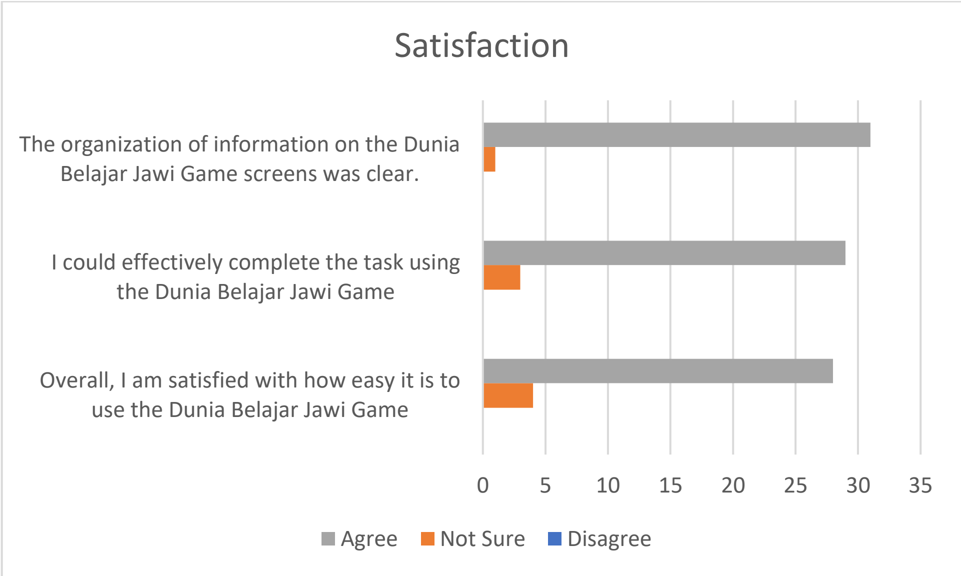

Figure 1.2 Satisfaction Chart

This horizontal bar chart shows satisfaction ratings for the Dunia Belajar Jawi Game across three key aspects: organization and clarity of information on game screens, effectiveness in task completion and overall satisfaction with ease of use

The responses are categorized into: Green bars: "Agree", Orange bars: "Not Sure" and Blue bars: "Disagree" (no one selected this option)

The chart shows that, approximately 31 respondents indicated that the game interfaces were well-organized. Around 30 respondents expressed that they could efficiently accomplish tasks within the game. About 29 respondents reported overall contentment with the game's user-friendliness. A minor group (1 to 2 participants) selected "Not Sure" for each evaluation aspect. Importantly, no one disagreed with any of the satisfaction statements.

When considered alongside earlier charts highlighting perceived usefulness and ease of use, this information implies that respondents generally agreed that the Dunia Belajar Jawi Game, reflecting high levels of satisfaction in all areas assessed. The game seems particularly adept at conveying information effectively, as evidenced by it receiving the highest number of "Agree" votes.

Dunia Belajar Jawi Interfaces

Conclusion

The evaluation of data from pre-tests and post-tests indicates a notable enhancement in participant scores after the test. This is demonstrated by an uptick in mean scores alongside a decrease in both standard deviation and standard error of the mean. These results underscore not just personal advancement but also a more consistent improvement among participants, implying that the intervention successfully boosted learning outcomes and nurtured a deeper comprehension of the content addressed.

In summary, the data clearly indicates that the Dunia Belajar Jawi Game serves as an effective educational resource that adeptly merges instructional value with ease of use. The consistently favourable feedback across all three areas shows that the game meets its educational goals while upholding excellent usability standards.

The effectiveness of the Dunia Belajar Jawi Game is strongly supported by both performance data and user feedback. The statistical analysis reveals significant improvement in participant performance, with mean scores increasing from 6.47 to 7.53. Importantly, the decreased standard deviation (from 1.93 to 1.50) and lower standard error of mean indicate that participants not only improved but showed more consistent performance after using the game. The increase in scores substantiates the high assessments users have regarding the game's perceived usefulness. The more consistent results from post-tests correlate with participant indicating a clear understanding of the game's mechanics and subject matter.

The decreased standard deviation indicates that the game effectively standardizes learning experiences. This is further supported by the elevated satisfaction scores concerning how information is organized, and tasks are completed.

The notable enhancement in scores is linked to the satisfaction reported by participants. Additionally, the smaller range of post-test scores aligns with feedback regarding the game's clarity and effectiveness.

The convergence of objective performance indicators and subjective user assessments offers compelling proof that the Dunia Belajar Jawi Game is not only effectively designed for usability but also fulfils its primary educational goals. This game adeptly integrates a captivating user experience with robust pedagogical principles, leading to significant learning enhancements and elevated levels of user satisfaction.

The outcomes from the conducted tests align with earlier research. In relation to Debchaudhury (2024), the advantages of Game-Based Learning (GBL) extend beyond just fostering motivation; it has been associated with enhanced reasoning capabilities, especially within scientific frameworks. Evidence shows that participants engaged in GBL demonstrate superior performance, highlighting improved cognitive skills. A comprehensive review further confirms these findings, indicating that GBL positively affects self-regulated learning and promotes active engagement, resulting in overall better academic achievements (Zakaria et al., 2024). This implies that GBL not only makes the educational experience more enjoyable but also significantly enhances learning effectiveness.

An additional important factor of Game-Based Learning (GBL) is its impact on boosting students' self-efficacy, a key factor for achieving academic success. Participation in GBL activities has demonstrated enhancement in students' confidence regarding both academic and extracurricular endeavours (Mokhtar et al., 2024). The positive relationships between GBL and heightened self-assurance suggest comprehensive advantages for students, indicating that as students immerse themselves in game-related content, they cultivate a more robust conviction in their capabilities to excel in diverse areas.

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PREDICTING INDOOR AIR QUALITY (IAQ) ON NAVAL SHIP: A CONTOUR MAPPING APPROACH TO AIR DISTRIBUTION

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Abstract: *Ships often report poor indoor air quality (IAQ) due to their enclosed and confined spaces. The main factor contributing to poor IAQ onboard was the inefficiency of the heating, ventilation, and air conditioning (HVAC) systems. Poor IAQ adversely affects the health of the crew, which can indirectly cause Sick Boat syndrome (SBoS). Therefore, close monitoring of HVAC efficiency and IAQ on naval ships is crucial, as these vessels serve as the operational homes for our nation's front liners. This paper aims to analyse air distribution from the HVAC system by simulating the temperature, carbon dioxide (CO_2), and particulate matter ($PM_{2.5}$) within the designated ship's compartment. Using NoiseAtWork software, a contour mapping method was employed to visualise the spatial distribution of selected IAQ parameters. Before that, real-time sampling of selected IAQ parameters was done on the bridge. The contour map of the air distribution revealed that open hatches affected the dispersion of CO_2 and $PM_{2.5}$, leading to variations in concentration contours within the area. $PM_{2.5}$ map showed $PM_{2.5}$ accumulation, possibly due to old dust from the ducting and diffusers. Although temperature distribution was even, it did not comply with ICOP IAQ 2010 standards. This study underscores the importance of air distribution prediction, thus highlighting the necessity for crew adherence to the best practices, such as closing the hatch, and perform maintenance including ducting cleaning as recommended by the design systems or the class society to maintain healthy indoor environments. Therefore, by using NoiseAtWork, the contour mapping method can help to predict the influence of HVAC efficiency and operational practices on IAQ. This method is valuable for identifying the optimal HVAC component configurations such as the best location of an air diffuser for the new shipbuilding project. Ensuring proper air circulation throughout the ship will enhance HVAC system efficiency and improve the IAQ onboard.*

Keywords: *Indoor Air Quality (IAQ); Ship; Air Distribution, Contour Mapping, Shipbuilding*

Introduction

Indoor air quality (IAQ) in a ship is affected by various factors such as emissions of indoor air pollutants (IAP), heating, ventilation, and air conditioning (HVAC) system design and layout, number of crews and their activities, outdoor factors and others [1][2][3]. Having a good IAQ onboard is undeniably critical to ensure a safe and healthy ship crew. The good IAQ can be represented by having a well distribution of air in the area. Air distribution determines the comfort of occupants and IAP concentrations throughout the area [4]. According to Layton (2020) [5], the air distribution can be caused by HVAC design and layout, the pattern of air flow, interior building design, and air pressurization of the area. Poor air distribution causes uneven temperature gradients, thus leading to discomfort, high energy utilization, and shortens the HVAC's life span [6][7]. Moreover, an effective pollutants pathway also requires a well distribution of air in the area. Poor air distribution can cause stratification and accumulation of

IAP in certain sections of the area, thus reducing the efficiency of IAP dilution in the area [4][5]. Zhang et al. [8] mentioned that conducting a simulation of air distribution could evaluate the effectiveness of an HVAC system in diluting the IAP and providing a uniform distribution of microclimate condition of an area.

Hence, this study was conducted to analyze the air distribution in a ship compartment by simulating the temperature, carbon dioxide (CO_2), and particulate matter ($PM_{2.5}$) using NoiseAtWork software. The NoiseAtWork is a designated software for occupational and safety specialists to simulate contour mapping of different provided measurements, including temperature, humidity, noise and gas concentrations in an area (DGMR Software B.V, Netherlands). Predicting the air distribution in the ship would help in configuring the best practices of IAQ, optimal HVAC design and layout, ideal location for air diffusers and interior design for furnishings and advise IAP exposure risk control for the ship.

Materials and Method

The contour mapping of air in the ship bridge was predicted to analyze the air distribution from the ship's HVAC system. This method involved real-time sampling and simulation of IAQ parameters, such as temperature, CO_2, and particulate matter, $PM_{2.5}$.
The equipment used for sampling included the following:

Table 1: IAQ Parameters and Equipment Example

IAQ Parameters	Equipment
Air temperature	Testo 440 monitor and CO_2 probe
Carbon dioxide (CO_2)	Testo 440 monitor and CO_2 probe
Respirable particulates (PM10)	Aeroqual with PM10 and $PM_{2.5}$ Sensor

Source: Author Work

The real-time temperature, CO_2, and $PM_{2.5}$concentrations were measured at various distances from the diffuser, as shown in Fig. 1 to assist in simulating contour maps using the NoiseAtWork software. At each viewpoint, triplicate readings of real-time parameters were taken.

Subsequently, after real-time sampling was done, NoiseAtWork software simulation of air distribution was performed. The generated contour maps facilitated the visualization of pollutant distribution patterns, identifying areas with elevated pollutant levels and potential pollutant hotspots. This visualization aided in the identification of areas requiring remedial action to improve IAQ.

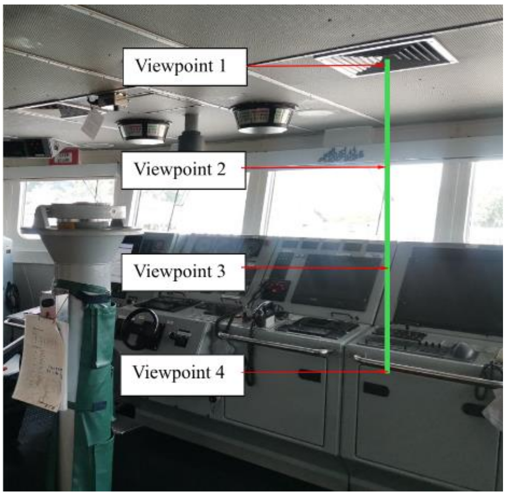

Figure 1: Distances Of IAQ Parameters Measurement During Sampling
Source: Author Work

Table 2: Viewpoint and Distances of Measurement

Viewpoint	Distance from diffuser (cm)
1	At diffuser
2	30
3	60 (about the height of seating personnel)
4	90

Source: Author Work

The real-time data of parameters measured was compared to the acceptable limit prescribed in the Industry Code of Practice on Indoor Air Quality 2010 (ICOP IAQ 2010) by the Department of Safety and Health (DOSH, 2010) to observe the compliance of the parameters.

Results and Discussion

Results show the contour mapping of IAQ parameters at different viewpoints, as listed in Table 2.

A. Carbon dioxide, CO_2

The generated contour maps illustrate how CO_2 concentrations change with distance from the diffuser, showing higher concentrations near the air diffuser that gradually decrease as the distance from the diffuser increases. The CO_2 concentration is highest directly at the diffuser 2 (Viewpoint 1) and decreases progressively at 30 cm (Viewpoint 2), 60 cm (Viewpoint 3), and 90 cm (Viewpoint 4) away from the diffuser. This gradient suggests that the diffusion of CO_2 from the HVAC system is effective, but there might be areas where CO_2 concentrations remain higher, especially near the source. In addition, the elevated CO_2 concentration at the diffuser could suggest the presence of recirculated air from the HVAC system, or it may indicate that the diffuser and the surrounding area were affected by the nearby opening of a hatch close to the diffuser 2.

Even though the concentration of CO_2 complied with the ICOP IAQ 2010, the results underscore the importance of the HVAC system's design and the placement of diffusers to ensure proper air distribution and maintain acceptable CO_2 levels throughout the ship. The findings also suggest that operational practices, such as keeping hatches closed, are crucial to avoid disrupting the intended airflow patterns, which could lead to uneven CO_2 distribution.

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These results highlight the necessity of strategic placement and design of HVAC components to optimize air quality onboard ships, ensuring that CO_2 levels remain within safe limits across all compartments.

B. Temperature

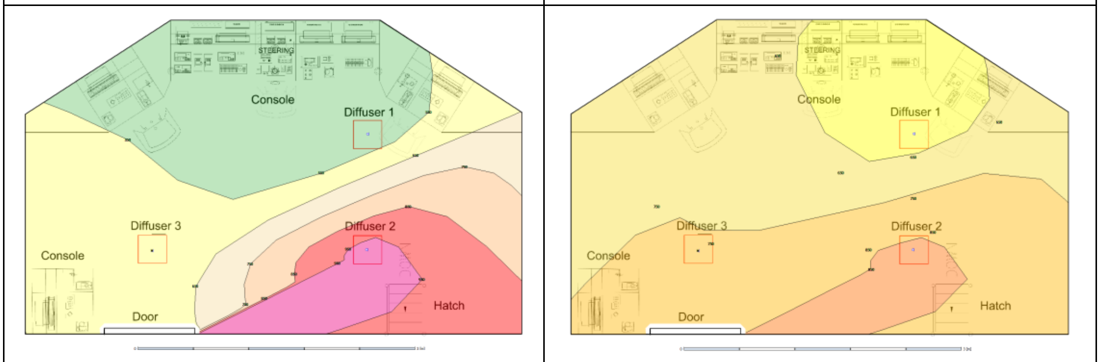
The temperature contour map in Fig. 3 displayed consistent contouring across all viewpoints, indicating good temperature distribution at the bridge. However, it's important to note that an even temperature distribution does not guarantee compliance with the ICOP IAQ 2010 standards. Notably, at Viewpoint 3, which is in the breathing zone, the temperature did not comply with the ICOP IAQ 2010. Given that this analysis was conducted on the bridge, it is crucial for the ship to maintain compliance, particularly regarding temperature. The authors emphasize that the bridge houses critical electrical equipment that requires specific temperature conditions to function effectively and ensure optimal maintenance. Consequently, temperature is a crucial parameter that must be continuously monitored onboard.

C. Particulate matter, $PM_{2.5}$

Based on Fig. 4, the $PM_{2.5}$ concentration is highest at Viewpoint 2, with a similar trend observed at Viewpoint 1. The contour map suggests that the likely source of $PM_{2.5}$ originates from the ducting and diffusers. This study highlights the critical need for regular maintenance and cleaning of HVAC components, such as ducting and diffusers, to prevent $PM_{2.5}$ buildup, which could pose health risks to the crew and potentially affect equipment performance.

Viewpoints 3 and 4 exhibited a similar contour map trend, indicating that $PM_{2.5}$ concentrations were not influenced by the hatch opening during sampling. According to Indoor Air Hygiene Institute [9], $PM_{2.5}$ particles can remain suspended for a long duration and penetrate deeper inside lungs due to their lightweight and small size. Therefore, to prevent the accumulation of stale air containing $PM_{2.5}$, it is essential to maintain the Air Changes per Hour (ACH) in compliance with the standards set by the ship class society.

Viewpoint 1	Viewpoint 2



Viewpoint 3	Viewpoint 4

Range (ppm)

0	350
350	450
450	550
550	650
650	750
750	850
850	950
950	1050
1050	1150

CO_2
ICOP IAQ 2010: C1000 ppm

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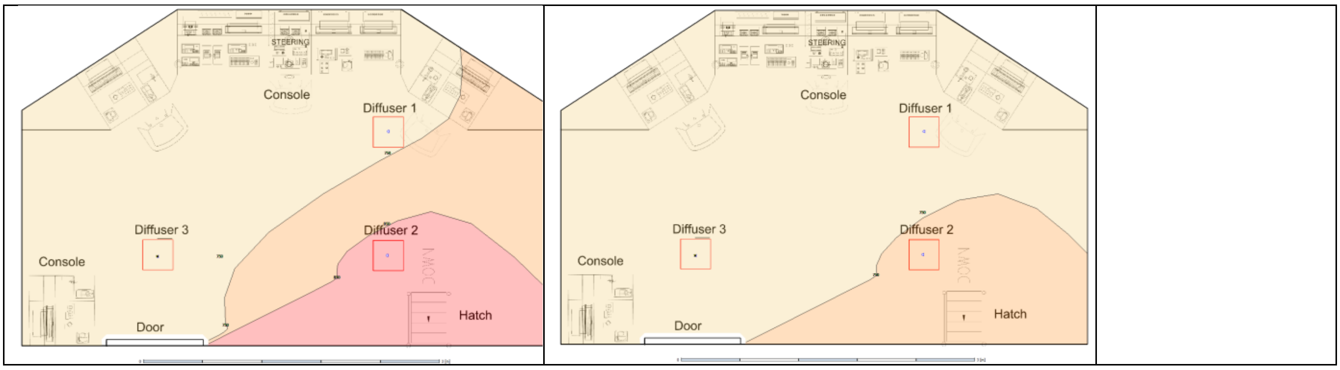
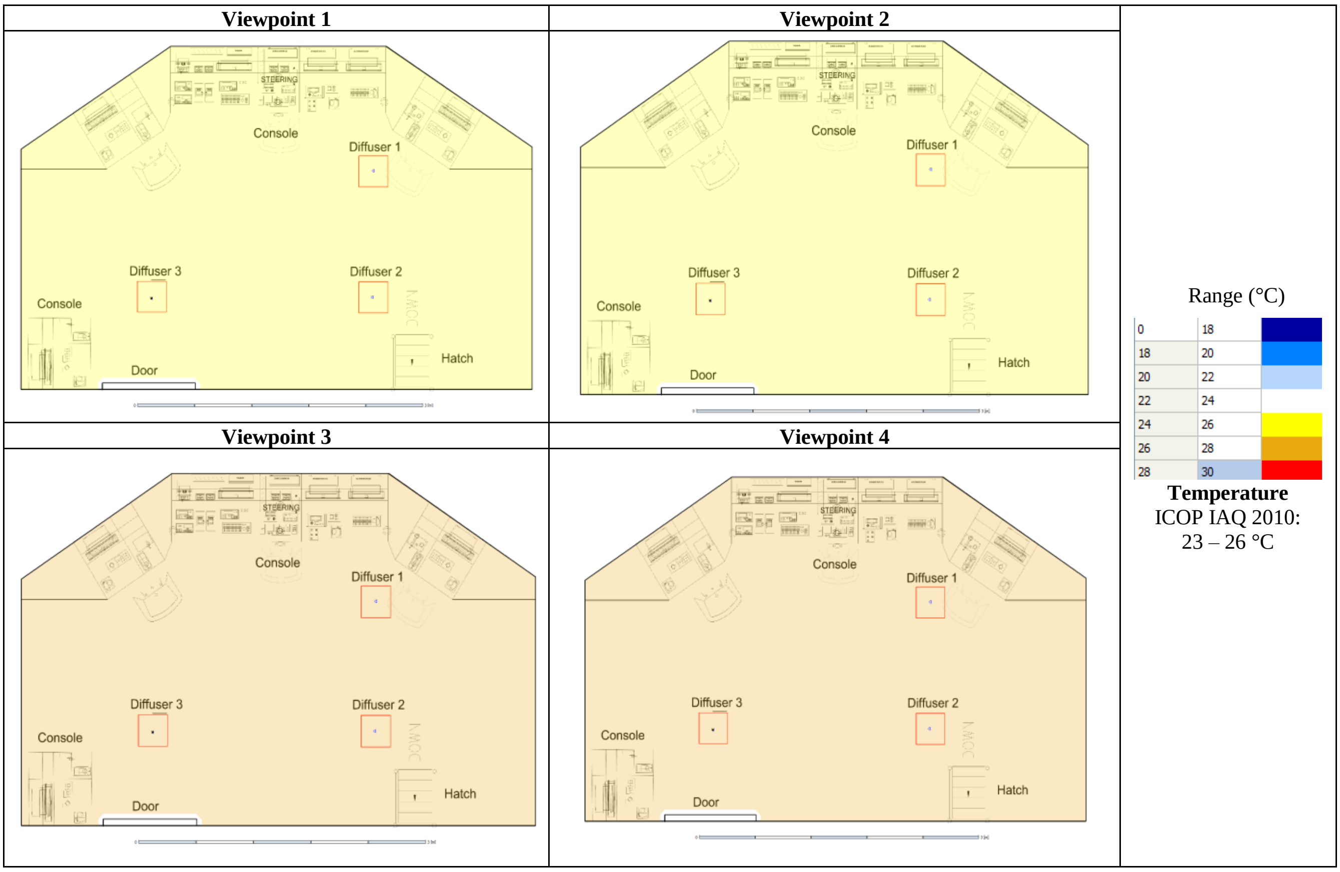


Figure 2: Contour Mapping for CO_2

Source: Author Work

Figure 3: Contour Mapping of Temperature

Source: Author Work



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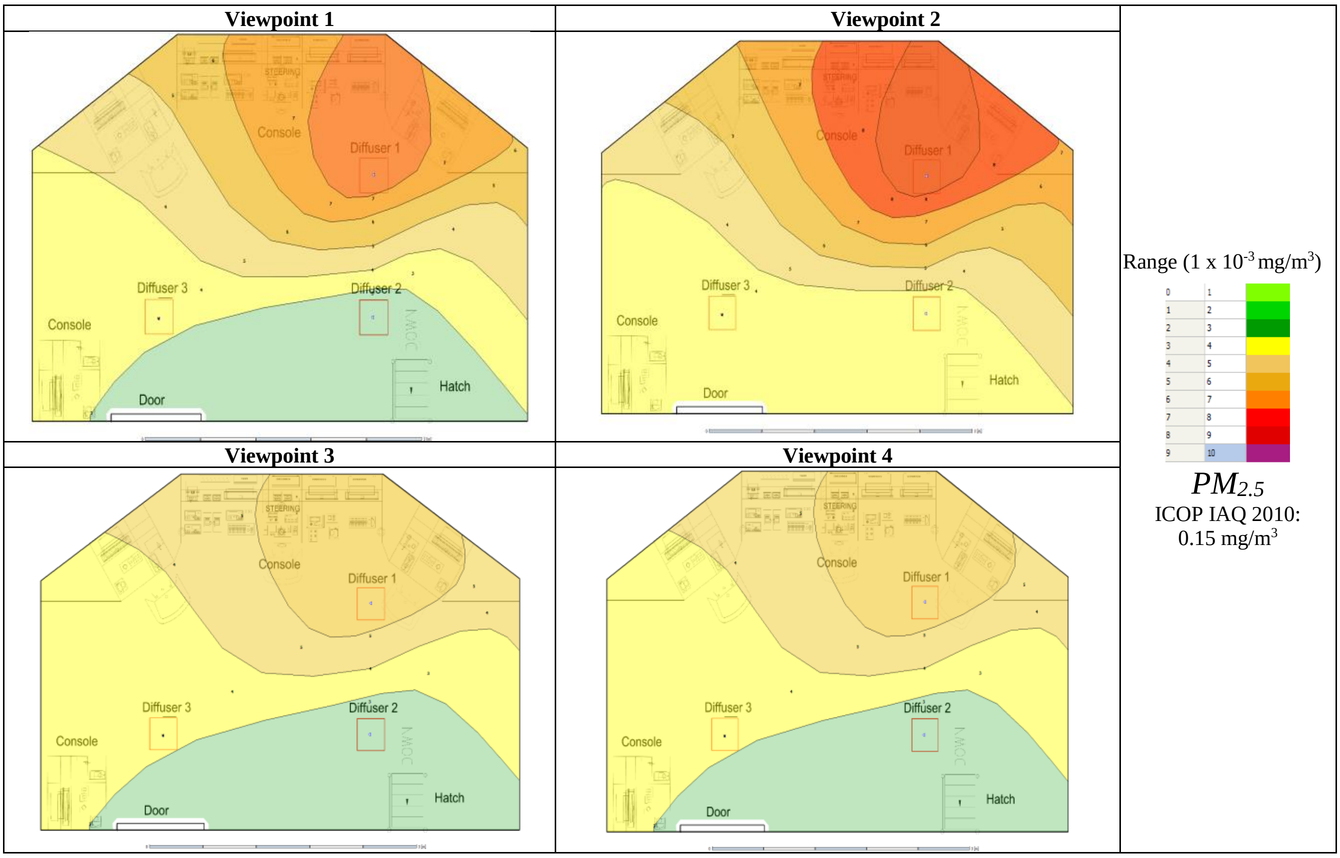

Figure 4: Contour Mapping of $PM_{2.5}$

Source: Author Work

Conclusion

In conclusion, this study successfully analysed air distribution within a ship bridge using real-time sampling and contour mapping to visualize the distribution of temperature, CO_2, and $PM_{2.5}$. The findings highlighted the significant impact of open hatches on the dispersion of CO_2 and $PM_{2.5}$, resulting in noticeable variations in concentration across the area. The accumulation of $PM_{2.5}$, likely due to old dust from ducting and diffusers, further emphasizes the importance of regular maintenance. While temperature distribution appeared even, it failed to meet the ICOP IAQ 2010 acceptable limit, underscoring the need for stringent monitoring and adherence to best practices. Overall, this study emphasizes the critical role of predicting air distribution to ensure a healthy indoor environment and recommends that ship crews follow best practices, such as keeping hatches closed and regularly cleaning ducting, in alignment with system design and class society standards.

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BREAKING BARRIERS AND SHAPING FUTURES: ANALYSING YOUNG WOMEN'S LEADERSHIP AND CANDIDACY IN POLITICAL LANDSCAPE

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Abstract: *This study investigates the barriers and enablers of young women's participation and candidacy in political leadership in Malaysia. The research context is provided in the introduction, outlining why political participation is particularly relevant for young women in a patriarchal society. This literature review covers research on the systemic, cultural, and socioeconomic obstacles that hinder women from participating in politics. The methodology describes the role of secondary qualitative data and thematic analysis. Barriers include financial burden and social norms, while enablers include mentorship, education and policy frameworks refund. In the discussion, these findings are placed in the context of the literature and provide opportunities for new insights into overcoming these barriers. Gender quotas, mentorship programs, and gender-sensitive policies are some of the other strategies identified in the conclusion and recommendations that can provide a more conducive platform for women's participation in the political landscape in Malaysia.*

Keywords: *Young Women, Political Leadership, Barriers, Enabling Factors, Gender Equality, Malaysia, Thematic Analysis*

Introduction

This chapter provides a background for young women in Malaysia, and their engagement in leadership and candidacy, within the context of the political landscape in Malaysia. This establishes the research background, specifically on changing patterns of political involvement by women, the problem statement that describes the obstacles hindering young women from political leadership, the purpose and objectives that inform it, and the relevance it aspires to play in informing future research and policy actions.Women have made strides in political participation worldwide, but still, huge gaps remain, particularly in leadership positions. Women's representation in politics is lower than their population in Malaysia, where women constitute almost half the population. Women occupy fewer than 15% of parliament seats today, and the number is even smaller when it comes to young women. When age and gender intersect, they compound issues, such as cultural norms, limited resources, and systemic biases in political contexts. Therefore, it has also been observed that the lack of role models, mentorship opportunities, experience and confidence also makes it harder for young women to believe in their potential making them doubt when they enter the workforce. Despite these barriers, gender-unbiased actions and initiatives targeting the empowerment of youth have recently drawn interest closer to what they have to offer. Nevertheless, little research focuses on the exact barriers and opportunities facing young women in Malaysian politics in this aspect (Ramli *et al.*, 2024). The lack of young women in politics in Malaysia highlights huge structural and social inequities. Although there have been efforts to demand gender inclusiveness, systemic issues, such as politically associated lakes of men, age discrimination, and

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socialisation of women and men being rooted in traditions, still obstruct young women's political participation (Dwijayanto *et al.*, 2020). Worsened by a lack of funds, mentorship, and media framing that often calls their credibility and ability to lead into question, these challenges are compounded. Women, especially young women, still face significant barriers to pursuing a career in politics and when they do, often face backlash, claims of inexperience, exclusion from important discussions, and other tactics to stop them (Azmi *et al.*, 2024).

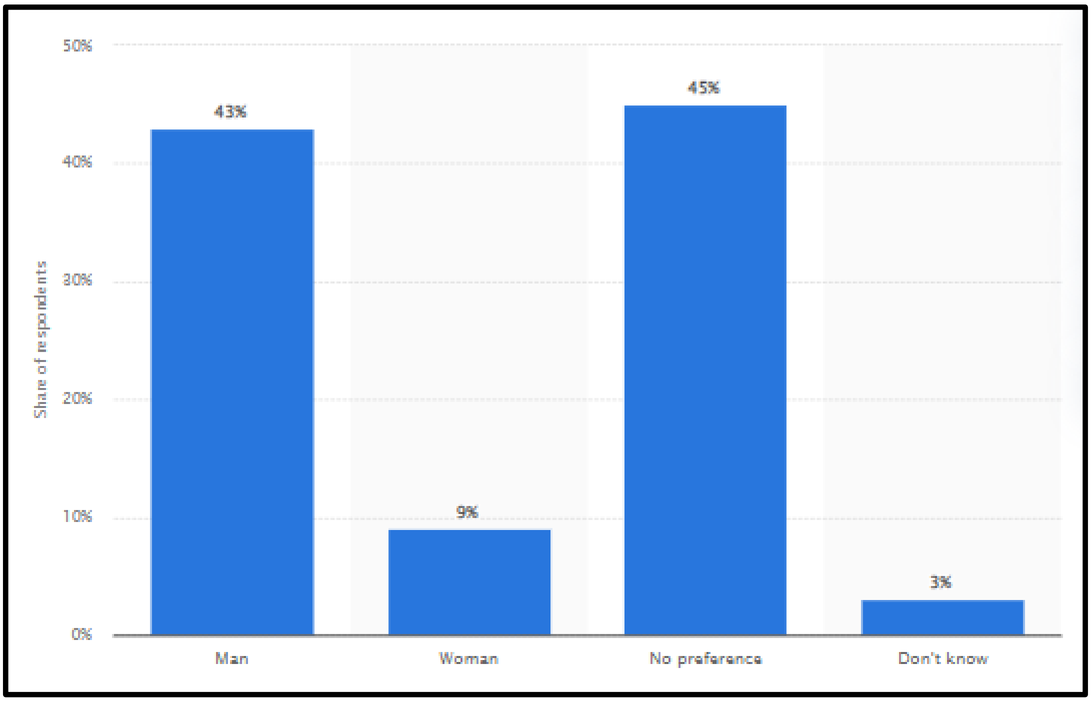

Figure 1: Gender preference for political leaders in Malaysia 2024
(Source: Statista, 2024)

As per the above figure, A January 2024 poll showed that in Malaysia, 43% of respondents said that they would prefer male political leaders. Another 45% said they had no preference and 9% said they wanted to see women run for political office.

This marginalization not only undermines their ability to contribute but also undermines democracy and diversity in leadership. Failing to do this can reinforce a certain political system in Malaysia that marginalises the uniquely Malaysian silent majority.

This study aims to investigate the barriers and enabling factors for the political leadership and candidacy of young women in Malaysia. The objectives include:

- To identify systemic barriers hindering young women's political participation.
- To identify cultural barriers hindering young women's political participation.
- To explore the role of mentorship, networking, and policy frameworks in supporting young female leaders.
- To explore the moderating role of education and socioeconomic status in overcoming barriers to young women's political candidacy.
- To provide recommendations to enhance young women's engagement and representation in politics.

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The impact of this study is significant, as it may serve as a basis for policies, political parties, and advocacy groups to utilise to strengthen young women in politics. It fills existing gaps in the literature to help move towards a more inclusive political framework. It further hopes to encourage young women to take on leadership positions, because only with more dynamic women in their ranks can begin to transform generations of patriarchal political culture out of Malaysia.

Literature Review

Women in the political scene in Malaysia: From zero gain, to slow but steady progress Nonetheless, massive obstacles remain for young women for entry, engagement, and leadership in political spaces (Elias, 2020). Global trends highlight the critical role of women's political representation in creating inclusive governance structures and achieving sustainable development, but given the socio-political and cultural fabric of Malaysia, localized scrutiny is needed. This chapter centres on making sense of systemic and cultural barriers, the effects of mentorship, networks, and policy frameworks, as well as the moderating role of education and socio-economic status. It also presents a theoretical lens, adopted to evaluate these variables, revealing gaps that guide actionable recommendations.

Systemic Barriers Hindering Young Women's Political Participation

Systematic barriers, which are often ingrained in existing institutional practices, societal structures, and governance mechanisms, restrict opportunities for young women when it comes to politics. It has been observed that patriarchal norms lead women-gendered spaces in politics to be spaces in which males dominate and women struggle to enter or to remain, Symptomatic of the systemic barriers in Malaysia, we note the unequal distribution of resources, lack of financial support for women candidates, and gender discriminatory practices embedded within the political recruitment process. These are compounded by the absence of gender quotas that would guarantee a certain proportion of women in relevant roles. Research in other Southeast Asian countries, especially Indonesia and the Philippines, shows that gender quotas greatly increase women's involvement by making it an avenue worth exploring for Malaysia. Furthermore, the lack of family-friendly policies throughout political institutions can deter young women who have families from running for office (Ting & Wan Ahmad, 2022). This vicious cycle of systemic constraints reinforces the representation of women and limits the diversity of political leadership in Malaysia.

Cultural Barriers Hindering Young Women's Political Participation

Cultural barriers are just as prevalent, affecting young women's interest in politics. The multicultural and diverse nature of Malaysia's society also means that there are many traditional customs, religious practices and societal expectations governing the role of women. Studies also find that cultures in which leadership is seen as mostly a male domain lead young women away from pursuing political careers. The deep-seated biases over women's leadership are reflected in conservative communities where preference is for male candidates. The stigma against women participating in public life can also result in a social backlash that discourages them from stepping into the public domain, even if they have the resources and opportunities to do so. Research conducted within the Malaysian context also coexists with the idea that societal norms regarding women as caregivers and homemakers inhibit their participation in the political process (Othman & Saahar, 2023). Cultural narratives also have a contribution, which seldom celebrates female leadership and insinuates that politics is no place for a woman. But overcoming these barriers requires a cultural shift, fueled by education, awareness campaigns, and the encouragement of female role models in politics.

The Role of Mentorship, Networking, and Policy Frameworks

Mentorship and networking, as critical enablers provide young women in politics, with skills, guidance and support to navigate political environments that are often complex. Research has shown that mentorship allows young females to develop self-confidence, leadership skills, and critical networks. But in Malaysia, structured mentorship programs for aspirant women in the political arena are few and far between. It can also be siad that the absence of such mentorship opportunities further complicates the pursuit of securing credibly established candidates. This means that networking is just as important because political fortunes depend on relationships with stakeholders, party members, and voters (Zuan, 2021). Their limited presence in men-dominated networks limits the access to support and resource. Gender-sensitive policy frameworks are critical to improving the political participation of women. For instance, efforts such as party quotas that level the leadership or candidate lists are very effective in many countries in this aspect. The existing policies in place are far from adequate to support young women who aspire to a political office such as a policy framework in Malaysia where such frameworks are still a work in progress.

The Moderating Role of Education and Socioeconomic Status

Education and socioeconomic statusare strong moderators of the obstacles to young women running for office. Educated women have greater political awareness, self-belief and leadership skills which allow them to stand up against institutional and cultural obstacles. Research shows that young women with tertiary education are more politically active and advocate for leadership roles. Availability of education differs heavily in urban and rural locations in Malaysia, thereby affecting young women's ability to gain access to political participation. Additionally, socioeconomic status matters too, women with higher income backgrounds generally have better resources, networks, and opportunities. On the other hand, young people from low-income backgrounds face even greater obstacles, such as cost and lack of access to political spaces (Mahsun *et al.*, 2021). These inequities point out the need for targeted interventions to accommodate young women across a range of educational and socioeconomic backgrounds and political opportunities should no longer be the preserve of an elite.

Recommendations to Enhance Young Women's Engagement and Representation in Politics

Increasing young women's participation in politics needs to be multifaceted. Gender quotas of parties and electoral systems can ensure a minimum representation of young female political leaders. Providing mentorship and leadership development programs is essential to prepare young women with the skills, confidence, and access to important networks they need. Support family-friendly policies such as flexible work and support for child care to ease some of the burden faced by women trying to juggle politics with personal lives (Tapsell, 2023). Therefore, to overcome the stereotype, campaigns are needed to make society appreciate the role of women leaders. Moreover, inclusive policy frameworks must ensure that young women candidates have equitable access to other resources, financial and otherwise. Overall, these measures can help young women to be prolific and active for the long term in politics.

Literature Gap

Although this chapter talks about women's participation in politics, there are significant gaps in understanding young women's experiences in Malaysia. The interplay of these systemic and cultural barriers with enabling factors, such as mentorship and education, as drivers and mitigators of young women's political aspirations has yet to be explored empirically. Moreover, although it addresses cultural and systemic constraints, little is known about how these constraints combine with enabling factors (such as mentorship, educational opportunities, and socio-economic and financial background) to shape political leadership among young women in Malaysia. On top of that, this study fails to look into how the existing policies in Malaysia affect young female politicians, much less compare studies against other nations. Further study seeks to address these gaps by identifying local barriers and enablers with both empirical and theoretical data.

Research Hypothesis

The following hypotheses have been developed for the research study of barriers and enabling factors for political leadership and candidacy of young women in Malaysia.

- H1. Systemic barriers significantly impact young women’s political participation in Malaysia.
- H2.Cultural barriers significantly influence young women’s political participation in Malaysia.
- H3. Mentorship, networking opportunities, and supportive policy frameworks positively influence young women’s political leadership and candidacy in Malaysia.
- H4. Education and socioeconomic status significantly moderate the impact of barriers on young women’s political participation in Malaysia.

Methodology

This study utilises a “secondary qualitative” research approach, drawing on prior qualitative studies to examine the barriers and enabling factors about young women’s political leadership and candidacy in Malaysia. As a research philosophy, “Interpretivism” is adopted, as it helps to understand the context-specific complexities of politics for young women. With this philosophy, this study seeks to view existing data through a qualitative lens that incorporates the lived experience of young women, with the culture, tradition, and social order that had an impact on the political engagement of these women (Cheong *et al.*, 2023). The chosen research design is “exploratory”, to understand the barriers and facilitators of young women ferrying themselves into political leadership. Because this study uses secondary data, the approach is qualitative and allows for a wide exploration of the topic. The qualitative nature of this approach enables to exploration of nuances in context-based data from peer-reviewed literature, governmental reports, policy documents, and other qualitative evidence. This helps contextualise young women in politics in broader social and cultural dynamics without collecting any primary data collection.

The chosen data collection for this study is the “Secondary qualitative data collection method”, including a review of academic articles, books, Policy Reports, and Publications by Governmental and Non-Governmental Bodies. These sources contribute to a broader understanding of the systemic and cultural barriers as well as the function of mentoring, education, and socioeconomic status upon young women’s political engagement (Sharp & Munly, 2022). Third, through the examination of these pre-existing materials, the study can determine the themes and factors that have been previously identified in the literature.

“Thematic analysis” has been used for this study as a process of “data analysis” to analyse the data collected as a combination of patterns and themes. Using this method, this study can arrange the data in a manner that provides relevant insights into the purpose of the study. This study also emphasizes the importance of ethics at each step of the research process (Stuckey & Peyrot, 2020). This study follows “ethical guidelines” regarding the use and citation of sources are strictly adhered to. All sensitive data involving personal experiences and marginalised

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voices are treated carefully, as this type of data requires an extra layer of respect and responsibility to avoid misrepresentation of the original research and its data.

Findings

This chapter presents the findings of the study based on thematic analysis of secondary qualitative data. This chapter presents central themes that correlate with the specific research questions, namely barriers and enabling factors around young women's political leadership, and young women's political candidacy, in the context of Malaysia.

Theme 1: Systemic Barriers Limiting Women's Political Participation

In Malaysia, systemic barriers are still one of the greatest obstacles to the political leadership of young women. Researchers uncovered entrenched hierarchies within political institutions that offer little room for women, especially for younger candidates in the data. Another challenge that young women face is the financial aspect and political campaigns require money and lots of it so it presents another hurdle, as so often young women just do not have the funds available (Allam *et al.*, 2022). In addition, the lack of strong gender-inclusive policies, such as quotas or affirmative action measures, continues the cycle of systemic exclusion. These barriers together create a setting in which young women face challenges when it comes to entering or performing within the political space.

Theme 2: Cultural Barriers Restricting Women's Political Participation

Cultural factors and social expectations further limit the political ambitions of young women. Conventional gender roles, highlighted by domestic duty over self-gain, in turn, dissuade political participation from women. Malaysian society which is heavily laden with patriarchal values promotes an idea that leadership is inherently masculine, discouraging young women from entering into politics. Therefore, criticism of women present in public places and the judgment surrounding them ruin any confidence that other women have.

Theme 3: The Role of Mentorship, Networking, and Policy Frameworks

Enabling factors such as mentorship, the opportunity to make connections, supportive policies, as well as low-hanging fruit that are easy to harvest, have become vital components of this work. Having women in mentoring or role model positions encourages young women to see themselves as leaders and provides them with advice and support. Political networking broadens their alliances, giving them the visibility they need in politics (Yusoff *et al.*, 2022). Importantly, supports such as gender-lens or gender-sensitive policy frameworks were effective at promoting young women's entry into political life.

Theme 4: The Moderating Influence of Education and Socioeconomic Status

Young women whose education and socioeconomic status allow them this mobility have a much better chance of overcoming political barriers. In addition, college fills young women with a background knowledge, skill set, and confidence to tackle political problems. Likewise, high socioeconomic status provides the resources of money and social networks that are required to engage in politics. On the other hand, those from rural or less allied upbringings are more disadvantaged with both a lack of education and resources.

Theme 5: Strategies to Enhance Young Women's Political Representation

It can be said that broad-based strategies are crucial to increase young women in politics. Some of the recommendations include implementing gender quotas, more mentorship programs, and public awareness campaigns to change stereotypes and make female leadership feel more

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normal. Fair distribution of resources like the funds funnelled into political campaigns and the development of family-friendly workplace policies are key to enabling young women to take charge and lead in political office (Chin, 2023).
The findings reveal the complex interplay between systemic and cultural barriers, enabling factors, and moderating influences that shape young women’s political participation in Malaysia and can allow for nuanced recommendations that can promote it as a collective action.

Discussion
Discussion includes interpretation of the findings from the previous chapter and links them to the existing body of knowledge and the research questions. These findings provide an early insight into the research focus, and following this in-depth analysis of their implications. The major findings of the study are presented here, indicating the agreement and the disagreement of the main results with the previously published data, which confirms and also provides additional insights. For example, the first finding states that one factor is, or at least is known to be, very important, and this finding is in line with those of previous authors who also found this factor to matter (Siahaan *et al.*, 2024). But this does contribute something new, by pointing to a particular context where more investigation is warranted. One of the major findings contradicts earlier research, especially a particular theory on which it was based, which showed the opposite effect. The difference could be due to method, sample or context-related factors, and more research is needed here.

These findings have some profound implications as they contribute to the field in a theoretical sense by contesting assumptions and providing fresh perspectives. The results indicate that some form of modification to the strategy or decision process may be required, and this may impact future policies or practices. Such results may lead stakeholders in certain areas to find that they need to do something different based on what the study indicated. Convergences and divergences about these results are discussed when placed in the context of the literature. A certain factor is key to explaining a certain phenomenon, and this paper finds the same, further establishing the role of this factor (Mahsun *et al.*, 2021). These aspects might have found different approaches, but here it seems to be different, which might indicate the context, method or theory.

While this study provides important insights, it has a few limitations. This could be linked to the sample size or the methodology, and in return, it surely affects the generalizability of the findings. The study was done in some context or location, thus the results could be specific and not unique for all contexts/locations Moreover, the research focused narrowly on one dimension of the topic, and if other variables are taken into account, broader studies may offer other findings (Elias, 2020). These limitations highlight the need for further studies to fill these gaps. Future research should investigate the proposed areas more extensively, aligned with the primary themes, as this may advance our understanding of the issue. More generalizable knowledge could be gained by tapping different methodologies, larger sample sizes, or other approaches.

Concussion and Recommendations
Conclusion
This study has explored the barriers and enabling factors of political leadership and candidacy among young women in Malaysia. The results show strong resistance against young women, primarily due to the prevailing patriarchal culture, barriers to political networks, and gender-biased policies. This exclusion prevents them from real political ambitions, successful

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management, and progressions in leadership positions. Nevertheless, enabling elements comprising access to education, mentorship, and gender-inclusive policies can help in adapting to these barriers. Well-educated girls and confidence came in handy in their political awareness and navigation within the political sphere. Secondly, a favourable political milieu and cultural context can both reinforce women in leadership positions. Moreover, despite the continuation of crucial obstacles, these enabling factors identified can be the starting point to build an ecosystem that will promote the involvement of women in Malaysian politics.

Recommendation

There are several recommendations to confront the barriers young women encounter in political leadership. One is the establishment of local, national, and international quotas among political parties and the electoral system to benefit equal representation and to maximise women's access to leadership positions and power. Indeed, these quotas can help dismantle structural barriers and offer women more visible political posts (Othman & Saahar, 2023). Creating mentorship and networking initiatives would match young women and seasoned political leaders and provide advice on how to approach their careers in politics. In addition to this, initiatives that provide a gender-sensitive policy environment that enhances work-life balance, with measures like flexible working hours and family-friendly measures, will contribute to better female political participation. Creating public awareness is also essential to counter societal perceptions and support accepting women in the political sphere (Mahsun *et al.*, 2021). People need to showcase female role models in leadership positions to inspire young women to aspire to be like them Finally, leadership development programs for young women will build strong political skills, confidence, and visibility in the political space (Ting & Wan Ahmad, 2022). Such actions would pave the way for a more inclusive political landscape, one that allows young women to hold decision-making positions and move towards a gender-equal Malaysia.

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SITUASI DAN CABARAN KESELAMATAN KERJA BERSAWAH DALAM ERA TAHUN-TAHUN AWAL DARURAT ANCAMAN KOMUNIS DI KEDAH

THE SITUATION AND CHALLENGES OF SAFETY PADDY WORKS IN THE YEARS OF THE EARLY EMERGENCY IN KEDAH

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Abstrak: *Kandungan kertas kerja ini adalah tentang situasi dan cabaran dalam soal bersawah semasa awal Darurat di Tanah Melayu khususnya di Kedah. Apabila perintah Darurat diwartakan dalam tahun 1948 sehingga 1960, Kedah adalah antara negeri yang begitu terancam keselamatannya. Dalam tahun-tahun awal wartaan tersebut, sekitar lima tahun pertama adalah antara masa yang begitu mengugat bagi keselamatan anak negeri Kedah. Namun begitu kelangsungan hidup perlu tetap diteruskan dan beras dari usaha tanaman padi di Kedah kekal menjadi sandaran keperluan rakyat sama ada di Kedah atau diluar Kedah. Kertas kerja ini bersifat naratif namun terkandung dalamnya penelitian tentang komposisi peristiwa iaitu situasi serta cabaran yang bersifat keselamatan yang perlu dilalui para pesawah ketika itu. Penulisan ini didokongi oleh sumber bertulis dan juga rekod-rekod jabatan dan negeri. Kertas kerja ini bermatlamat supaya ia menjadi sebahagian khazanah sejarah negara yang perlu dilihat kembali sebagai asas pada kemajuan dimasa hadapan.*

Kata Kunci: *Darurat, Keselamatan, Pesawah, Kedah, Khazanah*

Abstract: *The content of this paper is about the situation and challenges in the issue of paddy fields during the beginning of the Emergency in Malaya, especially in Kedah. When the Emergency order was gazetted in 1948 until 1960, Kedah was one of the states whose security was so threatened. In the early years of the newspaper, the first five years were among the most dangerous times for the safety of the people of Kedah. However, survival needs to continue and the rice from rice cultivation in Kedah remains a support for the needs of the people whether in Kedah or outside of Kedah. This paper is narrative in nature, but it contains research on the composition of the event, that is, the situation and the safety challenges that the rice farmers had to go through at that time. This writing is supported by written sources as well as departmental and state records. This paper aims for it to become part of the country's historical treasure that needs to be looked back on as a basis for future progress.*

Keywords: *Emergency, Safety, Paddy Field, Kedah, Treasure Lecture*

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Pengenalan

Perang Dunia Kedua telah memberikan impak ekonomi dan ketidak seimbangan sosial untuk seluruh Tanah Melayu dan negeri Kedah juga tidak terkecuali. Kesan penghidupan juga berkait penuh dengan bekalan keperluan makanan. Beras masih kekal sebagai keperluan utama yang perlu diperkemaskan keluaran dan jumlah kecukupannya. Dalam tahun 1946, boleh dikatakan tahun awal kerja pengambilalihan kuasa perintah bermula dari pihak tentera Jepun kepada pentadbiran tentera British (British Military Administration-BMA). Dalam tempoh ini suasana sosial terganggu juga dengan pelan Malayan Union yang dilagangkan pihak penjajah tersebut. Selesai hal yang demikian dalam tahun 1948 berlaku pula kekacauan oleh pihak Parti Komunis Malaya sehingga diisytiharkan perintah 'Darurat'.

Kedah sejak dari beberapa abad lalu telah sedia terkenal dengan produksi beras. Tanaman padi menjadi asas ekonomi negeri. Kekuatan hal ini membolehkan negeri-negeri lain di Tanah Melayu juga menumpang limpah beras dari Kedah. Kepayahan kekurangan beras semasa dibawah pentadbiran tentera Jepun walaupun memberi kesan kesejahteraan hidup namun Kedah masih kekal menghasilkan beras walaupun agak minima. Terjadinya Darurat telah memberikan kesan pada pesawah di Kedah. Kelegaan yang sekejap dari kepayahan masa di bawah pentadbiran Jepun diganggu pula dengan angkara pihak Komunis. Namun hidup perlu diteruskan, ekonomi tanaman padi berterusan bukan hanya sebagai sara diri malah itulah juga tukaran wang tunai bagi penduduk Kedah yang rata-ratanya bersawah. Kertas kerja ini melihat akan kepayahan pesawah pada dua aspek utama secara gabungan iaitu situasi dan cabaran keselamatan dalam beberapa tahun awal perintah Darurat berlangsung di Tanah Melayu dengan tumpuan diskusi di negeri Kedah.

Sorotan Literatur

Terdapat beberapa penulisan sama ada dalam bentuk buku atau artikel tentang hal ekonomi semasa darurat. Tulisan yang berfokuskan Kedah dan padi tidak seluas artikel lain yang melihat ekonomi darurat secara umum. Mohd Isa Othman dalam tulisan beliau mengarapkan sitausi Kedah dari sudut pemerintah British.[1] Fakta hasilan padi dan situasi kekacauan Komunis ini juga sebahagian darinya. J.F. Augustine menulis beberapa artikel dalam bentuk naratif tentang situasi Kedah semasa pemerintahan tentera Jepun dan juga semasa awal kekalahan Jepun ditangan pihak Berikat. Beliau yang melalui peristiwa perang ini menceritakan kembali pula tentang zaman Pentadbiran Tentera British selepas perang.[2] Sumber dari Augustine ini dikira asas kepada apa yang dilalui Kedah kemudiannya dalam tempoh Darurat. Mohd Kasri Saidon pula dalam penulisannya tentang Darurat di Kedah juga membawa maklumat hal ancaman Komunis dan kempen memerangi mereka yang juga melibatkan anak negeri termasuk juga para pesawah yang menjadi antara teras atau benteng utamanya dalam pasukan bantuan yang melibatkan kerahan rakyat.[3] Kertas kerja ini membawa diskusi yang mengaitkan keseluruhan paduan aspek dalam karya atau penulisan yang terdahulu.

Penelitian Sumber

Kertas kerja ini terbina dari beberapa sumber iaitu bahan bertulis ilmiah seperti buku dan artikel yang bersangkutan. Bahan sebegini disokong pula oleh laporan jabatan tertentu serta yang agak

[1]Mohd Isa Othman, 2001. *Pengalaman Kedah & Perlis Zaman Penjajahan British,* Kuala Lumpur: Utusan Publication.
[2]Dato' James F. Agustine., 1996. *Kedah Zaman Silam,* Alor Setar: Lembaga Muzium Negeri Kedah
[3]Mohd Kasri b. Saidon, "Darurat Di Tanah Melayu 1948-1960: Strategi dan Kesan Terhadap Kedah", Tesis Sarjana Sastera, Universiti Sains Malaysia, 2008

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utama ialah laporan dan minit mesyuarat dari Setiausaha Kerajaan Negeri Kedah (SUK). Semua informasi ini melalui proses penelitian dan rujuk silang sehingga teks sebegini terhasil. Terdapat juga temubual dengan responden yang terlibat dalam era darurat serta cabaran yang dilaluinya. Dapatan tembual ini juga melalui proses rujuk silang untuk kemantapan isi penulisan.

Matlamat Penulisan

Penulisan kertas kerja ini menyasarkan sebagai satu informasi baru dalam khazanah sejarah yang telah berusia lebih dari 60 tahun yang lepas. Kemajuan ekonomi dan sosial telah memperlihatkan aspek sejarah sudah menjadi hanya subjek di sekolah dan tidak menyerap masuk ke dalam warga Malaysia sebagai satu pemahaman dan penghayatan yang jitu. Segala naratif yang terkandung menyasarkan pada pemahaman dan penghayatan. Ia juga bakal menjadi satu asas pada kemajuan dimasa hadapan. Konsep pembelajaran sejarah untuk dilihat kejadian dan kesan pada perancangan masa hadapan adalah intipati maksud penulisan ini.

Kandungan

A. Situasi Pesawah dan Awal Darurat

Dalam tempoh awal berakhirnya Perang Dunia Kedua, di Kedah para pesawah mula fokus kembali pada kerja bertanam padi. Begitu pun harga padi masih lagi rendah dan tidak menyokong kepada penghasilan yang lebih produktif. Jabatan pertanian pada ketika itu di peringkat penyusunan semula dengan Tunku Yaakop sebagai *State Agricultural Officer Kedah/Perlis* dan dibantu seramai 51 orang pekerja.[4] Dilihat semasa ini, jabatan yang di peringkat penyusunan ini masih kurang mempunyai suara dalam mencorakkan kerja apatah lagi dengan status BMA memerintah dimana kuasa tentera British masih menjadi pemutus utama.

Lanjutan dari itu satu bantahan oleh para petani dibuat pada 19 Januari 1946 di Medan Bandar, Alor Setar dengan kehadiran seramai 50,000 orang. Nota bantahan diserahkan oleh Tunku Abdul Rahman kepada Kolonel E.V.G. Day selaku Pegawai Hal Ehwal Awam Kedah/Perlis bagi pihak BMA. Bantahan juga hangat dengan penentangan terhadap kempen menentang *Malayan Union* juga berlangsung dalam tahun yang sama. [5]

Bantahan juga dibuat 8 Februari 1946, Hj Abdullah Nasution sebagai Mudir Ma'ahad Ehya Al-Ulum Addinniyah, Jitra merupakan seorang yang amat berpengaruh adalah antara daya pengerak kepada bantahan tersebut. Tuntutan harga padi yang lebih baik adalah antara yang menjadi tarikan utama para pesawah untuk berkumpul walaupun terpaksa datang berjalan kaki atau berbasikal. Harga yang sekitar $20.00 sekunca masih tidak menyokong kepada kemantapan ekonomi para pesawah. [6]

Kos mengusahakan sawah turut juga naik sejajar dengan kenaikan harga barangan yang lain. Upah bagi membajak naik dari $ 28.00 ke $32.00 serelong, menanam naik dari $4.00 ke $7.00

[4]Kertas Kerja Mohd Shokri Hj. Yahya dan Mohammad Nasir Hj. Mansor, "Sejarah Pertanian Negeri Kedah", Jabatan Pertanian Kedah. (tanpa tahun)
[5]Mohd Isa Othman, 2001. *Pengalaman Kedah & Perlis Zaman Penjajahan British*, Kuala Lumpur: Utusan Publication, hlm.82
[6]Manaf Saad, "Persatuan Ulama Kedah 1946-1957)", dalam Md. Noor Salleh & Abdul Halim Hj Salleh (peny), *Islam di Kedah Darulaman*, Alor Setar: Persatuan Sejarah Malaysia Cawangan Kedah, 1996, hlm.88

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serelong dan upah menajak pun telah naik dari $19.88 ke $24.85 serelong. [7] Kenaikan kos sebegini menjadikan kerja bersawah merupakan usaha yang tidak banyak memberikan untung dan sekaligus rakyat utamanya orang Melayu amat tertekan dengan situasi sebegini. Baginda Sultan Badlishah sendiri dalam ucapan Persidangan Agung Pertubuhan Kebangsaan Melayu Bersatu di Balai Besar pada 10 Januari 1947, melahirkan keluhan tentang Kedah;

> ***"Saya ucapkan selamat datang kepada tuan-tuan. Barangkali pemandangan di Alor Setar, tuan-tuan nampak negeri Melayu dengan bertabur bendang ini. Bangsa Melayu boleh dikatakan tiga kali ganda daripada bangsa luar. Kedah ini boleh dikatakan miskin."*** [8]

Dari keluahan ini ada kesan dari pihak British dalam menghadapi desakan harga dari para penduduk serta titah juga berupa keluhan tuanku Sultan. Pada 16 Januari 1946, BMA Kedah/Perlis telah mengeluarkan siaran tentang penetapan harga pada $3.60 untuk sepikul. Jualan dimestikan kepada agen kerajaan, sebagai balasan pembeli akan diberikan resit untuk menjadi token belian pakaian di Depoh Bekalan Kerajaan dengan harga sebelum peperangan. Semasa Jepun dan selepas Jepun kalah perang, pakaian adalah menjadi sesuatu yang amat diidamkan oleh penduduk. Siaran BMA tersebut disebut sebagai;

> ***2. They should obtain receipts from the Government Agents who buy their padi,and keep their receipts; as holders of receipts will (on producing them) be entitled to cliam purchase of Sarong and Clothing, at 1941 prices before very long, from Government Supply Depot.***
> ***DO NOT SELL TO THOSE WHO OFFER YOU MORE THAN FIXED GOVERNMENT PRICE –IF YOU DO, YOU WILL LOSE YOUR CHANCE OF BUYING CLOTHING CHEAPLY IN THE NEAR FUTURE: AND YOU WILL HAVE TO PAY MORE THAN YOU HAVE GAINED, WHEN YOU ARE OBLIGED TO BUY CLOTHING IN THE "BLACK MARKET".*** [9]

Namun bagi British apa yang dialami rakyat termasuk juga para pesawah bukanlah sesuatu yang amat teruk jika dibandingkan dengan tempat lain. Bagi mereka Kedah lebih beruntung jika dibandingkan dengan negeri atau negera lain dalam pasca peperangan ini. Dalam Annual Report Govenrment Kedah 1948 disebut;

> ***"There was a little realisation of the world food position and it was difficult to convince the people that in comparison with other countries including Great Britain, Malaya was a land flowing with milk and honey."*** [10]

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[7] *Annual Report of The Department Agriculture of Kedah Year 1948*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm.13
[8] Teks ucapan Sultan Badlishah dalam Kedah Dari Segi Sejarah, Bil 1/1987, Persatuan Sejarah Malaysia Cawangan Kedah, hlm.25
[9] (SUK/K) 52/1946 (BMA) – Offical Memorandum, Sale of Padi To Government
[10] *Annual Report on Social and Economic Progress Government of Kedah 1948*, hlm. 2, Koleksi Arkib Negara Cawangan Kedah/Perlis.

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Tetapi pandangan ini berlawanan dengan pengamatan baginda Sultan Badlishah tentang nasib rakyat. Titah baginda bukan hanya sekadar keluhan malah ianya dipraktikkan dengan meninjau permasalahan rakyat. Kesan dari desakan politik sama ada dari rakyat atau istana serta ditampung oleh situasi semasa yang gawat dengan ancaman komunis, satu skim bantuan dikeluarkan Kerajaan Persekutuan yang dinamakan *Subsidies Under Emergency Food Production* (SUEFP). Peruntukan sebanyak $ 354, 120,000 disalurkan untuk kemajuan pertanian melalui Jabatan Pertanian serta Jabatan Parit dan Saliran. [11]

Pada 4 Jun 1949, baginda Sultan bersama Hj. Mohd Sherrif Osman selaku Menteri Besar dan rakyat keseluruhannya telah turut serta dalam program gotong-royong di Daerah Kuala Muda. Program ini ialah untuk pemulihan tanah akibat kemarau yang melanda Kedah. Kemarau yang panjang tersebut juga terjadi dalam tahun 1948, ianya adalah antara yang terburuk dengan kutipan data hujan sekadar 58.85 inci berbanding 100.39 inci sebelumnya. [12] Kerja-kerja yang dibuat ialah mendalamkan saliran air supaya lebih banyak kuantiti air dapat dialirkan dan melebarkan jalan dari Tikam Batu ke Bukit Kechik untuk kemudahan pesawah. Semuanya dilakukan dengan peruntukan kerajaan berjumlah $250 ribu ringgit hasil dari SUEFP. [13]

Seperti yang disebutkan dari awal aspek feudalisme juga masih memberikan kredit dalam kepatuhan dan kerjasama rakyat pada ketika itu, apatah lagi jabatan pertanian diketuai oleh Tunku Yaakop yang datang dari kerabat istana serta telah memimpin petani dari zaman sebelum pendudukan Jepun lagi.[14] Jabatan ini selepas BMA menyasarkan untuk mempertingkatkan pertanian negeri dengan menggunakan tanah secara maksimum untuk tujuan pertanian. Satu bentuk pertanian campuran (*mixed farming*) diperkenalkan untuk meningkatkan kaedah bertanam. Jabatan juga menyasarkan kaedah pemasaran hasil yang lebih baik di samping mewujudkan hubungan lebih akrab antara para petani dan jabatan. [15]

Pertanian padi agak terjejas dengan pengisytiharan perintah darurat pada 16 Jun 1948 oleh Sir Edward Gent d selaku Pesuruhjaya Tinggi British di Tanah Melayu. Dari tarikh tersebut maka bermulalah rencana kempen kerajaan melawan pihak komunis dari Parti Komunis Malaya (PKM) untuk satu tempoh yang panjang. Hampir sepanjang itulah sedikit sebanyak kehidupan rakyat khasnya pesawah agak terganggu. Harga beras agak mula berubah naik namun ia tidak banyak memberi kesan pada Kedah. Sebagai negeri pengeluar utama para pesawah tetap terus mengerjakan sawah dan bekalan beras adalah mencukupi. Seperti yang dinyatakan dalam *Annual Report State of Kedah 1948*;

> ***"In the matter of food, particulary rice, which might be described as the most vital factor of all, Kedah, being a rice producing area,***

[11]*Ibid,* hlm. 8

[12]*Annual Report of The Department Agriculture of Kedah Year 1948*, Koleksi Arkib Negara Cawangan Kedah/Perlis

[13]Mohammed Mustafa Ishak, Syamsul Anuar Ismail, Rahana Yusuf (Peny.) 2004. *Kedah Dalam Lipatan Sejarah-Koleksi Artikel Dato'Wan Shamshudin Mohd Yusof,* Sintok: Penerbit Universiti Utara Malaysia, hlm.167

[14]Tunku Yaakop telah berkhidmat sebagai ketua jabatan pertanian selepas pendudukan Jepun bermula dari tahun 1949 sehingga tahun 1951.

[15]*Annual Report of The Department Agriculture of Kedah Year 1950*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm. 2. Catatan adalah terjemahan dari versi bahasa Inggeris dalam laporan tersebut.

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> ***was perhaps the most fortunate State in Malaya and though the prices were high there was liitle shortage of food."***[16]

Di peringkat persekutuan pula, ekonomi Tanah Melayu tetap cuba dipertahankan malah dikembangkan walaupun situasi darurat begitu mencabar. Satu pelan tindakan yang disebut sebagai *Draft Development Plan* (DPP) dibuat untuk perancangan ekonomi Tanah Melayu bagi tahun 1950-1955. Matlamat utama DPP dalam skop pertanian padi ialah mengurangkan pergantungan import beras dengan cara meningkatkan pengeluaran domestik. DDP merancang untuk memberikan nilai tambah aspek infrastruktur dan pembangunan sosial para pesawah [17]

Dalam masa yang sama didapati gangguan pihak komunis di Kedah hanya kerap berlaku di kawasan pedalaman dan berbukit di mana padi huma atau tugalan dipraktikkan. Pada masa tersebut di Kedah terdapat seluas 5,901 relong tanah ditanam dengan huma atau tugalan yang meliputi kawasan pedalaman dan tanah berbukit. [18] Bancian musim persawahan tahun 1950-1951 mendapati seluas 396, 910 relong ditanam padi, penyusutan hanya di kawasan berbukit untuk tanaman padi huma dengan bancian seluas 5,073 relong. [19]

Gangguan PKM tidak banyak di kawasan padi sawah (*wet paddy*), di Kubang Pasu kawasan sawah telah berkembang dengan kadar 1.3 hingga 2.2 peratus bagi tahun 1949 sehingga tahun 1955. [20] Daerah Yan misalnya hasilan bagi tahun 1950 adalah antara yang terbaik dengan penanaman luar musim juga dikerjakan. Seluas 727 relong sawah dikerjakan dengan tanaman padi luar musim dan hasilnya sebanyak 260 gantang serelong.[21] Begitu pun disebabkan darurat adalah senario semasa sedikit sebanyak menjejaskan pergerakan urusan kerja pesawah itu sendiri.

Dalam masa yang sama juga didapati era darurat adalah titik tolak kepada pengurangan aktiviti penanaman padi huma atau tugalan. Sebagaimana biasa tanaman padi sebegini dibuat di kawasan bukit dan pedalaman. Kawasan sebegini kerap kali menjadi medan aktiviti pihak komunis dan larangan darurat sememang membataskan aktiviti sebegini. Tempoh darurat yang panjang pula menjadikan ianya semakin dilupakan. Di Kubang Pasu misalnya perhumaan telah menyusut dari seluas 280 relong dalam tahun 1947 kepada hanya 50 relong dalam tahun 1955. Ianya terus menunjukkan penyusutan tahun-tahun kemudiannya, fenomena ini adalah serupa hampir kesemua daerah yang menjalankan aktiviti penanaman jenis ini. [22]

Dalam situasi sebegitu pun Kedah mampu menanam seluas 397,844 relong padi dengan hasilan 114, 728,790 gantang. Purata pendapatan serelong ialah sebanyak 292 gantang dan ini menjadikan sawah Kedah menyumbang kepada 42 peratus hasilan beras Tanah Melayu ketika

[16] *Annual Report of The Department Agriculture of Kedah Year 1948*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm. 2
[17] Rujuk James C. Jackson dan Martin Rudner (peny.), *Issues in Malaysian Development*, Singapore: Heineman Edu. 1979, hlm,8-11
[18] *Ibid*, hlm. 1
[19] (SUK/K) 1254/1370
[20] Sharifah Abdul Razak, *op, cit.* hlm. 185
[21] *Annual Report of The Department Agriculture of Kedah Year 1950*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm. 2
[22] Sharifah Bt. Abdul Razak, "Kubang Pasu 1900-1957: Sejarah Perkembangan Politik, Ekonomi dan Sosial", Latihan Ilmiah Sarjana Muda Sastera Universiti Kebangsaan Malaysia, 1994, hlm. 184

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itu. [23] Menariknya dalam zaman darurat sebegini, dua tempat yang di zaman pendudukan Jepun telah dicuba padi baka Taiwan untuk tanaman luar musim tetap juga diteruskan. Di Kulim seluas 70 relong ditanam dan di Yan dengan kawasan seluas 345 relong. Hasilnya agak lumayan dengan perolehan sebanyak $149.5 gantang serelong. Ini membuktikan tidak semua tinggalan zaman Jepun dipinggirkan begitu sahaja. [24] Pengawalan pergerakan padi yang diproses menjadi beras juga agak ketat oleh pihak agensi kerajaan dengan sekatan, surat kebenaran dan peraturan yang tidak memungkinkan berlakunya ketirisan kepada pihak musuh. [25]

Kekacauan bikinan komunis ini pada mulanya banyak berlegar di kawasan berbukit yang melibatkan tanaman kolonial seperti getah. Sasaran ladang getah ialah mengganggu hasilan ekonomi Tanah Melayu dan juga membunuh para pengurus ladang yang terdiri dari orang Eropah. Tindakan sebegini diharap dapat melemahkan moral pemerintah dan mengkucar-kacirkan negara. Namun apabila bekalan makanan disekat oleh Rancangan Briggs dengan *Operation Starvation* bermula bulan Jun 1951 lagi. [26] Kesannya pihak musuh terpaksa berlegar di kawasan persawahan untuk mendapatkan bekalan. Bermula dengan kawasan padi huma di bukit-bukit kemudiannya meluas ke kawasan padi sawah di pinggir perkampungan pesawah yang mengusahakan padi sawah (*wet paddy*) [27]

Sebagai contoh, pada 8 November 1954 sekumpulan enam orang komunis telah menyusup masuk ke Wang Perah, Changloon. Kawasan ini adalah kawasan berbukit dan para pesawah menanam dua jenis padi iaitu padi huma dan padi sawah. Kawasan ini juga dalam tahun 1950an agak jauh di pedalaman Kubang Pasu dan juga tidak mempunyai sistem perhubungan yang baik. Kumpulan komunis tadi cuba untuk mendapatkan bekalan beras melalui seorang kanak-kanak yang diarah untuk mendapatkannya. Kanak-kanak tersebut bertindak bijak dengan memaklumkan kejadian ini kepada pasukan *Home Guard* (HG) kampung tersebut. Serbuan segera dibuat dan seorang anggota komunis berjaya dicederakan, yang lain dapat melarikan diri.[28]

B. Penempatan Semula dan Pengumpulan Setempat (Resettlement dan Regrouping)

Antara halangan dalam pertanian padi ialah beberapa arahan pindah (*Removal Order*) yang disebut sebagai *Resettlement* dan *Regrouping* di bawah *Emergency Regulation 17 D*. Perlaksanaannya adalah di bawah kawal selia *State Resettlement Office* yang berperanan mengurus semua bentuk perpindahan dan kebajikan pengungsinya. [29] *Resettlement* bererti terbinanya satu penempatan baru khas bagi penduduk yang dianggap terdedah kepada ancaman, sokongan dan dakyah komunis. Manakala *Regrouping* pula lebih kepada pengumpulan

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[23]*Annual Report of The Department Agriculture of Kedah Year 1950*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm. 2
[24]*Annual Report of The Department Agriculture of Kedah Year 1948*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm.13
[25](SUK/K) 1303/1358, permohonan perlepasan sejumlah 410 guni beras dari ditahan pihak Kastam kepada SUK. Peniaga tersebut telah membawa keluar sejumlah padi yang melepasi permit melalui keretapi, semua bekalan tersebut ditahan Kastam di Kodiang.
[26]Mohd Kasri b. Saidon, "Darurat Di Tanah Melayu 1948-1960: Strategi dan Kesan Terhadap Kedah", Tesis Sarjana Sastera, Universiti Sains Malaysia, 2008.hlm.325
[27]Pada ketika ini Gudang Beras Kerajaan di Anak Bukit merupakan antara tempat strategik yang dikawal oleh HG. Rujuk pengalaman Dato Hj Rahmat Ismail dalam *Rahmat Meniti Tiga Era*, Kuala Lumpur: Darulfikir Sdn.Bhd., 2006, hlm.16
[28]*Ibid*, hlm.184
[29]Mohd Kasri Saidon, op.cit. hlm.263

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penduduk di kawasan pinggir dan terpisah kepada kawasan kawalan pasukan keselamatan. Dalam kes Kedah, *Resettlement* banyak mewujudkan kampung baru yang didiami oleh kaum Cina. *Regrouping* pula melibatkan kebanyakan orang Melayu yang tinggal mengerjakan sawah dan kebun getah yang terpencil. [30] Dalam dekad awal 1950an polisi kerajaan Kedah masih lagi tidak membenarkan kaum Cina dan India membuka tanah untuk tujuan bersawah. [31]

Di Kedah, ada antara para pesawah juga terpaksa menurut arahan tersebut. Ada yang dicadangkan pindah serta ada yang berpindah dengan rela hati. Antara yang terawal ialah pada awal 1950an yang melibatkan penduduk di Tobiar, Padang Pusing, Guar Kepayang, Rambai, Padang Kerbau dan Lesong. Kawasan ini terletak di daerah Pendang hingga ke sempadan Sik. Kebanyakan penduduknya adalah pesawah dan penoreh getah. Kawasan mereka sering didatangi komunis untuk mendapatkan sokongan, bekalan makanan dan strategi subversif mereka. Seramai hampir 5000 penduduk digesa pindah oleh pihak polis, namun hanya sekumpulan kecil yang akur. [32]

Sosio-ekonomi penduduk luar bandar yang menjadi pesawah ketika itu sememangnya telah sedia rendah. Penderitaan zaman pendudukan Jepun dan pentadbiran Siam untuk seketika lebih memeritkan lagi penghidupan. Apabila perang tamat, penduduk ingin menikmati kembali kesenangan namun ianya sekali lagi terbatas dengan perintah darurat. Arahan pindah bererti mereka terpaksa berpisah dengan kampung halaman dan ada yang berpisah jauh dengan sawah ladang serta ada pula yang langsung tidak lagi berpeluang mengerjakan sawah milik mereka sendiri. Adalah sesuatu yang berat bagi penduduk di Mukim Rambai, Padang Peliang dan Padang Kerbau dalam tahun 1952 apabila sejumlah 1000 relong sawah yang telah ditanam terpaksa ditinggalkan akibat perintah darurat.[33]

Ada yang ditempatkan kerajaan di suatu kawasan baru yang berbeza sosio-ekonominya. Ada pula hanya diberikan tanah baru untuk dipugar dan dijadikan medan sumber hidup. Perihal sebegini adalah antara sebab yang mendatangkan kepayahan dan bantahan daripada rakyat. Tambahan pula elaun berpindah hanya sekadar $100 adalah terlalu kecil berbanding kepayahan yang bakal ditempuh. Inilah halnya yang berlaku pada pesawah dan penoreh getah keturunan Siam di Padang Pusing, Pendang dalam tahun 1952.[34]

Kepayahan juga berlaku kepada peniaga khasnya peruncit padi, jualan padi hendaklah segera dihantar ke kilang yang dipermitkan kerajaan pada hari yang sama. Dalam kata lain, para peruncit tidak boleh menyimpan padi walaupun asalnya hanya beras proses yang diwartakan sebagai barang kawalan. Kepayahan terjadi apabila medium pengangkutan yang kurang dan tidak bersesuaian. Rumit lagi para pesawah yang tidak mempunyai wang tunai serta menggunakan padi sebagai bahan tukaran (*barter*) kepada keperluan harian. Lebih payah lagi apabila ramai mereka terlibat dengan perintah *Regrouping* atau *Resettlement* yang menjadikan kehidupan lebih tertekan.[35]

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[30]Rujuk Ray Nyce, "The New Village of Malaya: A Community Study", tesis Ph.D., The Hartford Seminar Foundation, 1962, hlm. Xxvii, juga Robert Jackson, *The Malayan Emeregency,* London: Routledge, 1991, hlm.20
[31](SUK/K) 208/1372- Penyataan dari James Cook selaku Ketua Jabatan Pertanian Kedah.
[32](SUK/K) 157/1373
[33](SUK/K) 208/1372. Perkara ini disahkan oleh W.G. Wormal selaku Pengerusi *Rice Production Committe*
[34](SUK/K) 157/1373. Penduduk Pendang merayu agar mereka tidak dikenakan arahan berpindah dalam tahun 1952.
[35] (SUK/K) 1212/1375, lihat rayuan peruncit padi Kader Bawa, Pekan Jenun kepada Pegawai Daerah Kota Setar bertarikh 16 Februari 1956.

Semasa darurat terdapat juga kes-kes pertindihan tuntutan tanah juga wujud yang melibatkan kerja persawahan atas arahan perpindahan. Kadang-kala terdapat tanah yang diplotkan kepada pengungsi oleh pihak kerajaan telah sedia dimiliki dan diusahakan oleh individu tertentu. Kes sebegini menjadi sukar kerana melibatkan Pejabat Tanah Daerah, Jabatan Pertanian, *Resettlement Office* serta individu yang terlibat. Penyelesaiannya, ada di kalangan para pesawah yang diberikan tanah lain yang lebih sesuai dijadikan kebun getah berbanding sawah padi. Hal ini mendatangkan kesukaran hidup kepada para pengungsi yang terlibat.

Sebagai contoh, dalam tahun 1954 terdapat bantahan oleh Hussin Isa, Latif Saad, Md. Nor Isa dan Kassim Sek yang kecewa dengan kawasan tanah pertanian yang diberikan. [36] Di kawasan Padang Terap pula aktiviti persawahan pula boleh dikatakan agak ketinggalan berbanding dengan kawasan Kota Setar, Yan atau Kubang Pasu. Masalah pengairan dan topografi mukabuminya menjadikan padi sawah hanya mempunyai keluasan yang terhad. Penanaman padi adalah lebih kepada padi huma atau padi tugal yang dapat ditanam di tanah lereng dan memerlukan bekalan air yang sedikit.

Apabila perintah darurat dijalankan, terdapat ramai pesawah sebegini yang terpaksa meninggalkan tanah usaha mereka. Mereka kemudiannya diberikan lot pertanian baru dengan status pemilikan sementara (TOL). Malangnya ada tanah yang diberikan jauh dari rumah dan tidak bersesuaian dengan kerja persawahan. Keadaan hidup yang terhimpit menyebabkan ada antara pengungsi tersebut yang terpaksa menceroboh tanah lain dan mengusahakan huma demi menampung keperluan hidup. [37]

Perkara ini dibuktikan dengan ucapan Hj Hussin Che Dol, salah seorang ahli Mesyuarat Kerajaan Negeri yang juga seorang guru agama yang tersohor di Kedah. Beliau menerangkan tentang pengamatan beliau tentang penderitaan rakyat di Sok serta Telaga Batu dalam daerah Sik. Mereka terpaksa menceroboh tanah kerajaan untuk bertani demi mencari sesuap nasi. Tindakan mereka mengundang denda sebanyak $500 oleh pihak kerajaan. Dalam kepayahan hidup yang sebegitu jumlah denda ini adalah sesuatu yang besar, beliau selaku wakil rakyat memohon agar kerajaan menimbangkan keadaan tersebut serta membaiki situasi semasa.[38]

Hasil yang tidak menentu ini juga menyebabkan mereka tidak mampu menjelaskan cukai tanah sepertimana yang disyaratkan. Di Kulim yang tidak mempunyai sawah yang luas, penduduk Bagan Samak misalnya merayu untuk pengecualian cukai tanah. Rayuan ini disuarakan kepada Syed Abdul Rahman Al Jafree selaku Ketua Pentadbir Tanah Negeri. Pihak kerajaan memutuskan hanya akan mengutip cukai tanah selepas pengungsi kembali mengusahakan tanah dan memperolehi hasil daripadanya, ia bersandarkan kepada kepada Peraturan 30 (5) Undang-Undang Tanah Kedah No.56 [39] Perlu diingat bahawa tanah sawah di Kedah digredkan pula

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[36](SUK/K) 579/1374

[37]Kebanyakan pengungsi di kawasan Padang Terap adalah dari pinggir bukit bersempadan dengan Thailand. Kawasan tersebut kerap menjadi kawasan laluan dan aktiviti taktikal PKM dan pasukan bersenjata. Dari Durian Burung hanya mengambil masa 15 minit berjalan kaki ke Ban Prakop dalam negara Thailand, dari situ juga sudah hampir dengan lokasi kubu Nam Khang di wilayah Sadao yang digunakan oleh PKM khasnya Chin Peng sebagai markasnya dalam tahun 50an.

[38](SUK/K) 334/1378

[39](SUK/K) 228/1375

kepada Kelas 1 bagi hasilan melebihi 450 gantang seekar, Kelas 2 bagi 300-450 gantang dan Kelas 3 bagi kurang dari 300 gantang.[40]

Di pihak pentadbiran daerah, perkara yang sama juga disuarakan oleh Tunku Nong Jiwa selaku Pegawai Daerah Kubang Pasu serta Hj. Abdullah Hj. Abdul Rahman seorang pemimpin masyarakat dari Baling. Mereka menyuarakan tentang kehidupan rakyat yang tertekan dan menyamakan kehidupan semasa itu umpama hidup pada zaman Jepun.[41] Hj. Abdullah mencadangkan kepada Majlis Mesyuarat Negeri agar penduduk Baling yang tidak bertanah dibenarkan meneroka tanah di Ulu Sedim. Adalah dibimbangi perut yang lapar akan meluntSurkan ketaatan kepada kerajaan. [42]

Di Padang Terap misalnya, dalam tahun 1950an sekumpulan penduduk dari Durian Burung di sempadan Kedah/Thailand terpaksa berpindah ke Kampong Baru Padang Sanai sejauh hampir tujuh kilometer akibat ancaman komunis. Salah seorang pengungsi tersebut, Abdul Latif Sulaiman terpaksa juga menceroboh masuk ke tanah larangan kerajaan demi untuk berhuma. Beliau memetik suasana tersebut sebagai terhimpit antara desakan kelaparan keluarga, perintah kerajaan dan ancaman komunis, umpama "hidup dilaras senjata yang berlegar di pintu penjara". [43] Malah untuk mendapatkan situasi yang aman dan tanah yang baik ada pesawah Kedah yang berhijrah ke Lumut, Perak untuk membuka tanah sawah yang baru. [44]

Keadaan ini diberatkan lagi dengan kemarau panjang yang melanda Kedah dan menjejaskan kerja-kerja bersawah sekaligus ekonomi penduduk. Harga padi pula tidak berada dalam kedudukan yang baik berbanding getah, dalam tahun 1950 harga pasaran telah jatuh dari $130 kepada $ 79.20 sekuncha. Kos upah buruh menanam padi pula telah naik dari $5 ke $10 pada setiap relong. [45] Langkah kerajaan yang menetapkan harga padi kepada $17 sepikul dan kemudiannya menurunkan kepada $12 dalam tahun 1954 memberikan tekanan lebih buruk kepada para pesawah. Seramai lebih 5000 orang pesawah menghadapi masalah dalam soal perbelanjaan bersawah yang tinggi dengan harga jualan yang rendah.[46] Antara faktor yang menyokong kepada ketidakstabilan harga ini adalah jumlah lambakan beras yang banyak di pasaran antarabangsa hasil dari peningkatan pengeluaran dari Burma dan Thailand. Kesannya, kerajaan tidak berupaya untuk membendung harga beras tempatan daripada jatuh sejajar dengan kejatuhan harga beras di pasaran luar Tanah Melayu. [47] Dalam membicarakan perihal pesawah dan era selepas perang serta darurat, tidak dapat dikecualikan tentang rintihan dan desakan rakyat. Kewujudan Majlis Mesyuarat Negeri membuka ruang bagi perkara ini diperbincangkan secara lebih sistematik di peringkat kerajaan negeri dan seterusnya ke pengetahuan kerajaan pusat di Kuala Lumpur. Dalam era tersebut terdapat beberapa orang individu yang berpengaruh telah melahirkan pandangan, rungutan serta cadangan kepada perjalanan tadbir kerajaan khasnya dalam hal ehwal persawahan padi.

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[40](SUK/K) 208/1372
[41](SUK/K) 225/1374
[42]Minit Mesyuarat Kerajaan Kedah bertarikh 31 Oktober 1948. Dipetik dari Mohd Isa Othman, *op, cit.*hlm. 156. Rujuk juga Mohd Kasri Saidon, *op, cit.* hlm. 343.
[43] Temubual penulis dengan Abdul Latif b. Sulaiman 80, Kampong Padang Sanai pada 12 September 2006 dan 23 November 2009 di Kampong Baru Padang Sanai, Padang Terap Kedah.
[44](SUK/K) 208/1372
[45]*Annual Report of The Department Agriculture of Kedah Year 1950*, Koleksi Arkib Negara Cawangan Kedah/Perlis, hlm.10
[46]Mohd Isa Othman, *op, cit,* hlm, 160
[47]Rujuk James C. Jackson dan Martin Rudner (peny), *op, cit.* hlm. 45

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Haji Ahmad Hj Abdullah seorang pemimpin masyarakat, telah melahirkan kebimbangan tentang harga padi yang tidak ekonomik berbanding kos pengeluaran. Haji Hussin Che Dol mengesa satu jawatankuasa dibentuk bagi mengkaji masalah para pesawah dan tindakan mengatasinya. Syed Mohammad Idid pula meminta kerajaan menstabilkan harga di pasaran dengan cara mengelak daripada penguasaan pedagang yang memanipulasi harga. [48] Kelihatannya dalam soal ini Majlis Mesyuarat Negeri adalah medan bagi rakyat untuk melahirkan keluhan mereka. Tambahan pula dengan situasi ekonomi persawahan ini adalah teras kepada ekonomi negeri kerana sektor perkilangan adalah terlalu kecil. Mohd Isa Othman mengupas hal ini dengan;

> ***"Soal kemunduran dan kesulitan hidup petani terus dibangkitkan dari semasa ke semasa terutama oleh ahli majlis yang lebih rapat dengan golongan ini. Mereka juga mahu langkah-langkah sewajarnya diambil bagi mengatasi masalah ini. Peningkatan taraf hidup petani perlu dibuat [49]kerana mengikut Haji Hussin Che Dol apabila jatuh taraf hidup rakyat, jatuh pula taraf pembesar dan pemimpin mereka itu, akhirnya mundurlah serba-serbi dunia dan agama."*** [50]

Kesimpulan

Kedah sememangnya setelah terkenal sekian lama dalam sejarah Malaysia tentang penghasilan beras. Tanaman padi menjadi teras ekonomi negeri dari berakhirnya kebergantungan pada hasilan lada di zaman yang lebih klasik. Padi menjadi bukan hanya sebagai hasilan sara hidup malah bertanam padi sudah berkait rapat dengan kandungan sosial rakyat Kedah. Tamat Perang Dunia Kedua dengan kekalahan pihak Jepun menyaksikan kembali Kedah menjadi periuk nasi bagi rakyat Tanah Melayu. Kekacauan angkara Komunis telah mengugat perjalanan tadbir kerajaan dan kehidupan masyarakat secara menyuluh. Walaupun begitu perut yang lapar harus diisi, rakyat terus mengorak langkah untuk bersawah biarpun berhadapan dengan rintangan keselamatan. Perjalanan sejarah penanaman padi dan proses hingga terhasil beras ini ada kisah yang tidak kurang mencabarnya demi untuk memastikan perut terisi dan limpahannya dinikmati seluruh Tanah Melayu ketika itu. Inilah khazanah negara yang patut diambil tahu, difahami dan dihayati serta dijadikan satu sandaran pada perancangan juga kemajuan dimasa hadapan. Jelas membuktikan peranan para pesawah di Kedah ini semasa era Darurat besar jasanya pada kelangsungan dan kesejahteraan hidup rakyat Tanah Melayu ketika itu.

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Temubual

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Abstrak: *Bangsa Melayu merupakan sebuah bangsa berperadaban yang mementingkan budi dan kebudimanan dalam kehidupan mereka sejak ratusan tahun dahulu. Namun keadaan semasa di rantau Alam Melayu khususnya Malaysia menyaksikan sekelompok bangsa Melayu terpalit dengan pelbagai gejala tidak bermoral yang bertentangan dengan makna dan nilai budi. Umpamanya kegiatan rasuah, salah guna kuasa, politik wang, penyalahgunaan bahan terlarang, serta pelbagai isu sosial lainnya. Permasalahan sosial tersebut sebenarnya sudah lama melanda masyarakat Melayu namun masih belum ada kesudahannya walaupun pelbagai kaedah dilaksanakan dalam usaha membendungnya di pelbagai peringkat masyarakat. Justeru, kajian ini diketengahkan dalam usaha memenuhi dua objektif berikut. Pertama, meneliti makna dan falsafah budi, dan kedua menganalisis falsafah budi yang terkandung dalam kerangka pemikiran dan kebudayaan bangsa Melayu. Kajian berbentuk kualitatif ini memperolehi data daripada kajian kepustakaan iaitu berasaskan dokumen atau karya berkaitan budi Melayu. Analisis data menggunakan kaedah analisis kandungan dalam merungkai konsep falsafah budi Melayu. Dapatan awal kajian mendapati bahawa budi merupakan nilai hidup masyarakat Melayu yang begitu menekankan hidup berbudi dan membalas budi selari dengan ajaran agama Islam. Implikasi kajian ini diinterpretasi memberi nilai tambah kepada proses pembangunan jati diri bangsa Melayu agar terus mengamalkan hidup berbudi seterusnya menjadi model terbaik kepada setiap bangsa di dunia.*

Kata Kunci*: Budi, Falsafah Budi, Bangsa Melayu, Pemikiran Melayu, Kebudayaan Melayu*

Abstracts*: The Malay people are a civilised nation that has prioritised virtue and humanity in their lives for hundreds of years. However, the current situation in the Malay Archipelago, particularly in Malaysia, sees a segment of the Malay population entangled in various immoral behaviours that contradict the meaning and values of virtue. Activities such as corruption, the abuse of power, money politics, misuse of prohibited substances, and other social issues are examples of the situation. Various methods have been implemented to address the issue at different levels of society, but the social problems that have long affected the Malay community remain unresolved. However, the question arises of whether the Malays are increasingly losing their sense of kindness and the importance of kindness within themselves. Therefore, this study is presented to fulfil the two objectives. First, to examine the meaning and philosophy of virtue, and second, to analyse the philosophy of virtue embedded within the Malay thought and culture framework. This qualitative study obtained data from a literature review based on documents or works related to Malay virtue. Data analysis was conducted using content analysis methods to elucidate the Malay philosophy of virtue concept. The study's initial findings reveal that virtue is a fundamental value in Malay society, emphasising the importance of living virtuously and reciprocating kindness in alignment with Islamic teachings. The implications of this study are interpreted as adding value to the process of developing the Malay identity, encouraging the continued practice of virtuous living, and ultimately serving as an exemplary model for other nations worldwide.*

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Keywords: *Virtue, Philosophy of virtue, Malay Nation, Malay Thought, Malay Culture*

Pengenalan

Budi merupakan suatu perlambangan istimewa bagi makhluk yang bergelar manusia. Asasnya ialah budi yang sering dipamerkan kepada khalayak merupakan simbolik kepada identiti serta jati diri sesebuah bangsa. Identiti serta jati diri tersebut sememangnya unik dan membezakan antara satu bangsa dengan bangsa yang lain.

Bangsa Melayu misalnya menitikberatkan budi sebagai budaya dan cara hidup mereka merentasi masa, zaman serta sempadan wilayah. Antara identiti budi Melayu ialah cara hidup penuh sopan dan santun, beradab, lemah-lembut, serta mementingkan kerukunan tetangga. Ia berasaskan budaya Melayu zaman berzaman yang begitu menitikberatkan cara hidup berbudi dan menabur budi selagi mana hayat dikandung badan seumpama pepatah Melayu yang berbunyi “bertanam budi” iaitu sentiasa menabur kebaikan-kebajikan selagi hidup.

Justeru, dalam usaha mengenal pasti makna sebenar istilah budi, penelitian pada kertas kerja ini memfokuskan asal usul istilah budi. Istilah tersebut akan dikupas secara tuntas dari sudut terminologi dan falsafah. Penelitian terhadap budi ditanggapi signifikan seperti mana ditegaskan Rais Yatim (2021:3) bahawa budi seumpama “kerawang minda harus terus jadi pencetus kebaikan di tengah-tengah kehidupan manusia”.

Sorotan Karya

Perbincangan pada bahagian ini merangkumi pemaknaan budi secara etimologi iaitu asal usul kepada kewujudan istilah budi. Selain itu, kupasan berkenaan kajian lepas tentang budi secara ringkas dan padat diketengahkan. Tujuannya ialah meneliti kelompangan kajian lepas berkaitan selain menjustifikasikan kajian berkonsepkan falsafah budi Melayu ini.

Makna Budi

Budi secara etimologinya merujuk kepada istilah Bahasa Sanskrit iaitu perkataan *budhi* atau *bodhi* – istilah digunakan pada masa sebelum dan selepas Zaman Srivijaya (antara tahun 650 - 1150 M). Istilah *budhi-bodhi* membawa maksud pemikiran dan cara hidup berhemah dan berbudaya tinggi. Pemikiran ialah suatu gagasan fikir yang terbentuk melalui penggunaan akal seseorang. Cara hidup berhemah ialah suatu tingkah laku yang begitu mementingkan kemuliaan dan kejujuran dalam hidup. Berbudaya tinggi pula merujuk kepada cara hidup seseorang (merangkumi cara berfikir, bertutur dan bertingkah laku) yang bertamadun serta mementingkan nilai kemanusiaan.

Apabila merujuk kepada kajian lepas yang mengupas tentang budi ataupun falsafah budi didapati bahawa terdapat beberapa penulisan berkaitan. Penelitian kajian lepas memfokuskan kepada dua tema utama, iaitu (i) kajian tentang konsep budi dan (ii) kajian berkaitan falsafah budi Melayu.

Kajian Tentang Konsep Budi

Apabila meneliti kajian lepas berkenaan falsafah budi Melayu, terdapat beberapa kajian berkaitan. Walau bagaimanapun kajian-kajian berkaitan lebih memfokuskan kepada makna budi dan nilainya (Norita 2006; Hashim Musa 2008) yang dipraktikkan dalam kalangan bangsa Melayu, serta konsep hati budi khususnya bangsa Melayu dalam karya sastera (Isnariah *et al.* 2017). Selain itu, kajian berasaskan konsep akal budi berasaskan unsur alam (Junaini 2015), akal budi dalam kesusasteraan Melayu (Norazimah *et al.* 2017) seperti pantun, serta akal budi Melayu berasaskan penciptaan istilah (Junaini 2020) bersesuaian dengan perkembangan ilmu di Alam Melayu. Selain kajian bertemakan amalan praktis berasaskan budi (Taufik *et al.* 2018) sebagai suatu nilai dalam peradaban Malaysia.

Kajian Tentang Falsafah Budi Melayu

Daripada pembacaan yang dilakukan jelas bahawa kajian lepas berkenaan konsep budi lebih berfokus kepada makna, konsep budi dari sudut akal budi, hati budi, serta nilai budi dalam karya sastera seperti pantun dan sejarah kuno, serta amalan budi. Ini jelas membuktikan bahawa perbincangan dari sudut terminologi atau asal usul perkataan tersebut serta kupasan dari kerangka falsafah masih belum giat diusahakan para pengkaji. Keadaan ini menjadi suatu justifikasi kukuh supaya kajian berasaskan falsafah budi Melayu diberi tumpuan khusus untuk dijadikan sebagai suatu panduan kepada pembangunan dan kemajuan intelektual masyarakat Malaysia pada masa akan datang – sebagai suatu ciri khas yang menjadi simbolik kepada keunikan Malaysia.

Metod Kajian

Kajian ini menggunakan pendekatan kaedah kualitatif dalam proses pengumpulan dan analisis data kajian berkaitan falsafah budi Melayu. Kaedah pengumpulan data mengguna pakai kajian kepustakaan iaitu dengan meneliti dokumen tekstual tentang konsep dan falsafah budi khususnya melibatkan catatan berbentuk pensejarahan, kerangka pemikiran tokoh, serta falsafah. Seterusnya, dari sudut analisis data kajian menggunakan pendekatan analisis tekstual deskriptif terhadap data dan fakta berkaitan. Analisis data kajian ini bertujuan untuk menganalisis makna serta konsep falsafah budi Melayu.

Perbincangan dan Analisis

Pada bahagian ini, antara kupasan utama perbincangan berfokus kepada makna budi dari sudut idea pemikiran tokoh pemikir Melayu terutamanya mereka yang banyak mengupas tentang budi. Selanjutnya, perbincangan terarah kepada budi dari sudut falsafah dengan cakupan perbincangan berkait rapat dengan tiga cabang utamanya iaitu ontologi, epistemologi dan aksiologi. Garapan falsafah budi tersebut kemudiannya dianalisis untuk meneliti secara deskriptif kerangka falsafah budi dari sudut pemikiran orang Melayu.

Konsep Budi

Budi merupakan satu istilah berasal daripada bahasa Sanskrit yang membawa maksud akal pemikiran serta cara berhidup berhemah dan berbudaya tinggi. Menurut Hamka (2017:2), budi merupakan salah satu elemen utama dalam pembentukan peribadi dan keperibadian manusia. Asasnya ialah fungsi budi itu sendiri sebagai tunjang utama kepada harga diri seseorang – kuat dan tinggi budinya akan semakin berharga peribadinya sebagai seorang manusia.

Hamka selanjutnya menegaskan bahawa budi merupakan tujuan utama hidup sebagai manusia. Beliau menukilkan "diribut runduklah padi, dicupak Datuk Temenggung, hidup kalau tidak berbudi, duduk tegak ke mari canggung". Tegasnya lagi dalam serangkap pantun "tegak rumah kerana sendi, runtuh sendi rumah binasa, sendi bangsa ialah budi, runtuh budi runtuhlah bangsa". (Hamka, 2008:xvi).

Pandangan Hamka ini turut senada dengan pemikiran Raja Ali Haji (1808-1873) iaitu seorang cendekiawan unggul Melayu yang sering menukilkan nasihat serta peringatan termasuk tentang adab dan kesopanan dalam pelbagai karya penulisannya. Pada beliau, budi seumpama adab

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yang akan membentuk serta mempengaruhi tingkah laku ataupun perbuatan manusia. Apabila seseorang itu berbudi maka dia akan berusaha untuk berbuat jasa atau bakti dalam hidupnya. Beliau menukilkan pesan: (i) “hendaklah berjasa, kepada yang sebangsa” dan (ii) “ingatkan dirinya mati, itulah asal berbuat bakti” – pesanan dalam Gurindam Dua Belas pada Fasal 11 dan Fasal 12 (Raja Ali Haji, 2000; Abu Hassan Sham, 2015 & 1993).

Peringatan pertama ialah menasihati orang Melayu agar berjasa iaitu menabur budi kepada sesama bangsa Melayu kerana ketika itu (pada zaman Raja Ali Haji) sedang berlakunya peperangan dan penjajahan Barat yang mana bangsa Melayu sering ditindas malah dipinggirkan terus walau di tanah air sendiri. Pesanan kedua Raja Ali Haji pula merupakan suatu bentuk peringatan supaya setiap orang (terutamanya bangsa Melayu) sentiasa mengingati mati kerana ingatan tersebut sebenarnya dapat menggerakkan diri untuk sentiasa berbuat kebaikan iaitu dengan menabur bakti atau berbudi dalam kehidupannya.

Falsafah Budi

Budi dari sudut falsafah dikupas dari tiga cabang utama iaitu ontologi, epistemologi dan aksiologi. Tiga cabang ini merupakan asas utama falsafah yang secara dasarnya membincangkan tentang elemen kewujudan, sumber ilmu serta nilai sebenar yang terdapat di sebalik istilah budi.

Pertama, Ontologi Budi

Secara asasnya, ontologi dimaknai sebagai satu cabang ilmu falsafah yang mengkaji tentang hakikat wujud dan kewujudan, realiti, kejadian, serta kategori asas makhluk dan hubungannya. Menurut Lawson *et al.* (2013), ontologi turut dikenali sebagai ilmu metafizik kerana membincangkan konsep wujud dan kewujudan yang bertitik tolak daripada persoalan asas seperti apakah makna wujud, adakah manusia wujud, siapa sebenarnya manusia, apakah sifat-sifat manusia, ataupun bagaimanakah manusia berhubung dengan kewujudan lainnya seperti haiwan, tumbuh-tumbuhan serta alam di sekelilingnya.

Dalam konteks ontologi, budi merupakan suatu elemen yang melambangkan realiti kewujudan bangsa manusia. Perlambangan tersebut diteliti dan diperhalusi berasaskan hak yang wujud dan dimiliki manusia yang mana kewujudannya (budi) dapat dicerap oleh pancaindera.

Kedua, Epistemologi Budi

Epistemologi merupakan salah satu cabang ilmu falsafah selepas ontologi. Epistemologi umumnya bermaksud kajian sistematik tentang ilmu pengetahuan atau disebut sebagai teori ilmu. Rangkuman kajian meliputi makna epistemologi, kajian kritis tentang kesahihan ilmu, serta kaedah dan skop sesuatu pengetahuan (Steinbauer, 2020:24).

Selain itu, epistemologi turut mengupas berkenaan kaedah atau cara sesuatu pengetahuan diperolehi oleh seseorang. Persoalan utama yang dibincangkan dalam epistemologi ialah apakah itu ilmu, bagaimana seseorang memperolehi ilmu, apakah prosedur mendapatkan ilmu, apakah makna kebenaran, dan sejauh mana ilmu itu boleh dianggap benar.

Budi dari kerangka epistemologi dari sudut penulisan ini merujuk kepada suatu kaedah bagaimana sesuatu budi itu difahami, ditafsirkan dan diterjemahkan berasaskan tingkah laku ataupun pemikiran sesebuah bangsa (merujuk kepada orang Melayu dalam konteks penulisan ini) di satu sisi. Pada sisi yang lain pula merujuk kepada kaedah, atau proses, atau cara sesebuah

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bangsa seperti orang Melayu mengamalkan budi sebagai suatu budaya hidup berasaskan ilmu pengetahuan mereka.

Ketiga, Aksiologi Budi

Aksiologi ialah teori tentang nilai atau falsafah nilai. Nilai yang dimaksudkan di sini ialah nilai kegunaan yang dapat dipelajari serta difahami melalui dua aspek utamanya iaitu etika dan estetika. Nilai moral (etika) dan nilai artistik-estetik (estetika) menjadi tunjang utama dalam mengetengahkan nilai dan kegunaan sesuatu tingkah laku (Cohen, 2016). Antara persoalan yang dikupas dalam cabang falsafah ini ialah apakah sebenarnya nilai, apakah perkaitannya dengan etika ataupun estetika, apakah makna moral, bagaimana kaedah terbaik menilai moral, apakah pilihan moral yang ada, ataupun apakah keindahan dan kegunaan yang diperolehi daripada moral.

Ini bermakna budi dalam konteks aksiologi meneliti berkenaan nilai daripada tingkah laku atau sikap yang dipamerkan – sama ada baik atau buruk, betul atau salah, berguna atau tidak. Berdasarkan daripada nilai etika tersebut, budi turut dinilai elemen estetikanya sama ada indah atau hodoh sesuatu perbuatan itu, atau apakah wujud elemen artistik-estetik yang dapat dirungkai daripada perbuatan/tingkah laku berkenaan.

Nilai daripada budi misalnya ialah lahirnya seorang yang budiman. Dalam konteks ini Hamka (2017:1) menegaskan bahawa orang budiman ialah orang yang tinggi budinya. Ia diinterpretasikan sebagai mereka yang "perangainya halus, hatinya suci, sikapnya jujur, perkataannya teratur, dan budinya mulia". Mereka juga dapat dinilai melalui "kelakuannya baik, mukanya jernih kerana memandang hidup dengan penuh pengharapan dan tidak pernah putus asa", selain mempunyai keyakinan diri yang sangat tinggi. Golongan budiman ini sememangnya ada dalam kalangan masyarakat termasuk bangsa Melayu.

Analisis Falsafah Budi Melayu

Berdasarkan analisis deskriptif yang dilaksanakan secara teliti, didapati bahawa falsafah budi Melayu menekankan tiga asas utama sebagaimana yang dihuraikan secara rinci pada penjelasan berikut.

Pertama, Budi Pekerti

Aspek pertama iaitu budi pekerti difahami sebagai watak atau karakter seseorang yang dapat dikenal pasti berdasarkan pertuturan, pendiriannya terhadap sesuatu atau seseorang, serta pembawaan dirinya dalam konteks kehidupan seharian. Budi pekerti bermula daripada jiwa dan akal yang melahirkan angan-angan sehingga terjelma sebagai tenaga (Zainuddin, 2021; Muhammad Takdir, 2014) yang boleh diperhatikan melalui sikap atau tingkah laku. Tenaga daripada sikap atau tingkah laku yang terhasil dapat membuktikan kewujudannya sebagai manusia dan dapat membezakan antara satu manusia dengan manusia lainnya. Ini kerana setiap manusia itu unik dan keunikan (termasuk dalam konteks budi pekerti – sikap-tingkah laku) itu asas kepada kelebihan kepada seseorang ataupun sesebuah bangsa.

Budi pekerti Melayu dari sudut penulisan ini merujuk kepada perwatakan atau karakter yang menjadi simbol orang Melayu. Antaranya berdasarkan pandangan Hamka (2017) dan Hashim Hj. Musa (2008; 2012) orang Melayu berperwatakan lemah-lembut, sopan-santun, rendah diri, rendah hati, cekal hati, pemalu, menjaga air muka, hidup sederhana, pemaaf, pemurah, menanam budi dan membalas budi.

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Kedua, Akal Budi

Akal budi diinterpretasi sebagai buah fikiran dan kebijaksanaan. Menurut peneliti seperti Zainora dan Mashitah (2020), Junaini Kasdan (2020), Hashim Musa et al. (2012), Hashim Musa (2008) dan Zainal Abidin (2002), akal budi merujuk kepada intelek, daya berfikir, nalar, fikiran, dan bicara. Akal budi yang bernilai baik ialah tingkah laku yang dihasilkan daripada pemikiran yang sihat ataupun waras. Akal budi Melayu pula merujuk kepada cara bangsa Melayu berfikir sehingga terhasilnya pemikiran dan falsafah Melayu.

Maknanya di sini akal budi Melayu berteraskan kebijaksanaan dan kebudimanan orang Melayu dalam memahami, mentafsir, serta menginterpretasi keadaan persekitaran, pengalaman, kehidupan masyarakat, serta fenomena alam yang berlaku khususnya di rantau Alam Melayu. Pemahaman, pentafsiran serta penginterpretasian tersebut akan melahirkan epistemologi ilmu Melayu serta para intelektual Melayu dari satu zaman ke satu zaman sehinggalah ke hari ini.

Ketiga, Baik Budi

Aspek ketiga ialah baik budi – melibatkan tingkah laku ataupun perbuatan yang menekankan elemen kebaikan di satu sisi. Di satu sisi lain pula baik budi menggambarkan kesan diperolehi daripada tingkah laku seseorang memberi nilai baik dan positif terutamanya kepada orang lain yang melihat ataupun mengamatinya secara mendalam. Tegas Rais Yatim (2021:3) "budi [Melayu] merupakan pendorong atau pemangkin yang kuat terhadap membina semangat baik dan positif".

Ini bermakna, baik budi Melayu mempunyai nilainya yang tersendiri. Nilai berbuat baik misalnya sinonim dengan budaya hidup orang Melayu seperti mana saranan dalam pantun Melayu "peram pisang masak setandan, pisang nipah pisang rastali, buat baik biar berpadan, buat jahat jangan sekali".

Kesimpulan

Secara rangkumannya dapat disimpulkan bahawa budi Melayu berasaskan akal pemikiran dan tingkah laku orang Melayu yang menekankan konsep berbudi (berbakti) kepada orang lain, serta membalas budi kepada orang yang berbudi terhadap dirinya. Berbudi dan membalas budi ini merupakan suatu simbolik unik masyarakat Melayu yang tetap diteruskan dan diwarisi sehingga ke hari ini.

Akhirnya ingin ditegaskan bahawa falsafah budi Melayu berteraskan ontologi – budi pekerti, epistemologi – akal budi, serta aksiologi – baik budi. Elemen yang terangkum dalam budi pekerti orang Melayu diinterpretasi melalui tingkah lakunya yang sopan-santun dan lemah lembut yang masih kelihatan dalam kebanyakan kehidupan mereka. Dari sudut epistemologi budi Melayu dinilai melalui akal budi mereka yang berasaskan agama dan sumber ilmu yang tinggi. Selanjutnya ialah aksiologi budi Melayu yang diinterpretasi melalui nilai dari sudut baik budi mereka yang sememangnya diakui kebanyakan orang terutamanya masyarakat bukan Melayu sama ada di peringkat lokal mahupun antarabangsa.

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STRATEGI BAPA DALAM MENJAGA KESEJAHTERAAN EMOSI KELUARGA

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Abstract: *Artikel ini bertujuan untuk meneroka strategi yang dipraktikkan bapa dalam menjaga kesejahteraan emosi dalam sebuah keluarga. Kesejahteraan emosi sangat penting dalam membangun hubungan yang sihat selain menyokong perkembangan psikologi setiap anggota keluarga. Data diperolehi melalui kaedah temubual terhadap bapa dari keluarga-keluarga yang memiliki kriteria i) penghayatan akhlak dan ajaran Islam dalam kehidupan, ii) anak-anak mempunyai pencapaian akademik yang baik, iii) mempunyai hubungan kekeluargaan yang baik dan rapat, iv) tempoh perkahwinan tidak kurang daripada 20 tahun. Dapatan kajian menunjukkan empat strategi utama dipraktikkan bapa dalam menjaga kesejahteraan emosi keluarga iaitu memberi layanan yang baik, memberi penghargaan, meluangkan masa bersama dan mendengar luahan hati dan perasaan isteri dan anak. Dapatan ini memberi gambaran mengenai kepentingan peranan bapa dalam kesejahteraan emosi keluarga dan mencadangkan agar strategi yang sama dipraktikkan sebagai satu bentuk sokongan kepada keluarga yang harmoni dan sejahtera dari segi emosi.*

Kata Kunci: *Strategi Bapa, Peranan Bapa, Kesejahteraan Emosi, Keluarga Harmoni.*

Pendahuluan

Emosi merupakan keadaan psikologi yang mendorong seseorang untuk bertindak atau melakukan sesuatu setelah adanya rangsangan. Emosi manusia tidak hanya berfungsi untuk kelangsungan hidup, tetapi emosi juga berfungsi sebagai penjana tenaga atau tenaga yang memberikan keseronokan dalam kehidupan manusia. Emosi memberi kekuatan kepada manusia untuk membela dan mempertahankan diri daripada gangguan mahupun halangan. (HM, 2016).

Justeru dapat dikatakan emosi merupakan elemen yang sangat penting yang dapat mempengaruhi kehidupan seharian. Emosi yang positif dapat mempengaruhi pemikiran dan tindakan yang positif. Sebaliknya emosi negatif akan mendorong kepada pemikiran dan tindakan yang negatif. Emosi yang negatif akan menyukarkan kehidupan individu untuk berhubung dengan orang lain dan boleh memusnahkan perhubungan.

Oleh kerana itu, aspek emosi perlu diberi perhatian sama seperti aspek fizikal manusia. Keperluan emosi perlu dipenuhi bagi memastikan kestabilan dan kesejahteraan emosi dapat dikecapi. Sebagai pemimpin utama dalam sebuah keluarga, bapa bertanggungjawab menjaga kesejahteraan emosi ahli keluarganya, jauh daripada emosi dan energi yang negatif. Keperluan emosi yang dapat dipenuhi dengan seimbang dapat menjamin keutuhan hubungan antara ahli keluarga dan mencegah mereka daripada terlibat dengan masalah sosial selain memudahkan proses mendidik dan menerapkan nilai-nilai murni ke dalam diri anak-anak (Mohamad Khairi Othman et al., 2016).

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Selain itu, sokongan emosi dalam sebuah keluarga antara strategi yang sangat berkesan dalam membina hubungan yang kukuh. Keluarga yang memberikan sokongan emosi antara satu sama lain cenderung mempunyai kesejahteraan psikologi yang lebih baik. Sebaliknya ibu bapa yang kurang prihatin terhadap keperluan emosi anak-anak terutamanya remaja menyebabkan mereka mencari rakan sebaya sebagai tempat meluahkan masalah dan mendapatkan perhatian.(Noraini Ahmad, 2003). Oleh hal yang demikian, artikel ini berusaha meneroka strategi-strategi yang dipraktikkan bapa dalam menjaga kesejahteraan emosi ahli keluarga.

Menjaga Emosi Keluarga dalam Perspektif Islam

Antara tujuan utama perkahwinan adalah untuk mewujudkan ketenteraman dan ketenangan kepada pasangan suami dan isteri dalam kehidupan berumahtangga. Ketenteraman dan ketenangan dalam sebuah keluarga tidak akan dapat diwujudkan dan dikecapi jika pemikiran serta emosi ahli keluarga dalam keadaan tidak stabil dan negatif. Dengan sebab itu, bapa dituntut untuk menjaga baik pergaulannya dengan isterinya melalui firman Allah S.W.T yang bermaksud;

> *“Dan bergaullah kamu dengan mereka (isteri-isteri kamu itu) dengan cara yang baik”.* (Surah Al-Nisā, 4:19)

Menurut ahli tafsir tuntutan bergaul secara baik dalam ayat ini bermaksud memperelok kata-kata dan tingkah laku kepada isteri, tidak menyakitinya dan bersikap belas ihsan terhadapnya (Ibn Kathīr, 1999). Menurut al-Qaradawi (2012), antara bentuk pergaulan yang baik dengan isteri termasuklah tidak menyakiti dan menanggung keperitan bersama pasangan, memberi hak tanpa menunda-nunda dan memberikannya dengan wajah yang gembira dan berseri-seri tanpa diikuti dengan ungkitan dan cemuhan.

Sementara al-Ghazālī (2005) menyebutkan secara khusus berbuat baik kepada isteri tidak hanya dalam pergaulan, bahkan merangkumi perasaan seperti menahan perasaan marah dan bersabar dengan kerenah isteri yang menyakitkan serta memperlakukannya dengan lembut dan memberi maaf ketika dia beremosi dan marah.

Menerusi ayat dan perbincangan ulama dapat dikatakan, tuntutan melayani isteri dengan baik serta tidak menyakitinya tidak kira dengan kata-kata atau dengan perbuatan merupakan satu bentuk perlindungan yang dapat menjamin kesejahteraan emosi isteri. Layanan baik yang diberikan bapa kepada isteri mahupun anak-anak sudah tentu dapat menyokong emosi yang sejahtera. Oleh yang demikian, sebagai pemimpin utama dalam sebuah keluarga, bapa sewajarnya prihatin dengan keperluan emosi keluarga dan berusaha memastikan kesejahteraan emosi keluarga. Rasulullah S.A.W sebaik-baik teladan kepada para bapa, sangat menjaga emosi isteri-isterinya. Baginda sangat prihatin dan sensitif terhadap perasaan isteri-isterinya sebagaimana dapat difahami dalam sebuah hadis yang maksudnya;

> *“Maka baginda melawat isteri-isterinya dan memberi salam kepada mereka semua: Selamat sejahtera ke atas kamu, bagaimanakah keadaan kamu wahai ahli rumah? Mereka semua menjawab: Baik-baik sahaja, wahai Rasulullah, bagaimanakah pula keluargamu (isterimu)? Baginda menjawab, baik."* (Riwayat Muslim)

Hadis di atas menceritakan tindakan yang dilakukan Rasulullah S.A.W usai berlangsungnya walimah baginda bersama Zainab binti Jahsy. Baginda bertanyakan keadaan isteri-isterinya menunjukkan keprihatinan Rasulullah S.A.W sebagai suami terhadap emosi isteri-isterinya

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dengan berusaha memastikan emosi mereka dalam keadaan yang baik. Hal ini memperlihatkan kepentingan menjaga emosi dalam kehidupan berumah tangga. Tidak hanya kebajikan material dan keselamatan fizikal keluarga yang perlu dijaga bahkan kesejahteraan emosi keluarga perlu dipastikan.

Tinjauan Literatur

Kajian mengenai peranan bapa dalam sebuah keluarga masih kurang dijalankan berbanding peranan Ibu(Papaleontiou - Louca & Al Omari, 2020). Meskipun bapa merupakan sosok penting dan utama dalam sebuah keluarga iaitu ketua atau pemimpin utama dalam sebuah keluarga. Di Barat kajian mengenai peranan bapa dalam sebuah keluarga telah mula dijalankan sejak 20-30 tahun yang lalu. Kajian-kajian lepas menunjukkan penglibatan bapa dalam perkembangan anak-anak memberi impak positif kepada kehidupan anak-anak. Penglibatan bapa secara aktif dalam pengasuhan anak-anak membantu mereka mengurus emosi, menggalakkan kestabilan emosi dan keyakinan diri anak-anak (Lamb, 2010). Bahkan penglibatan bapa memberi kesan yang lebih kuat kepada kesejahteraan anak-anak berbanding penglibatan ibu (Flouri & Buchanan, 2003). Kajian Maznah et al. (2019) secara tidak langsung mendapati remaja perempuan yang terlibat dengan tingkahlaku tidak bermoral adalah mereka yang membesar tanpa kasih sayang dan perhatian seorang bapa.

Tidak hanya itu penglibatan bapa membantu ibu melakukan kerja-kerja rumahtangga memberi impak positif kepada emosi ibu. Ibu berasa lebih dihargai (Siti Halimah & Dg. Hafizah, 2017). Bapa yang berperanan menyokong dan berkongsi tanggungjawab emosi dalam perkahwinan dapat mengurangkan tekanan ibu serta meningkatkan kestabilan rumah tangga. Ibu yang mendapat sokongan emosi daripada bapa cenderung mempunyai tahap kebahagiaan yang lebih tinggi dan kurang tekanan dalam menjalankan peranan mereka sebagai ibu (Pleck, 2010).

Cowan dan Cowan (2000) menyatakan pasangan yang saling memberi sokongan, terutamanya sokongan emosi, mempunyai hubungan yang lebih stabil dan dapat menghadapi tekanan dengan lebih baik. Ini menunjukkan kesejahteraan ibu dan anak secara langsung dipengaruhi oleh kestabilan emosi yang wujud dalam perkahwinan. Bapa yang berperanan secara aktif memberi sokongan emosi kepada isteri, bukan sahaja dapat mengurangkan tekanan yang dihadapi ibu, bahkan meningkatkan kebahagiaan dan keharmonian dalam keluarga.

Metodologi

Kajian ini menggunakan pendekatan kualitatif sepenuhnya bagi meneroka strategi-strategi yang dipraktikkan bapa dalam menjaga kesejahteraan emosi keluarga. Kaedah temu bual terhadap enam orang bapa dalam keluarga muslim terpilih dijalankan. Pemilihan peserta kajian menggunakan pensampelan bertujuan (purposive/convience sampling). Bapa dari keluarga yang memiliki kriteria-kriteria tertentu iaitu; i) penghayatan akhlak dan ajaran Islam dalam kehidupan. ii); anak-anak mempunyai pencapaian akademik yang baik, iii); mempunyai hubungan kekeluargaan yang baik dan rapat, iv; tempoh perkahwinan tidak kurang daripada 20 tahun. Data dianalisis berbantukan perisian Atlas.ti bagi memudahkan analisis tematik dilakukan.

Dapatan Kajian dan Perbincangan

Demografi Responden

Peserta kajian terdiri daripada enam orang bapa dalam kalangan keluarga-keluarga yang memenuhi kriteria tertentu sebagaimana dijelaskan dalam bahagian metodologi. Daripada segi umur bapa antara 51 hingga 54 tahun seramai tiga orang, 60 tahun seorang, 67 tahun seorang dan seorang lagi 72 tahun. Tahap pendidikan bapa paling tinggi ialah peringkat ijazah doktor falsafah iaitu seorang, diikuti sarjana seorang, diploma seorang dan tiga orang lagi lulusan STU (Sijil Tinggi Ugama) dan Empat *Thanawi*.

Dari segi pekerjaan, tiga orang bapa merupakan pesara, tiga orang lagi ialah masing-masing pensyarah, timbalan pengarah dan penceramah bebas. Sementara bangsa bapa pula ialah empat orang berbangsa Melayu sementara dua orang lagi merupakan Bumiputera Sabah iaitu Dusun dan Kedayan.

Usia perkahwinan dan bilangan anak bagi bapa 1 ialah dua puluh lapan tahun dan memiliki enam orang anak, bapa 2 ialah empat puluh satu tahun dan memiliki tujuh orang anak, bapa 3 pula ialah dua puluh lima tahun dan memiliki tiga orang anak. Sementara usia perkahwinan bapa 4 ialah dua puluh lima tahun dan memiliki lima orang anak, bapa 5 ialah empat puluh empat tahun dan seramai tujuh orang anak dan bapa 6 ialah dua puluh lapan tahun dan memiliki enam orang anak. Profil peserta kajian dapat diringkaskan seperti dalam Jadual di bawah;

Jadual : Profil Peserta Kajian.

Peserta kajian	**Umur**	**Tahap Pendidikan**	**Pekerjaan**	**Bangsa**	**Tempat Kelahiran**	**Usia Perkah winan**	**Bil. anak**
1	51	Doktor falsafah	Pensyarah	Kedayan	Sabah	28 tahun	6
2	67	Diploma	Pesara	Melayu	Labuan	41 tahun	7
3	54	STPM/4 *Thanawi*	Penceramah Bebas	Dusun	Sabah	25 tahun	3
4	53	Sarjana	Timb. Pengarah	Melayu	Kelantan	24 tahun	5
5	72	4 *Thanawi*	Pesara Guru Agama	Melayu	Perak	44 tahun	7
6	60	SPM/ STU	Pesara Imam	Melayu-Brunei	Labuan	28 tahun	6

Sumber: Temu Bual Dengan Peserta Kajian

Strategi Bapa Dalam Menjaga Kesejateraan Emosi Keluarga

Dapatan kajian menunjukkan bapa mempraktikkan empat amalan utama dalam memastikan emosi keluarga terjaga iaitu memberi layanan yang baik terhadap keluarga, memberi penghargaan, meluangkan masa bersama keluarga dan mendengar luahan hati dan perasaan anak dan isteri.

Memberi Layanan yang Baik

Memberikan layanan yang baik kepada isteri dan anak-anak merupakan amalan yang paling utama dan popular dipraktikkan suami dalam kajian ini bagi memenuhi keperluan emosi keluarga. Bergurau senda, hormat-menghormati, bertimbang-rasa, bertolak-ansur, memohon maaf dan memberi kemaafan antara amalan yang menunjukkan suami melayani isteri dan anak-anak dengan baik. Selain itu, suami juga berusaha melayani permintaan isteri dan anak-anak mengikut kemampuannya, menjaga perkataan dan tingkah lakunya sesuai dengan kehendak agama. Ini dapat difahami dalam kenyataan suami seperti di bawah;

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> *"Kalau bagi akulah kan, pertama sekali berpegang kepada agama kita lah bahawa seorang isteri dan anak-anak merupakan amanah daripada Allah yang perlu dijaga, dipelihara sebaik mungkin. Kemudian sebaik mungkin saya akan cuba melunaskan ataupun menunaikan kalau ada permintaan daripada anak-anak isteri ni sebaik mungkin lah saya cuba dapatkan ya setakat mungkin yang saya termampu. Selain itu juga, kita kena lah berawas-awas (berjaga-jaga) dari segi percakapan kita ni, tindakan kita ni, biarlah atas dasar agama kita"* (PK 06)

Menurut al-Nawawi tiada tanda terima kasih yang paling utama kepada isteri untuk kebaktian yang dilakukannya melainkan dengan memberikan layanan baik, bersikap lemah-lembut dan selalu membantu kerja-kerja isteri (Kamarul Azmi Jasmi et al., 2004). Memberi layanan yang baik kepada keluarga berlandaskan kefahaman bahawa isteri dan anak-anak merupakan amanah Allah S.W.T. Justeru itu, mereka perlu diberi layanan yang baik, berusaha memenuhi permintaan mereka dan menjaga pertuturan serta perlakuan sesuai dengan kehendak agama. Ajaran agama dijadikan panduan dalam setiap ucapan dan perbuatan suami. Rasulullah S.A.W merupakan contoh terbaik yang perlu diteladani para suami dalam melayani isteri dan anak-anak. Rasulullah S.A.W merupakan manusia yang paling baik layanannya kepada keluarganya sebagaimana disebutkan hadis yang maksudnya;

> *"Sebaik-baik kalian adalah yang paling baik terhadap ahli keluarganya, dan aku adalah orang yang paling baik terhadap ahli keluargaku".* (Riwayat Ibn Majah)

Berdasarkan hadis dapat difahami bahawa berbuat buat baik kepada ahli keluarga adalah dituntut dalam ajaran Islam sehingga menjadi indikator atau ukuran penting dalam menentukan seseorang itu benar-benar baik. Dalam kata lain, seseorang tidak dapat dianggap baik jika dia tidak baik (berbuat baik) kepada ahli keluarganya.

Memberi Penghargaan

Memberi penghargaan kepada keluarga antara amalan yang paling banyak dilakukan bapa selepas amalan memberi layanan baik kepada keluarga. Memberi penghargaan bermaksud mengekspresikan rasa penghargaan kepada isteri dan anak-anak dalam pelbagai cara antaranya melalui ucapan seperti pujian mahupun perbuatan seperti pemberian hadiah. Bahkan penghargaan kepada isteri diekspresikan dalam bentuk khidmat. Misalnya bapa memberikan khidmat menjaga isteri dan melakukan kerja-kerja rumah ketika isteri kurang sihat dan selepas bersalin. Ini dapat difahami dalam kenyataan bapa seperti di bawah;

> *"Sembilan orang anak saya tak pernah saya bagi siapa-siapa jaga kan mesti saya jaga bersalin di rumah saya. Saya takkan hantar rumah mertua ke, bagi saya pertama membalas jasa isteri la, dia jaga kita bertahun-tahun kan paling-paling kita jaga dia kan sebulan paling lama atau 2 minggu contohnya kan. Kita masak untuk dia kan sekurang-kurangnya dia rasa sebelum ni dia dah gosok baju kita, ni kita 'serve' untuk dia di saat dia paling kritikal kan. Dia kahwin dengan kita sebab dia rasa kita boleh jaga dia kan boleh pimpin dia. Tiba-tiba saat kritikal kita lepas tangan.."*(PK 01)

Menurut bapa, menjaga anak dan isterinya dalam tempoh selepas bersalin serta melakukan kerja-kerja rumah tanpa bantuan orang lain telah menjadi amalannya selama ini sebagai menghargai dan membalas jasa isteri menjaganya selama ini. Hal ini menunjukkan memberi khidmat kepada isteri menjaga dan membantunya melakukan kerja-kerja rumah pada saat-saat

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genting antara amalan terbaik yang dilakukan bapa bagi menghargai kesetiaan isteri berbakti kepada suami dan keluarga. Walau bagaimanapun amalan ini kebiasaannya dilakukan bapa secara bermusim atau mengikut keperluan dan keadaan isteri seperti ketika waktu isteri sakit dan selepas melahirkan anak. Hal ini berkemungkinan disebabkan kerja-kerja rumah merupakan tanggungjawab isteri dalam budaya masyarakat Melayu. Lantaran itu, bapa hanya melakukan kerja-kerja tersebut apabila terdapat keperluan. Selaras dengan dapatan kajian Siti Halimah & Dg. Hafizah, (2017), yang mendapati penglibatan bapa dalam kerja-kerja rumah tangga adalah bergantung pada kelapangan bapa dan keperluan isteri. Justeru kerja- kerja rumah tangga masih menjadi tanggungjawab utama wanita meskipun bapa bersedia untuk melibatkan diri dalam kerja-kerja rumah tangga (Zuraini Jamil@Osman et al., 2016).

Amalan memberi penghargaan kepada isteri dan anak-anak ini dapat ditelusuri dalam amalan Rasulullah S.A.W dalam kehidupan berkeluarga. Rasulullah S.A.W. sendiri mempraktikkan amalan-amalan ini dalam kehidupan keluarga termasuk melakukan kerja-kerja rumah sebagaimana disebutkan dalam hadis yang maksudnya;

> *"Telah menceritakan kepada kami al-Hakam dari Ibrâhîm dari al-Aswad, dia berkata: saya pernah bertanya kepada 'Aisyah: apa yang dilakukan Nabi S.A.W., ketika berada di rumahnya? 'Aisyah berkata: beliau biasanya mengerjakan pekerjaan isterinya, maksudnya membantu isterinya, apabila masuk waktu solat, maka baginda keluar untuk mengerjakannya".* (Riwayat Bukhari)

Daripada hadis jelas menunjukkan amalan membantu isteri melakukan kerja-kerja rumah merupakan kebiasaan yang sering dilakukan Rasulullah S.A.W dalam kehidupan seharian.

Meluangkan Masa Bersama

Meluangkan masa bersama keluarga sangat penting dalam memperkukuhkan hubungan kekeluargaan. Meluangkan masa bermaksud memperuntukkan masa tertentu bersama isteri dan anak-anak dalam melakukan sesuatu aktiviti contohnya makan bersama, solat berjemaah, beriadah bersama dan melancong bersama. Menurut salah seorang bapa, perkara yang paling penting dalam kehidupan berkeluarga adalah memperbanyakkan masa bersama ataupun meluangkan masa bersama ahli keluarga sebagaimana difahami dalam kenyataan seperti di bawah;

> *"Saya paling penting dalam kehidupan berkeluarga ialah banyakkan masa bersama, bila banyak masa bersama barulah kita boleh praktikkan segala benda, biarlah teorinya penuh kitab tapi kalau masa bersama tak banyak kan.."* (PK 01)

Semakin banyak masa diluangkan bersama keluarga semakin mudah bagi bapa sebagai pemimpin keluarga menjalankan kepimpinannya. Ini kerana hubungan menjadi lebih akrab dan komunikasi semakin baik. Kemesraan dan keakraban hubungan antara ahli keluarga sangat penting dalam menjayakan proses kepimpinan dalam sebuah keluarga. Meluangkan masa bersama ahli keluarga sangat penting. Kajian Khadijah Alavi et al., (2012) mendedahkan semua remaja hamil dalam kajian mereka mengakui ibu bapa mereka tidak pernah meluangkan masa bersama keluarga ketika hujung minggu akibat kesibukan. Hal ini menyebabkan anak-anak berasa kurang kasih sayang dan diperhatikan. Kesanya mereka lebih banyak menghabiskan masa dengan rakan-rakan yang akhirnya membawa mereka terjebak dengan aktiviti-aktiviti tidak bermoral. Ini menunjukkan betapa pentingnya amalan ini meskipun kelihatan mudah tetapi memberi impak besar kepada kesejahteraan dan kefungsian keluarga.

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Lantaran itu, Rasulullah S.A.W manusia paling sibuk sekalipun tetap memperuntukkan dan meluangkan masa bersama keluarga serta melakukan aktiviti bersama mereka. Dalam sebuah hadis diceritakan Rasulullah S.A.W pernah berlumba lari dengan Aisyah R.A ;

> "*Aisyah bercerita,"Nabi S.A.W berlumba lari denganku dan aku mendahuluinya. Tetapi, ketika badanku gemuk, Nabi S.A.W mengajak lumba lari lagi, namun baginda mendahuluiku, kemudian baginda berkata, ini ialah balasan (kekalahanku) yang dahulu*".

Daripada hadis ini dapat dikatakan meluangkan masa bersama keluarga adalah amalan penting yang perlu dititik-beratkan dalam sebuah keluarga. Keluarga yang kuat mementingkan kebersamaan; mereka menghabiskan masa bekerja dan bermain bersama dan mereka cenderung untuk mewujudkan rasa perpaduan dan komitmen antara satu sama lain (Otto, 1962). Justeru itu, sebagai ketua keluarga bapa perlu selalu berinisiatif meluangkan masa bersama keluarga walau sesibuk mana sekalipun.

Mendengar Luahan Perasaan Isteri dan Anak

Mendengar luahan dan keluhan isteri dan anak-anak antara bentuk sokongan emosi yang sangat penting dan memberi kesan kepada kesejahteraan emosi. Bahkan berkongsi masalah, mendengar luahan isteri, berbual dan bermesra dengan isteri termasuk dalam definisi nafkah batin (Robiatul Adawiyah, 2009). Isteri yang berhadapan dengan masalah peribadi atau keluarga, kebiasaannya lebih selesa berkongsi masalah dengan suami. Suami sebagai pasangan hidup diharapkan dan dipercayai boleh mendengar dan merahsiakan apa yang dia dengar daripada sampai kepada pengetahuan orang lain (Siti Marziah Zakaria et al., 2020). Demikian juga anak-anak perlukan bapa selain ibu untuk meluahkan perasaan kekecewaan, kegembiraan ataupun berkongsi masalah yang dihadapi.

Sehubungan itu, terdapat bapa dalam kajian ini yang mempraktikkan amalan mendengar luahan perasaan anak dan isteri dalam kehidupan seharian. Ini dapat difahami dalam kenyataan bapa seperti di bawah;

> *"Biasanya juga saya akan menjadi pendengar tau segala luahan hati anak-anak saya dan juga isteri saya ni. Saya akan menjadi pendengar dan akan menerima lah luahan hati dia orang tu dan saya akan cuba sama-sama mengatasi apa jua luahan hati daripada anak-anak saya akan cuba mengatasinya".* (PK 04)

Kenyataan di atas menunjukkan bapa tidak hanya mendengar luahan hati isteri dan anak-anaknya bahkan beliau berusaha mencari jalan penyelesaian bagi setiap permasalahan yang diluahkan dan dihadapi mereka. Hal ini memperlihatkan keprihatinan bapa terhadap anak dan isteri. Lantaran itu, amalan ini sangat penting tidak hanya dapat membangun komunikasi dua hala antara ibu bapa dan anak-anak bahkan dapat membendung aktiviti salah laku remaja. Khadijah Alavi et al., 2012, dalam kajiannya mendapati hampir kesemua remaja yang terjebak dengan kehamilan luar nikah tidak mempunyai ibu atau bapa yang boleh mendengar, berbual mesra kerana terlalu sibuk dengan urusan masing-masing sehingga mengabaikan hal anak-anak. Ibu bapa yang kurang prihatin terhadap keperluan emosi anak-anak menyebabkan anak-anak remaja mencari rakan sebaya sebagai tempat meluahkan masalah dan mendapatkan perhatian. Dan ini sudah tentu bukan perkara yang sihat kerana tersilap pilih kawan boleh menyebabkan mereka terjebak dengan gejala negatif. Hal ini memperlihatkan kepentingan amalan ini dalam memenuhi keperluan emosi keluarga.

Kesimpulan

Sebagai pemimpin utama dalam sebuah keluarga, bapa sewajarnya mengambil langkah proaktif dalam mengatur strategi dan pendekatan bagi memastikan setiap keperluan keluarga dapat dipenuhi, ini termasuk keperluan emosi. Kesejahteraan emosi keluarga perlu dijaga. Dalam konteks kajian ini empat strategi atau pendekatan utama dipraktikkan bapa bagi menjaga kesejahteraan emosi anak dan isteri iaitu melayani isteri dan anak dengan baik, memberi penghargaan melalui kata-kata dan perlakuan, meluangkan masa bersama dan mendengar luahan hati dan perasaan anak dan isteri. Amalan-amalan ini sangat praktikal untuk dipraktikkan dan sejajar dengan ajaran Islam bahkan kebanyakannya dapat ditelusuri pada amalan Rasulullah S.A.W dalam kehidupan berkeluarga. Diharapkan strategi yang sama dapat dipraktikkan bapa di luar sana sebagai satu bentuk sokongan kepada keluarga yang sejahtera dari segi emosi.

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NILAI TELADAN IBU BAPA BERDASARKAN KASIH SAYANG DALAM PEMBENTUKAN AKHLAK ANAK

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Abstrak: *Nilai teladan adalah kaedah yang berkesan dalam pembentukan akhlak anak-anak. Nilai teladan boleh ditonjolkan melalui kasih sayang. Kasih sayang dapat dipupuk antara ibu bapa dan anak-anak bagi mewujudkan keluarga yang harmoni. Tanpa kasih sayang, keharmonian sesebuah keluarga boleh tergugat sehingga membawa kepada kehancuran. Namun begitu, kasih sayang yang berlebihan juga memberi impak negatif seperti anak-anak tidak berdisiplin, tidak mahu mencuba perkara baru, sukar bersosial dan sukar membuat keputusan. Metodologi kajian kualitatif ini menggunakan reka bentuk deskriptif. Pengumpulan data bagi kajian ini pula menggunakan analisis dokumen berdasarkan kitab-kitab, buku-buku, jurnal dan prosiding yang telah diterbitkan. Dalam kajian ini, pengkaji telah memilih kaedah analisis secara tematik Dapatan kajian menunjukkan bahawa nilai teladan menjadi salah satu sumber utama pendidikan dan mempengaruhi perkembangan menyeluruh anak-anak. Bentuk kasih sayang yang ditonjolkan melalui perhatian dan tindakan yang dilakukan seperti menegur dengan sapaan yang baik dan mencium anak-anak. Keluarga Muslim yang bahagia bergaul dengan baik atas dasar cinta dan kasih sayang. Kasih sayang yang seimbang boleh membentuk sebuah keluarga Muslim yang sihat dari aspek mental dan kerohanian. Kasih sayang ibu bapa terhadap anak merupakan tanda keakraban. Malah ikatan kekeluargaan yang erat memudahkan proses penyelesaian masalah.*

Keywords: *Nilai Teladan, Ibu Bapa, Kasih Sayang, Akhlak, Anak*

Pengenalan

Nilai teladan adalah kaedah yang berkesan dalam pembentukan akhlak anak-anak. Nilai teladan boleh ditonjolkan melalui kasih sayang. Kasih sayang dapat dipupuk antara ibu bapa dan anak-anak bagi mewujudkan keluarga yang harmoni. Tanpa kasih sayang, keharmonian sesebuah keluarga boleh tergugat sehingga membawa kepada kehancuran.

Kajian Literatur

Menurut al-ʿUlwan (1997), nilai teladan adalah kaedah yang berkesan dalam mendidik akhlak, sosial dan psikologi anak-anak. Hal ini kerana ibu bapa adalah nilai teladan yang terbaik buat anak-anak. Anak-anak meniru akhlak dan tingkah laku ibu bapa secara sedar atau sebaliknya. Nilai teladan adalah faktor utama dalam menentukan seseorang anak menjadi baik atau tidak baik. Anak-anak mewarisi sifat-sifat ibu bapa mereka. Nilai teladan yang baik atau *qudwah hasanah* merupakan suatu cara yang efektif diaplikasikan terhadap anak-anak (Saeidi, M., Ajilian, M., Farhangi, H & Hasan Khodaei, G. 2014). Suwaid (2014) menjelaskan bahawa cara untuk membangunkan pendidikan akhlak melalui perbuatan dan tindakan dalam kalangan anak-anak adalah dengan membiasakan mereka untuk mengikuti sunnah Rasulullah SAW dalam kehidupan seharian. Rasulullah SAW merupakan contoh teladan yang boleh diikuti sama ada dari segi kata-kata, perbuatan dan segala aspek kehidupan (Sazali 2010). Firman Allah SWT (al-Quran, al-Ahzab 33:21):

لَّقَدْ كَانَ لَكُمْ فِى رَسُولِ ٱللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا۟ ٱللَّهَ وَٱلْيَوْمَ
ٱلْـَٔاخِرَ وَذَكَرَ ٱللَّهَ كَثِيرًا ﴿٢١﴾

Maksudnya:

> Demi sesungguhnya, adalah bagi kamu pada diri Rasulullah itu contoh ikutan yang baik iaitu bagi orang yang sentiasa mengharapkan (keredaan) Allah dan (balasan baik) hari akhirat serta ia pula menyebut dan mengingati Allah banyak-banyak (dalam masa susah dan senang).

Menurut Ibn Kathīr (1999) dalam *Tafsir Ibn Kathīr*, Allah SWT memerintah agar manusia mencontohi Rasulullah SAW dari segi kata-kata, perbuatan dan pengakuan Rasulullah SAW. Allah SWT turut menganjurkan manusia untuk mencontohi kesabaran, kesungguhan dan pengharapan Rasulullah SAW terhadap Allah SWT serta menganjurkan supaya manusia banyak berselawat ke atas baginda. Manakala al-Alūsī (t.th) menjelaskan bahawa ayat tersebut ditujukan kepada orang mukmin bahawa ia merupakan satu kewajipan untuk mencontohi kebaikan baginda Rasulullah SAW. al-Baghāwi (1997) dalam *Maʿalim al-Tanzīl* turut menyatakan bahawa ayat tersebut menunjukkan contoh perbuatan baik Rasulullah SAW yang patut diikuti dalam membantu menegakkan agama Allah SWT. Rasulullah SAW adalah insan yang sempurna yang boleh dijadikan teladan bagi generasi akan datang dalam kesempurnaan akhlak.Allah SWT mendidik dan menjaga Baginda dengan sifat asas kenabian sama ada sebelum atau selepas kenabian al-ᶜUlwan (1997). Contoh yang baik mempunyai kesan yang besar terhadap jiwa manusia, termasuk anak-anak. Oleh itu, ibu bapa dianjurkan untuk meneladani kata-kata dan perbuatan Rasulullah SAW dalam kehidupan kerana anak-anak suka meniru apa yang dilakukan oleh ibu bapa (Suwaid 2014).

Manakala Sambuaga & Boham (2014) menjelaskan bahawa ibu bapa mampu menyumbang ke arah pembentukan sebuah tamadun bangsa melalui empat kaedah asas pendidikan iaitu pendidikan melalui teladan, kerohanian, kedudukan dan kelangsungan bangsa. Orang yang paling rapat dengan anak-anak adalah ibu bapa, adik-beradik dan ahli keluarga yang tinggal bersama. Ibu bapa adalah pendidik kepada anak-anak, setiap tindak tanduk ibu bapa sama ada positif atau negatif akan diikuti oleh anak-anak (Cutler 2019; Hamzah, Mustari & Mohd Basiron 2015; Manap, Mohd Hoesni & Hamzah 2018; Mohamad & Rosdi 2018; Taib, Abdullah & Kannan 2015). Ibu bapa boleh menunjukkan teladan yang baik kepada anak-anak

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secara berterusan supaya nilai teladan tersebut boleh dicontohi sehingga dapat membentuk perwatakan anak-anak (Khaironi 2017). Khalil (2016) menjelaskan bahawa ibu bapa menjauhkan diri daripada kata-kata yang bercanggah dengan amalan mereka kerana ibu bapa adalah individu terbaik dan menjadi ikutan oleh anak-anak. Malah ibu bapa melazimkan diri dengan penggunaan bahasa yang bersesuaian kerana gaya bahasa anak-anak adalah gaya bahasa yang digunakan oleh ibu bapa.

Oleh itu, apabila ibu bapa berkomunikasi dengan anak-anak, mereka menzahirkan kasih sayang, kerjasama, penghargaan, kejujuran, kepercayaan dan keterbukaan antara satu sama lain (Fajar Pamukti Putra 2010). Perasaan kasih sayang dan belas kasihan tersebut dapat menghasilkan dorongan positif kepada ibu bapa bagi memelihara keturunan berdasarkan syariat Allah SWT. Cinta dan kasih sayang merupakan rahmat daripada Allah SWT kepada pasangan suami isteri. Perasaan kasih sayang, rahmah dan ketenangan yang wujud dalam sesebuah keluarga membuktikan kekuasaan Allah SWT. Kasih sayang dapat membantu suami isteri bagi menyempurnakan amanah Allah SWT dalam proses pendidikan anak-anak agar terbentuk keluarga yang sejahtera.

Kasih sayang yang dipupuk dalam keluarga menerusi layanan yang baik, pergaulan yang mesra, dan hubungan yang rapat antara ibu bapa dan anak-anak dapat mewujudkan keluarga yang harmoni (Mohamed & Mohamad 2013). Tanpa kasih sayang dan perasaan belas kasihan, keharmonian sesebuah keluarga boleh tergugat sehingga boleh membawa kepada kehancuran. Kebahagiaan tidak akan tercapai tanpa ada rasa belas kasihan sesama ahli keluarga. Keharmonian masyarakat bermula daripada institusi keluarga yang mampu mewujudkan ketenangan dan kemantapan hidup bersama berasaskan kepada hubungan baik dan rasa kasih sayang antara satu sama lain (Jaapar & Azahari 2011).

Nilai teladan yang di tonjolkan oleh ibu bapa secara berlebihan boleh mengakibatkan anak-anak berasa selesa tanpa perlu berusaha untuk mendapat sesuatu perkara tidak berdisiplin, tidak mahu mencuba perkara baru, sukar bersosial dan sukar membuat keputusan (Rasyid Baswe 2012, Yuni Retnowati 2008, Abu Bakar, Afthanorhan, Ibrahim, Ridzuan & Abdul Latif 2016). Sementara itu, anak-anak yang kurang kasih sayang dan perhatian pula menyebabkan rasa tersisih, tidak disayangi dan tidak dihargai oleh ibu bapa mereka Che Ahmad, Ghani, Omar & Mohd Isa 2010). Perkara tersebut boleh membawa kepada penderitaan jasmani, mental dan kerohanian (Fathiyaturrohmah 2014).

Dapatan Kajian

Pembentukan kasih sayang merupakan sikap yang boleh mewujudkan keharmonian dalam sesebuah keluarga. Keluarga Muslim yang bahagia bergaul dengan baik atas dasar cinta dan kasih sayang antara ahli keluarga serta mempunyai kekuatan dan kemampuan untuk melindungi ahli keluarga (Bahrami, Hosseini & Zamiri 2017). Ibu bapa yang baik menggunakan kasih sayang untuk mengawal tingkah laku anak-anak. Kasih sayang yang seimbang boleh membentuk sebuah keluarga Muslim yang sihat dari aspek mental dan kerohanian (Siraj 2003). Kasih sayang ibu bapa terhadap anak merupakan tanda keakraban. Malah ikatan kekeluargaan yang erat boleh memupuk kasih sayang dan memudahkan proses penyelesaian masalah (Ahmad Sainul 2008; Che Noh 2006). Jasmi dan Md Saleh (2007) menjelaskan bahawa Rasulullah S.A.W. menunjukkan kasih sayang dengan ciuman dan pelukan terhadap anak-anak kecil sebagaimana hadis berikut:

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أَنَّهُ سَمِعَ أَنَسَ بْنَ مَالِكٍ، يَقُولُ: سئِلَ رَسُولُ اللهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَيُّ أَهْلِ بَيْتِكَ أَحَبُّ إِلَيْكَ؟ قَالَ: الحَسَنُ وَالحُسَيْنُ. وَكَانَ يَقُولُ لِفَاطِمَةَ ادْعِي لِيَ ابْنَيَّ، فَيَشُمُّهُمَا وَيَضُمُّهُمَا إِلَيْهِ

Maksudnya:

> Bahawasanya mendengar Anas bin Mālik berkata, Rasullullah SAW bertanya mana satukah ahli keluarga kamu yang paling kamu sayangi? Al- Hasan dan al-Husin. Rasulullah SAW berkata kepada Fatimah RA panggillah anakku (panggilan manja pada al-Hasan dan al-Husin), setelah mereka datang, Baginda SAW mencium dan memeluk mereka.

(al-Tirmīdhī, Sunan Tirmīdhī, Kitāb *Abwāb al-Manāqib*, Bab *Manāqib Abū Muhammad al-Ḥassan bin ʿAlī bin Abū Ṭālib wa al-Ḥusin bin ʿAlī bin Abū Ṭālib RA*, no. Hadis 3772).

Begitu juga dengan saranan Rasulullah SAW kepada ibu bapa agar menyayangi anak-anak sebagaimana sabda Rasulullah SAW:

أَنَّ أَبَا هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَبَّلَ رَسُولُ اللَّهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ الحَسَنَ بْنَ عَلِيٍّ وَعِنْدَهُ الأَقْرَعُ بْنُ حَابِسٍ التَّمِيمِيُّ جَالِسًا، فَقَالَ الأَقْرَعُ: إِنَّ لِي عَشَرَةً مِنَ الوَلَدِ مَا قَبَّلْتُ مِنْهُمْ أَحَدًا، فَنَظَرَ إِلَيْهِ رَسُولُ اللَّهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ ثُمَّ قَالَ: «مَنْ لاَ يَرْحَمُ لاَ يُرْحَمُ».

Maksudnya:

> Bahawa Abu Hurairah RA berkata; "Rasulullah SAW mencium Al-Husain bin Ali RA, dan sedang duduk berhampiran baginda SAW adalah Al-Aqraʿ bin Habis al-Tamimi RA. Al-Aqraʿ RA berkata: Aku mempunyai sepuluh orang anak, aku tidak pernah cium walaupun seorang daripada mereka. Rasulullah SAW melihat kepadanya kemudian bersabda: Sesiapa yang tidak mengasihi, tidak akan dikasihi.

(al-Bukhārī. *Sahih al-Bukhārī*, Kitāb *al-Ādab*, Bab Rahmah al-Walidu wa taqbilahū wa niʿāmatahū, no. Hadis 5997)

Hadis tersebut menunjukkan bahawa kasih sayang perlu diaplikasikan terhadap semua makhluk termasuk orang Islam, bukan Islam, binatang dan sebagainya. Berkata Abi Jamrah, maksud sesiapa yang tidak menyayangi orang lain ialah tidak mendapat balasan pahala. Ada yang menyatakan tidak mendapat rahmat iman di dunia dan akhirat. Tidak mendapat kasih sayang daripada Allah SWT. Kasih sayang yang pertama bermakna perbuatan, manakala kasih sayang kedua bermaksud balasan. Allah SWT mengasihi mereka yang mempunyai sikap kasih sayang. Sesiapa yang tidak menjadi seorang yang pengasih, sesungguhnya dia tidak akan disayangi. Ini merupakan jawapan Rasulullah SAW kepada al-Aqraʿ bin Habis (al- ʿAsqalānī t.th). Ulama berpandangan bahawa kasih sayang adalah umum iaitu merangkumi anak-anak dan sebagainya (al-Nawawi 2010). Perbuatan yang pertama adalah orang yang melakukan dan kasih sayang kedua adalah kepada mereka yang melakukannya. Hal ini menunjukkan syarat kasih sayang terhadap anak-anak berdasarkan hadis tersebut dan ia boleh juga bermaksud yang lebih umum (Abu ʿAbd al-Rahman 2005).

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Kasih sayang mempunyai dua maksud. Maksud pertama ialah seseorang yang tidak menyayangi anak-anak, tidak akan disayangi oleh Allah SWT. Manakala maksud kedua ialah seseorang yang tidak menyayangi orang lain, maka dia tidak akan disayangi (Jasmi & Md Saleh 2007). Justeru, kasih sayang yang ditunjukkan oleh ibu bapa ketika berkomunikasi menyebabkan hubungan kekeluargaan menjadi semakin rapat dan memudahkan penyelesaian masalah (Che Noh & Yusooff 2011). Keharmonian masyarakat secara umumnya bermula daripada institusi keluarga yang mampu mewujudkan ketenangan dan kestabilan hidup bersama berdasarkan kepada hubungan baik dan kasih sayang antara satu sama lain. Dalam erti kata lain, masyarakat yang harmoni terbina daripada institusi keluarga yang bahagia dan harmoni (Md Ali 2017). Berikut merupakan bentuk nilai teladan berdasarkan kasih sayang:

Nilai Teladan Melalui Kata-Kata

Nilai teladan berdasarkan kasih sayang dapat dizahirkan dengan kata-kata. Kata-kata sayang kepada anak-anak memberi kesan yang mendalam. Ibrahim AS dan Luqman menggunakan perkataan *ya bunayya* sebagai ungkapan kasih sayang kepada anak-anak mereka. Al-Quran menjelaskan tentang kasih sayang antara ibu bapa dan anak-anak sebagaimana firman Allah SWT (al-Quran, as-Saffat 37:102):

فَلَمَّا بَلَغَ مَعَهُ ٱلسَّعْىَ قَالَ يَٰبُنَىَّ إِنِّىٓ أَرَىٰ فِى ٱلْمَنَامِ أَنِّىٓ أَذْبَحُكَ فَٱنظُرْ
مَاذَا تَرَىٰ ۚ قَالَ يَٰٓأَبَتِ ٱفْعَلْ مَا تُؤْمَرُ ۖ سَتَجِدُنِىٓ إِن شَآءَ ٱللَّهُ مِنَ ٱلصَّٰبِرِينَ
١٠٢

Maksudnya:

> Maka ketika anaknya itu sampai (ke peringkat umur yang membolehkan dia) berusaha bersama-sama dengannya, Nabi Ibrahim berkata: "Wahai anak kesayanganku! Sesungguhnya aku melihat dalam mimpi bahawa aku akan menyembelihmu; maka fikirkanlah apa pendapatmu?". Anaknya menjawab: "Wahai ayah, jalankanlah apa yang diperintahkan kepadamu; Insyallah, ayah akan mendapati daku dari orang-orang yang sabar.

Al-Ṭabari (2000) dalam *Jamiʿ al-Bayan fi Ta'wil al-Qur'an* menafsirkan bahawa Nabi Ibrahim AS berbincang dengan anaknya dan menggunakan perkataan *ya bunayya* sebagai ungkapan kasih sayang dan anaknya menjawab dengan ungkapan penyerahan dan hormat serta menyerahkan perkara tersebut kepada ayahnya, beliau memanggil ayahnya *ya abati.* Nabi Ibrahim AS meminta pendapat anaknya dan jawapannya adalah untuk melaksanakan sahaja perkara yang telah diperintahkan oleh Allah SWT (al-Maraghiy 2001). Oleh yang demikian, perbincangan antara nabi dan orang soleh dengan anaknya dapat dilihat bahawa ibu bapa yang banyak berbincang dengan anak-anak dan disertai dengan kasih sayang dapat menguatkan iman, mengukuhkan pemikiran bahkan menggalakkan anak-anak melakukan kebaikan.

Kata-kata yang disertai dengan pujian dan ciuman mengukuhkan lagi kasih sayang serta merangsang semangat anak-anak untuk lebih gigih belajar (Ahmad & Abang Yaman 2010). Kata-kata yang lemah-lembut memberikan impak terhadap pendengar (Serban, Putnoky, Ek, Eli, Nowicka & Chirita-Emandi 2021). Malah Mustaffa dan Megat Ibrahim (2014) menegaskan bahawa ibu bapa yang merupakan pengguna tegar media sosial juga boleh menyampaikan mesej-mesej pujian yang dimuat turun daripada *Facebook, Telegram, Instagram* dan sebagainya untuk menggalakkan anak-anak melakukan kebaikan. Procentese et al. (2019) berpandangan bahawa media sosial boleh dijadikan sebagai alat atau medium bagi membina komunikasi secara terbuka antara ibu bapa dengan anak-anak selagi mana persepsi ibu bapa terhadap media sosial dan pengurusan media sosial dijaga dengan baik.

Menasihati dengan panggilan yang mempunyai kata pujian dan sanjungan boleh memperbaiki sikap anak-anak kerana anak-anak suka dipuji dan dihargai (Yahaya, Ma'alip & Ismail 2012). Oleh itu, apabila anak-anak patuh kepada arahan, ibu bapa boleh menghadiahkan pujian dan pelukan (Boham 2013). Sehubungan dengan itu, ibu bapa boleh memberi galakan dan pujian apabila anak-anak melakukan kebaikan untuk mendorong anak-anak mengekalkan perbuatan tersebut.

Kasih sayang ibu bapa terhadap anak dapat diserlahkan dengan ciuman, pelukan atau pujian (Yahaya et al. 2012). Kaum ibu lebih cenderung mengekspresikan kasih sayang melalui fizikal dan perkataan (Sabey, Rauer, Haselschwerdt & Volling 2018). Namun begitu, Buchanan, Glatz, Terese, Kiang & Richwine 2021) berpandangan bahawa kecenderungan ini berkait rapat dengan budaya sesebuah etnik. Hal ini kerana, dapatan kajian yang dijalankannya menunjukkan ibu etnik Latina memilih untuk tidak menunjukkan kasih sayang melalui lisan berbanding ibu yang beretnik Eropah-Amerika dan Afrika-Amerika. Kaum bapa pula tidak memilih untuk menunjukkan kasih sayang terhadap anak melalui perkataan (Li, 2021). Kaum bapa lebih cenderung untuk mengekspresikan kasih sayang terhadap anak mereka dengan menjadi teman bermain anak-anak (Sabey et al., 2018). Bapa lebih memilih untuk menunjukkan kasih sayang melalui ekspresi bukan lisan seperti memberikan sokongan instrumental dan menunjukkan kasih sayang secara fizikal (Li, 2021).

Kasih sayang juga bukanlah sekadar dizahirkan dengan sesuatu yang lemah lembut sahaja. Sifat kasih sayang ibu bapa juga memerlukan disiplin dan penegasan. Hal ini disokong oleh kajian Larzelere, Gunnoe, Roberts & Ferguson (2017) yang mengkritik pendekatan keibubapaan yang disebut sebagai '*gentle parenting*' semata-mata dan menolak sebarang bentuk tindakan disiplin terhadap anak-anak. Faw, Sonne & Leustek (2019) menyatakan di dalam kajiannya bahawa ibu bapa yang menunjukkan kasih sayang dengan penegasan terhadap anak mereka memerlukan aspek komunikasi untuk menerangkan kenapa dan mengapa mereka berbuat demikian. Selain itu, melalui kata-kata, ibu bapa dapat menjelaskan apakah kesan yang akan diterima oleh anak-anak bila melakukan sesuatu keputusan. Tanpa komunikasi yang jelas daripada ibu bapa, ia akan menyebabkan anak-anak salah faham dengan tindakan ibu bapa lebih-lebih lagi semasa membincangkan berkenaan hal-hal yang penting dalam kehidupan.

Kajian Nappa, Palladino, Nocentini & Menesini (2020) melaporkan bahawa hubungan baik dan sokongan ibu bapa terhadap anak mempunyai hubungan yang signifikan dengan tahap yang rendah kelakuan buli siber. Boniel-Nissim dan Sasson (2018) juga melaporkan komunikasi yang rendah antara ibu bapa dengan anak memberi kesan secara tidak langsung terhadap penggunaan internet yang bermasalah sama ada sebagai pembuli atau mangsa buli siber. Aspek positif dan negatif dalam sebuah hubungan kekeluargaan memberi impak yang besar terhadap kesejahteraan individu. Hubungan keluarga menjadi dasar untuk membantu seseorang individu mengatasi tekanan, melibatkan diri dalam tingkah laku yang lebih sihat dan meningkatkan harga diri, yang membawa kepada kesejahteraan yang lebih tinggi

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(Thomas, Liu & Umberson 2017). Ibu bapa yang menekankan amalan komunikasi dalam keluarga memainkan peranan yang penting buat ahli keluarga yang menghadapi masalah kesihatan. Komunikasi keluarga mempunyai hubungan yang signifikan membantu daya ketahanan seseorang pesakit (Huang, Acquati & Cheung 2021).

Nilai Teladan Melalui Perbuatan

Selain memberi teladan melalui kata-kata, keperibadian anak-anak juga dapat dibentuk oleh ibu bapa melalui tabiat yang diamalkan oleh ibu bapa. Justeru, bapa menjadi suri teladan terbaik buat anak-anak, pemimpin rohani, mendidik anak-anak, memberi sokongan kewangan, memantau hal-hal rohani dan berusaha untuk mendapat keberkatan Allah SWT (Manap et al. 2018). Siti Zainab (2017) berpendapat bahawa nilai teladan merupakan proses pendidikan melalui keperibadian atau perbuatan yang diikuti *(modeling)*. Sazali (2010) juga menjelaskan bahawa anak-anak mempunyai fitrah yang bersih dan suci. Walau bagaimanapun, mereka tidak mampu untuk memahami kebaikan yang diajarkan sehingga mereka melihat ibu bapa mereka melakukannya. Ibu bapa yang aktif dalam pelbagai aktiviti merupakan teladan terbaik kepada anak-anak sama ada dalam pelajaran atau perbuatan seharian ketika di rumah (Qadafi 2019). Justeru, ibu bapa perlu berhati-hati apabila berbicara dan melakukan sesuatu perkara (Khaironi 2017). Dalam proses mencipta identiti, anak-anak mengenali diri sendiri melalui kehidupan dan interaksi dengan keluarga. Ahli keluarga, terutama ibu bapa, mencerminkan anak-anak dan membentuk anak-anak menjadi seperti apa yang ibu bapa inginkan (Mathurada & Hale 2011; Ismail 2001). Namun Nisanci (2016) berpandangan bahawa kekurangan nilai teladan merupakan cabaran bagi ibu bapa yang tidak berpengalaman.

Dalam interaksi bersama keluarga, anak-anak mempelajari dan meniru apa yang dilihat dalam kehidupan seharian mereka (Khoirun Ni'mah 2018). Yan dan Ribut (2019) juga berpandangan kaedah teladan adalah proses pembelajaran yang dilakukan oleh anak-anak yang meniru pelbagai tingkah laku ibu bapa. Hal ini lebih ditekankan bagi anak remaja yang bermasalah kerana mereka memerlukan nilai teladan yang dapat diteladani bersama (Ahmad & Nazri 2017). Tabiat dan perlakuan ibu bapa memberi kesan dan contoh kepada anak-anak seperti contoh pengambilan alkohol oleh ibu bapa menyebabkan anak-anak remaja mereka berumur 13 hingga 17 tahun juga cenderung untuk mengambil alkohol dan terlibat dengan masalah mabuk. Hal ini menyokong dapatan teori kognitif sosial Bandura iaitu permodelan secara tidak langsung berlaku dalam suasana persekitaran seseorang (Berglund et al., 2022).

Dalam pada itu, Manap dan Hamzah (2017) menyatakan bahawa ibu bapa merupakan model terbaik buat anak-anak bagi memupuk budaya ilmu dan keagamaan yang kuat. Ibu bapa mempunyai tanggungjawab yang besar untuk bertindak secara seimbang antara saling berkasih sayang dan berdisiplin, membina daya tahan anak-anak dan mengoptimumkan potensi anak-anak. Nilai teladan ibu bapa boleh dilihat dari aspek hubungan dengan Allah SWT dan dengan manusia lain. Justeru, nilai teladan menjadi salah satu sumber utama pendidikan dan mempengaruhi perkembangan menyeluruh anak-anak. Hal demikian bersesuaian dengan saranan Rasulullah SAW untuk menunjukkan nilai teladan terbaik terhadap ahli keluarga. Bahkan Rasulullah SAW sendiri telah melakukan yang terbaik terhadap ahli keluarga baginda sebagaimana hadis berikut:

عن عائشة رضي الله عنها قالت: قال رسول الله صلى الله عليه وسلم خَيْرُكُمْ خَيْرُكُمْ
لِأَهْلِهِ، وَأَنَا خَيْرُكُمْ لِأَهْلِي

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Maksudnya:

> Daripada [c]Aisyah RA berkata: Sabda rasulullah SAW: "Sebaik-baik daripada kalangan kamu ialah yang paling baik terhadap ahli keluarga dan aku adalah yang terbaik di antara kamu terhadap ahli keluargaku".

(Ibn Majāh, *Sunan Ibn Majāh*, Kitab *Nikāḥ*, Bab Ḥasan Ma'āsyirah Nisa', no. Hadis 1977)

Menurut Jasmi & Md Saleh (2007), antara bentuk kasih sayang adalah melalui perhatian dan tindakan yang dilakukan seperti menegur dan mencium anak-anak. Kasih sayang ibu bapa adalah teguran dengan sapaan yang baik. Sapaan tersebut amat bermakna kepada anak-anak apabila ia diucapkan dalam bentuk doa seperti ucapan salam penuh keberkatan. Ciuman dan pelukan pula boleh menjadikan emosi anak-anak baik dan positif serta mengeratkan ikatan kekeluargaan. Oleh itu, tanpa ciuman dan pelukan, hilang kasih sayang dalam sesebuah keluarga. Curahan kasih sayang adalah fitrah semua makhluk termasuk binatang. Sehubungan dengan itu, kecuaian dalam mencurahkan kasih sayang merupakan perbuatan yang bertentangan dengan ajaran Islam.

Dari perspektif keluarga Melayu, ibu bapa mewujudkan komunikasi yang mesra dan tegas dalam mendidik. Pada masa yang sama, mereka membina akhlak anak-anak. Begitu juga dengan anak-anak yang berkomunikasi dengan baik dan sopan dengan ibu bapa supaya rasa kasih sayang dan hormat terhadap ibu bapa dapat dipupuk (Abu Bakar 2015). Anak-anak merupakan unsur-unsur kekuatan umat Islam kerana mereka adalah kayu ukur kepada keluarga dan masyarakat. Justeru, anak-anak memerlukan rangsangan fizikal seperti sentuhan, belaian kasih sayang, ciuman dan pelukan. Kemahiran berkomunikasi seperti berbual, memuji, menghibur dan bergurau adalah sangat perlu untuk memberi rangsangan emosi kepada yang tersayang (Saeidi et al. 2014). Manap dan Hamzah (2017) menyatakan bahawa ibu bapa merupakan model terbaik buat anak-anak bagi memupuk budaya ilmu dan keagamaan yang kuat. Ibu bapa mempunyai tanggungjawab yang besar untuk bertindak secara seimbang antara saling berkasih sayang dan berdisiplin, membina daya tahan anak-anak dan mengoptimumkan potensi anak-anak. Nilai teladan ibu bapa boleh dilihat dari aspek hubungan dengan Allah SWT dan dengan manusia lain. Justeru, nilai teladan menjadi salah satu sumber utama pendidikan dan mempengaruhi perkembangan menyeluruh anak-anak.

Penutup

Ibu bapa merupakan nilai teladan yang terbaik buat anak-anak kerana anak-anak meniru percakapan, tingkah laku dan segala aspek kehidupan ibu bapa mereka. Daripada aspek percakapan, ibu bapa perlu melazimkan diri dengan penggunaan bahasa yang baik seperti yang dianjurkan dalam al-Quran iaitu *qawlan sadīdā, qawlan balīghā* dan *qawlan maysūrā.* Ibu bapa juga menjauhkan diri daripada kata-kata yang keji kerana ianya menjadi ikutan anak-anak. Daripada aspek perbuatan pula ibu bapa menonjolkan akhlak yang baik seperti kesabaran, kesungguhan, dan pengharapan kepada Allah SWT kerana Rasulullah SAW adalah contoh yang terbaik untuk dicontohi. Nilai teladan yang baik mempunyai kesan yang besar terhadap jiwa anak-anak. Anak-anak tidak mampu memahami kebaikan yang diajarkan sehingga mereka melihat ibu bapa mereka melakukannya.

Dari aspek pembentukan akhlak, kedua ibu bapa menjadi suri teladan dengan akhlak yang mulia kepada anak-anak. Anak-anak yang melihat akhlak baik ibu bapanya akan membesar dengan kebaikan. Oleh itu, sesebuah keluarga Muslim amat ditekankan untuk membina sikap positif kerana sikap tersebut dapat mewujudkan persekitaran yang positif dalam hubungan kekeluargaan. Sikap ibu bapa yang positif juga dapat melahirkan generasi yang positif. Kasih sayang dapat ditonjolkan melalui perhatian dan tindakan seperti menegur dan mencium anak-anak. Kasih sayang ibu bapa adalah teguran dengan sapaan yang baik. Sapaan tersebut amat bermakna kepada anak-anak apabila ia diucapkan dalam bentuk doa seperti ucapan salam penuh keberkatan. Ciuman dan pelukan pula boleh menjadikan emosi anak-anak baik dan positif serta mengeratkan ikatan kekeluargaan. Oleh itu, tanpa ciuman dan pelukan, hilang kasih sayang dalam sesebuah keluarga. Curahan kasih sayang adalah fitrah semua makhluk termasuk binatang. Sehubungan dengan itu, kecuaian dalam mencurahkan kasih sayang merupakan perbuatan yang bertentangan dengan ajaran Islam.

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KEFAHAMAN BACAAN SOLAT MELALUI PERMAINAN BAHASA MENGGUNAKAN ARTIFICIAL INTELLIGENT (AI)

COMPREHENSION OF PRAYER READING THROUGH LANGUAGE GAMES USING ARTIFICIAL INTELLIGENCE (AI)

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Abstrak: *Pada era kecerdasan buatan (Artificial Intelligence, AI) kini, pengajaran guru perlu seiring dengan perkembangan teknologi semasa. Kajian ini bertujuan untuk mengenal pasti kepentingan aplikasi permainan bahasa berasaskan AI dalam meningkatkan kebolehan murid untuk menguasai bacaan solat serta terjemahannya. Pada masa kini, tahap penguasaan dan kefahaman makna bacaan solat dalam kalangan generasi muda semakin membimbangkan. Malah, terdapat segelintir guru Pendidikan Islam yang menghadapi cabaran besar dalam proses pengajaran dan pembelajaran harian mereka. Dapatan kajian menunjukkan murid lemah dalam menguasai maksud bacaan solat, khususnya surah al-Fatihah yang merupakan salah satu rukun solat. Terdapat juga kelemahan dalam kalangan guru dari segi pedagogi dan penggunaan bahan bantu mengajar (BBM) dalam pengajaran. Metodologi yang digunakan dalam kajian ini ialah kajian kualitatif melalui tinjauan literatur dan analisis kajian lepas. Secara keseluruhannya, kajian ini menekankan kepentingan aplikasi permainan bahasa berasaskan AI untuk mencapai strategi pembelajaran yang aktif dan fleksibel dalam kalangan murid. Berdasarkan beberapa tinjauan, didapati permainan AI ini dapat memupuk minat dan meningkatkan motivasi murid dalam mempelajari sesuatu ilmu dengan lebih berkesan. Oleh itu, pengkaji mencadangkan agar kajian ini dibangunkan ke peringkat pembinaan modul permainan bahasa berasaskan AI untuk meningkatkan kefahaman bacaan solat.*

Keywords: *Permainan bahasa; Artificial Intelligent; Bahan Bantu Mengajar; Bacaan Solat*

Abstract: *In this age of Artificial Intelligent or AI, teachers' teaching should be in line with current developments. This study aims to identify the importance of language game applications using AI towards improving students' abilities to master prayer recitation and translation. Nowadays, the level of mastery and understanding of the meaning of prayer reading among the younger generation is becoming more and more worrying. There are even a handful of Islamic Education teachers facing great challenges in their daily teaching and learning process. The findings of the study show that students are weak in mastering the meaning of prayer reading, especially surah al-Fatihah which is one of the pillars of prayer.*

There are also weaknesses of a few teachers from the aspect of pedagogy and the use of teaching aids (BBM) in teaching. The methodology used in this study is a qualitative study through a literature review by analyzing previous studies. Overall, this study looks at the importance of language game applications using AI to achieve active and flexible learning strategies among students. Based on certain surveys, it was found that this AI game can foster interest and increase students' motivation in learning something more effectively. Therefore, the researcher suggests that this study be developed to the stage of building a language game module using AI to improve the understanding of prayer recitation.

Keywords: *Language games; Artificial Intelligence; Teaching aids; Read the Prayer*

Pengenalan

Dalam era revolusi teknologi digital masa kini, kecerdasan buatan (Artificial Intelligence, AI) telah menjadi elemen penting dalam pelbagai bidang, termasuk pendidikan (Nor et al., 2023). AI bukan sahaja mampu meningkatkan kualiti pengajaran dan pembelajaran, tetapi juga dapat membantu dalam menyelesaikan cabaran yang dihadapi oleh pendidik, terutamanya dalam pengajaran Pendidikan Islam. Salah satu cabaran utama ialah memastikan murid memahami dan menguasai bacaan solat serta terjemahannya, yang merupakan komponen asas dalam amalan keagamaan harian mereka (Hassan et al., 2023).

Peningkatan penggunaan teknologi dalam pendidikan telah menunjukkan hasil yang memberangsangkan dalam pelbagai aspek pembelajaran (Yusof et al., 2022). Namun demikian, tahap penguasaan dan kefahaman makna bacaan solat dalam kalangan generasi muda semakin membimbangkan. Kajian menunjukkan bahawa murid masih lemah dalam menguasai maksud bacaan solat, khususnya surah al-Fatihah yang merupakan salah satu rukun solat (Rahman & Abdullah, 2021).

Kajian ini bertujuan untuk meneroka kepentingan aplikasi permainan bahasa menggunakan AI dalam meningkatkan kebolehan murid untuk menguasai bacaan solat serta terjemahannya. Diharapkan melalui pendekatan ini, minat dan motivasi murid dalam mempelajari ilmu agama dapat dipertingkatkan, seterusnya membantu mereka memahami dan mengamalkan bacaan solat dengan lebih berkesan (Mahmud & Hashim, 2023).

Objektif Kajian

Berikut adalah objektif kajian yang ingin dicapai dalam kajian ini:
Mengenal pasti konsep multimedia dalam pengajaran dan pembelajaran.
Mengenal pasti pendekatan aplikasi permainan bahasa bermultimedia dalam pengajaran dan pembelajaran Pendidikan Islam.
Mengenal pasti kepentingan aplikasi permainan bahasa bermultimedia dalam pengajaran dan pembelajaran

Metodologi Kajian

Kajian ini berbentuk kajian kualitatif. Metodologi kajian yang digunakan adalah tinjauan literatur dan analisis kajian-kajian lepas. Pengkaji telah membuat analisis terhadap kandungan yang diperoleh daripada jurnal, artikel prosiding, buku, dan kajian ilmiah yang sedia ada. Hasil analisis kandungan tersebut dijadikan sumber sokongan untuk perbincangan pengkaji dalam usaha menarik minat para pembaca (Nor et al., 2023; Hassan et al., 2023).

Kajian Literatur

Penggunaan teknologi dalam pendidikan telah mengalami perkembangan pesat, terutamanya dengan kemunculan kecerdasan buatan (AI) yang menawarkan pelbagai inovasi dalam pengajaran dan pembelajaran. Ahmad et al. (2022) membincangkan bagaimana AI boleh digunakan untuk meningkatkan pengajaran bahasa melalui aplikasi permainan, menggariskan potensi teknologi ini dalam memperbaiki hasil pembelajaran pelajar. Baharuddin dan Rahman (2023) pula meneroka kesan permainan pendidikan yang dikuasakan oleh AI terhadap keputusan pembelajaran pelajar, menunjukkan bagaimana permainan bahasa berasaskan AI dapat memberi impak positif dalam konteks pendidikan.

Mohammad dan Nasruddin (2023) menilai peranan AI dalam meningkatkan kefahaman bahasa al-Quran, yang menunjukkan relevansi teknologi ini dalam konteks pengajaran bacaan solat. Norizan dan Ahmad (2024) dalam kajian kes mereka, meneroka pembangunan permainan pendidikan berasaskan AI dalam pendidikan agama, mengaitkan dengan aplikasi dalam pengajaran bacaan solat. Rahman dan Sulaiman (2023) membincangkan kemajuan dan aplikasi alat pembelajaran bahasa yang digerakkan oleh AI, memperkukuhkan idea penggunaan permainan bahasa dalam meningkatkan kefahaman bacaan solat. Akhir sekali, Zulkifli dan Mohamed (2023) melihat bagaimana permainan bahasa berasaskan AI boleh meningkatkan pendidikan agama, khususnya dalam konteks bacaan solat, menyokong kesimpulan bahawa multimedia berasaskan AI mempunyai potensi besar dalam pendidikan.

Kesemua literatur ini menunjukkan bahawa AI, melalui permainan bahasa dan alat interaktif, menawarkan pendekatan inovatif dan berkesan dalam meningkatkan kefahaman bacaan solat, menjadikannya penting untuk kajian lebih lanjut dalam bidang ini.

Perbincangan

1. Konsep Multimedia Dalam Pengajaran Dan Pembelajaran

Multimedia dilihat sebagai medium utama dan alternatif bahan bantu mengajar yang menarik, memotivasi minat dan mencipta daya tarikan dalam proses pengajaran dan pembelajaran. Selain itu, multimedia adalah salah satu unsur permainan pendidikan. Menurut Razak & Faizal (2023), permainan pendidikan direka bentuk seperti video untuk membantu pelajar memahami pembelajaran dengan lebih mudah dan meningkatkan kemahiran kognitif. Nor Azli dan Nor Azan (2023) menekankan bahawa permainan pendidikan digital mempunyai daya tarikan yang kuat untuk meningkatkan motivasi dalam menguasai bahasa al-Quran. Pendekatan pengajaran menggunakan multimedia turut merangsang fungsi otak dan domain pembelajaran secara semula jadi. Secara umum, multimedia adalah medium komunikasi interaktif berasaskan komputer atau teknologi terkini seperti telefon bimbit, iPad, dan tablet, yang merangkumi elemen multimedia seperti teks, grafik, audio, video, dan animasi dalam produk pengajaran dan pembelajaran, menjadikannya lebih menarik, menyeronokkan, dan berkesan untuk pelajar. Oleh itu, kajian ini bertujuan menilai kepentingan aplikasi multimedia sebagai kaedah pedagogi dalam proses pengajaran dan pembelajaran di sekolah atau luar waktu persekolahan.

2. Pendekatan Aplikasi Permainan Bahasa Bermultimedia Dalam Pengajaran Dan Pembelajaran Pendidikan Islam

Pendekatan aplikasi permainan bahasa bermultimedia dalam pengajaran dan pembelajaran Pendidikan Islam merupakan inovasi yang semakin mendapat perhatian dalam pendidikan abad ke-21. Permainan bahasa yang dikuasakan oleh teknologi multimedia tidak hanya menawarkan pendekatan yang interaktif dan menarik tetapi juga memperkaya pengalaman pembelajaran dalam konteks pendidikan Islam.

Permainan bahasa bermultimedia memanfaatkan pelbagai elemen seperti teks, grafik, audio, video, dan animasi untuk mencipta persekitaran pembelajaran yang dinamik dan engaging. Menurut Norizan dan Ahmad (2024), permainan pendidikan berasaskan AI dalam pendidikan agama, termasuk Pendidikan Islam, menyediakan platform yang memudahkan pelajar memahami konsep-konsep sukar dengan cara yang interaktif dan menyeronokkan. Ini amat penting dalam pengajaran bacaan solat, di mana kefahaman yang mendalam diperlukan untuk mempelajari tatacara dan makna bacaan solat yang betul.

Secara keseluruhan, pendekatan aplikasi permainan bahasa bermultimedia dalam pengajaran Pendidikan Islam menawarkan peluang yang signifikan untuk meningkatkan kefahaman dan keterlibatan pelajar. Dengan menggunakan teknologi terkini untuk mencipta pengalaman pembelajaran yang interaktif dan menarik, guru dapat menyediakan pendidikan yang lebih efektif dan berkesan, khususnya dalam pengajaran bacaan solat.

3. Kepentingan Aplikasi Permainan Bahasa Bermultimedia Dalam Pengajaran Dan Pembelajaran

Aplikasi permainan bahasa bermultimedia telah menjadi alat yang penting dalam pendidikan moden, menawarkan pelbagai manfaat yang signifikan dalam pengajaran dan pembelajaran. Dalam konteks pendidikan, terutamanya dalam pengajaran bahasa dan subjek yang memerlukan pemahaman mendalam seperti Pendidikan Islam, permainan bahasa bermultimedia memberikan pendekatan yang interaktif, menarik, dan berkesan untuk meningkatkan pengalaman pembelajaran pelajar.

Peningkatan Motivasi dan Keterlibatan Pelajar

Permainan bahasa bermultimedia sering kali mengandungi elemen permainan yang menarik seperti grafik berwarna-warni, animasi, dan elemen interaktif yang dapat meningkatkan motivasi dan keterlibatan pelajar. Menurut Norizan dan Ahmad (2024), penggunaan teknologi multimedia dalam permainan pendidikan dapat merangsang minat pelajar dan menjadikan proses pembelajaran lebih menyeronokkan.

Kemudahan Penyesuaian dengan Gaya Pembelajaran Pelajar

Aplikasi permainan bahasa bermultimedia menawarkan fleksibiliti yang tinggi dalam menyesuaikan diri dengan gaya pembelajaran pelajar yang berbeza. Latif dan Jamal (2023) menyatakan bahawa teknologi ini membolehkan guru menyediakan pengalaman pembelajaran yang disesuaikan dengan keperluan individu pelajar, termasuk mereka yang mungkin mempunyai kesulitan dalam memahami konsep-konsep tertentu melalui kaedah tradisional. Dengan menawarkan pelbagai mod pembelajaran, permainan ini membantu pelajar belajar pada kadar mereka sendiri dan dengan cara yang paling sesuai untuk mereka.

Pembelajaran Aktif dan Penilaian Berterusan

Permainan bahasa bermultimedia memperkenalkan elemen pembelajaran aktif, di mana pelajar terlibat secara langsung dalam proses pembelajaran. Menurut Zulkifli dan Mohamed (2023), aplikasi permainan berasaskan multimedia membolehkan pelajar berinteraksi dengan bahan pembelajaran secara lebih mendalam, sekaligus menggalakkan pembelajaran yang lebih berkesan. Selain itu, permainan ini sering menyediakan maklum balas serta penilaian berterusan yang membantu pelajar mengetahui tahap pemahaman mereka dan area yang memerlukan penambahbaikan.

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Penggunaan Teknologi Terkini untuk Meningkatkan Pemahaman

Permainan bahasa bermultimedia juga memanfaatkan teknologi terkini untuk menjelaskan konsep-konsep sukar dengan cara yang lebih visual dan interaktif. Hassan dan Ali (2022) menegaskan bahawa penggunaan elemen multimedia seperti video, audio, dan animasi dalam permainan pendidikan dapat membantu pelajar memahami maklumat dengan lebih baik dan mengingatnya untuk jangka masa yang lebih panjang. Dalam konteks Pendidikan Islam, ini termasuk pengajaran bacaan solat dan maknanya, di mana visualisasi dan interaksi dapat memperjelas tatacara dan konsep yang terlibat.

Peningkatan Kemahiran Kognitif dan Sosial

Selain meningkatkan pengetahuan, permainan bahasa bermultimedia juga boleh memperkukuhkan kemahiran kognitif dan sosial pelajar. Baharuddin dan Rahman (2023) menunjukkan bahawa permainan yang melibatkan elemen kerjasama dan strategi boleh membantu pelajar mengembangkan kemahiran berfikir kritis, penyelesaian masalah, dan kerja berpasukan. Ini adalah aspek penting dalam pendidikan yang menyokong pembelajaran holistik.

Secara keseluruhannya, aplikasi permainan bahasa bermultimedia membawa kepentingan besar dalam pengajaran dan pembelajaran dengan menyediakan pendekatan yang inovatif dan berkesan. Ia meningkatkan motivasi pelajar, membolehkan penyesuaian dengan gaya pembelajaran individu, menawarkan pengalaman pembelajaran aktif, memanfaatkan teknologi terkini, dan memperkukuhkan kemahiran kognitif dan sosial.

Peningkatan Penguasaan Kefahaman Bacaan Solat

Aplikasi permainan bahasa bermultimedia menawarkan pendekatan yang inovatif dalam pengajaran dan pembelajaran, terutamanya dalam meningkatkan kefahaman bacaan solat. Beberapa perkara menarik untuk dikaji mengenai aplikasi ini termasuk aspek interaktiviti, penyesuaian dengan gaya pembelajaran individu, dan penggunaan teknologi terkini untuk memperjelas konsep. Berikut adalah perincian kepentingan aplikasi permainan bahasa bermultimedia dalam konteks ini:

Interaktiviti dan Keterlibatan Aktif

Aplikasi permainan bahasa bermultimedia memberikan pengalaman pembelajaran yang interaktif dan menarik melalui elemen permainan seperti animasi, audio, dan grafik. Ini menjadikan pembelajaran bacaan solat lebih menarik dan berkesan. Kajian oleh Norizan dan Ahmad (2024) menunjukkan bahawa pengalaman pembelajaran yang menyeronokkan dan menarik dapat meningkatkan perhatian dan keterlibatan pelajar, menjadikannya lebih cenderung untuk terus belajar dan berlatih.

Penyesuaian dengan Gaya Pembelajaran Individu

Permainan bahasa bermultimedia membolehkan penyesuaian pengalaman pembelajaran mengikut gaya dan keperluan individu pelajar. Dengan ciri-ciri seperti mod pembelajaran yang berbeza dan maklum balas yang disesuaikan, aplikasi ini memudahkan pelajar untuk belajar pada kadar mereka sendiri dan dengan cara yang paling sesuai untuk mereka. Latif dan Jamal (2023) mencatatkan bahawa penyesuaian ini penting dalam memastikan bahawa setiap pelajar mendapat pengalaman pembelajaran yang berkesan dan sesuai dengan keperluan mereka.

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Penggunaan Teknologi Terkini untuk Memperjelas Konsep

Aplikasi permainan bahasa bermultimedia menggunakan teknologi terkini seperti video, animasi, dan simulasi untuk menerangkan konsep bacaan solat dengan cara yang lebih visual dan mudah difahami. Ini membantu dalam memperjelas tatacara dan makna bacaan solat yang mungkin sukar difahami melalui kaedah tradisional. Hassan dan Ali (2022) menekankan bahawa penggunaan teknologi multimedia seperti ini dapat mempermudah proses pembelajaran dan meningkatkan pemahaman pelajar terhadap konsep-konsep yang kompleks.

Maklum Balas dan Penilaian Berterusan

Permainan bahasa bermultimedia sering menyediakan maklum balas serta penilaian berterusan yang membantu pelajar memahami tahap pemahaman mereka dan mengenal pasti area yang memerlukan penambahbaikan. Elemen ini membantu pelajar untuk menilai kemajuan mereka secara dinamik dan membuat penyesuaian dalam strategi pembelajaran mereka. Zulkifli dan Mohamed (2023) menunjukkan bahawa maklum balas yang cepat dan konstruktif dalam permainan dapat mempercepat proses pembelajaran dan memperbaiki hasil pembelajaran.

Pengukuhan Kemahiran Kognitif dan Sosial

Selain daripada aspek kognitif, aplikasi permainan bahasa bermultimedia juga berpotensi untuk mengukuhkan kemahiran sosial dan kognitif melalui elemen kerjasama dan strategi dalam permainan. Baharuddin dan Rahman (2023) mendapati bahawa permainan yang memerlukan kerjasama dan penyelesaian masalah dapat memperkukuhkan kemahiran berfikir kritis dan kerja berpasukan, yang penting dalam pembelajaran secara keseluruhan.

Secara keseluruhannya, aplikasi permainan bahasa bermultimedia memainkan peranan yang penting dalam meningkatkan kefahaman bacaan solat. Pendekatan ini menjanjikan hasil yang lebih baik dalam pembelajaran dan penguasaan bacaan solat, menjadikannya satu alat yang berharga dalam pendidikan Islam.

Kesimpulan

Dalam konteks Pendidikan Islam, aplikasi permainan bahasa bermultimedia menawarkan cara yang efektif untuk mengajarkan bacaan solat dengan cara yang lebih visual dan interaktif, meningkatkan kefahaman pelajar tentang tatacara dan makna bacaan. Hassan dan Ali (2022) menyarankan bahawa elemen multimedia seperti video dan animasi memperjelas konsep yang kompleks, sementara Baharuddin dan Rahman (2023) membuktikan bahawa permainan berasaskan AI boleh memperkukuhkan kemahiran kognitif dan sosial pelajar, termasuk kemahiran berfikir kritis dan penyelesaian masalah.

Secara keseluruhan, aplikasi permainan bahasa bermultimedia bukan sahaja memperbaiki pengalaman pembelajaran tetapi juga meningkatkan pencapaian pendidikan dengan menawarkan pendekatan yang inovatif, menarik, dan berkesan. Integrasi teknologi ini dalam pengajaran Pendidikan Islam, khususnya dalam pengajaran bacaan solat, menunjukkan potensi besar untuk mencapai hasil pembelajaran yang lebih baik dan meningkatkan keterlibatan serta motivasi pelajar. Oleh itu, pengembangan dan pelaksanaan permainan bahasa bermultimedia dalam pendidikan harus dipertimbangkan sebagai langkah penting dalam merangka strategi pengajaran yang moden dan berkesan.

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