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UTILIZING THE SECOND AND THIRD GENERATION SKILLS OF THE INTERNET BY TRAINING SPECIALISTS OF EDUCATIONAL RESOURCE CENTRES IN SAUDI ARABIA

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Abstract: *The current research aimed to address the problem of the skills lack in designing and implementing web application services in the Internet at the specialists of Educational resource centers in Saudi Arabia and their need to develop these skills against implementing of the web applications. The researcher use the descriptive analytical method for the literature review. In addition, to use the semi-experimental approach to determine the effect of the web site on the cognitive achievement of the designing and implementing some of the second and third generation services of the web, current research indicate the need of developing these skills to rich the educational resource with effective martials that accommodate with the second and third generation of Internet, by the end the research recommended and design some of the training program to achieve this goals.*

Keywords: *Web Application, Internet, Cognitive Skills, Educational Resource Centre, Training Program.*

Introduction

Addressed by training. Training can break fear and generate trust. Training can create familiarity that supports innovation in employment and training and supports the trend towards employment. The preparation of LRC secretaries does not end once they graduate, This is a good complement to the service, as training is a feature of the modern age and a necessity for LRC custodians to fulfill their professional roles and to meet the needs of the LRC. In the community, no matter what the level of the Secretary of the Centre for Scientific Learning Resources, it is necessary to provide training programs that qualify him to be able to master the work in the Learning Resource Centre and keep abreast of technological developments and scientific developments. The preparation of pre-service LRC custodians cannot produce a reliable LRC and requires the continuous training that contributes to the improvement and development of the Secretary of the Learning Resource Centre. This has led to increased efforts to link the preparation of the profession to training during the course. On-the-job training is one of the characteristics of the age, for which many countries, especially developing countries, have found solutions to their problems in preparing professional cadres

for development programs in their various aspects. Therefore, it is important to provide them with the necessary technical and vocational skills in a training program implemented in stages and then continue to strengthen their professional growth by preparing the innovative training programs, thus achieving the upgrading of their professional cultural level as well as upgrading the level of service performance itself.

Literature Review

Alomran (2007) pointed out that the training is an investment expenditure that achieves economic and social growth and catch up with technological progress. It is an urgent requirement for the LRC administrators to achieve the objectives of the educational process through the LRCs and to employ the available resources.

Several conferences and studies dealt with the importance of training the LRCs during service and recommended the training and qualification of the LRCs during the service and their placement in continuous training courses to keep abreast of the scientific developments and the technology, as confirmed by the recommendations of the fifth scientific conference (1997) Organized training courses to employ technological innovations in the on-the-job educational process.

Hossein (2015) emphasizes the importance of continuing training programs in educational technology and taking into account the negative effects of technological innovations on training plans and programs.

A study of (Edwards, 2009) recommended the need to train LRC custodians on a continuous basis for an appropriate period of time to provide them with the necessary skills and knowledge. A.M.Laleye (2015) stressed the need to pay attention to the development of the planning and implementation of in-service training programs in the field of education technology and focus on the practical aspect, in particular according to the professional needs of the education technology specialists to raise his professional competence and to achieve his ambition.

The study (Andersson, 2018) recommended the importance of holding training courses for the secretaries of learning centers, not only theoretical but also include a scientific aspect of self-learning methods.

The study of (Zhang, 2015) emphasized the importance of training the staff in the LRCs to understand their role in implementing and making the role of the LRC in the educational process successful.

Nadia Al-Dosari's study (2001) indicates that LRC secretaries need continuous training to master competencies and keep abreast of professional developments.

Training programs are of great importance in international and local conferences. At the global level, the ICE Conference and UNESCO have recommended that a plan should be developed to train individuals in scientific and practical ways in general and LRCs in particular to achieve the goals of teaching and learning.

Pinotti (2018) pointed out the need to hold training courses for LRC secretaries in-service, and that the content of these courses should include the main competencies for the use of educational devices available in schools as well as field innovations.

The study (Dogruer, Eyyam, & Menevis, 2011) emphasized the importance of on-the-job training in the use of information and education technology, as this field is one of the most continuously developing and innovative educational sciences. Untrained. The study (Golitsyna, 2017) pointed to the need for on-the-job training on educational technology innovations such as computer education, the Internet and e-mail, in line with the role of those working in the field of education technology in the Internet age.

Hossein (2015) has cited several reasons why on-the-job training for LRC secretaries is a necessary process and is as follows:

- Reason for relocation: as initial activities that allow LRC secretaries to move from the first pre-service preparation to a specific role at work.
- A reason related to the specificities of the profession: in response to the needs and problems that usually occur in a particular situation related to the profession.
- System-related: In response to important changes in the community and educational institutions, LRC secretaries must direct, redefine, and organize their roles.

Research Problem

The current search answered the following questions

- 1- What is the skills list that must be developed and design to meet the educational requirements regarding the second and third generation web services?
- 2- Are There statistically significant differences at the level of ($\alpha=0.05$) between the mean scores of the experimental group and the control group in the post-cognitive test to design and implement some of the second and third generation web services for the experimental group?
- 3- Are There statistically significant differences at the level of ($\alpha=0.01$) between the experimental group and the control groups in the post application of the design and application skills of some second and third generation web services for the experimental group?
- 4- Are There statistically significant differences at the level of ($\alpha=0.01$) between the experimental group and the control group average in the post-cognitive test to design and apply the websites for the experimental group
- 5- Is the level of mastery of the experimental group and the control group in the designed and application skills of second and third generation web services up to (80%) after the experiment?
- 6- Is the level of mastery of the experimental group and the control group in the designed and application skills of the services of the second and third generation of the Internet up to (80%) after the experiment for the benefit of the experimental group?

Research Hypotheses

The current search validates the following hypotheses:

- 1- There are no statistically significant differences at the level of ($\alpha=0.05$) between the mean scores of the experimental group and the control group in the post-cognitive test to design and implement some of the second and third generation web services for the experimental group.
- 2- There are no statistically significant differences at the level of ($\alpha=0.01$) between the experimental group and the control groups in the post application of the design and application skills of some second and third generation web services for the experimental group.
- 3- There are no statistically significant differences at the level of ($\alpha=0.01$) between the experimental group and the control group average in the post-cognitive test to design and apply the websites for the experimental group.
- 4- The level of mastery of the experimental group and the control group in the designed skills and application skills of some second and third generation web services not to (80%) after the experiment?
- 5- The level of mastery of the experimental group and the control group in the designed skills and application skills of the services of the second and third generation of the Internet not up (80%) after the experiment for the benefit of the experimental group?

Research Methodology

The current research depends on the following two approaches:

Analytical descriptive approach: Which describes and interprets the results and will be used in the present research to describe and analyse research and previous studies on technological innovations and building the website.

Semi-experimental approach: The approach used to know the effectiveness of the independent variable (the website) on the dependent variables of the cognitive achievement of the design and implementation of some of the second and third generation services of the Web, and the skills of using some of the services of the second and third generation of the Web, On the relationship between variables.

Experimental Design of The Research (Work Mode) and The Results

In the light of the research variables, the researcher adopted the semi-experimental design of the two experimental groups. The procedures depended on the tribal application of the research tools (e-learning, observation cards, and final product quality evaluation cards) on the experimental and experimental users. (The website) of the experimental sample members, and the content of the site in the form of printed paper for the control group, followed by the post-application of the control and experimental sample of the research tools (test e-learning, observation cards, and end product quality evaluation cards) "Post Application".

The Research Reached to The Following Results

- 1-Developed a list of second and third generation web services skills that might be implemented in learning process.
- 2-There are statistically significant differences at the level of ($\alpha=0.05$) between the mean scores of the experimental group and the control group in the post-cognitive test to design and implement some of the second and third generation web services for the experimental group.
- 3-There are statistically significant differences at the level of ($\alpha=0.01$) between the experimental group and the control groups in the post application of the design and application skills of some second and third generation web services or the experimental group.
- 4-There are statistically significant differences at the level of ($\alpha=0.01$) between the experimental group and the control group average in the post-cognitive test to design and apply the websites for the experimental group
- 5-The level of mastery of the experimental group and the control group in the skills of the design and application skills of some second and third generation web services to (80%) after the experiment
- 6-The level of mastery of the experimental group and the control group in the skills of design and application of some of the services of the second and third generation of the Internet to (80%) after the experiment for the benefit of the experimental group.

Conclusion

The research indicated the shortages of the resource centre specialists in designing and implementing second and third generation applications of the Internet in their resource centres, the researcher recommend to develop a list of the needed skills according to the natural of local environments and logistic facilities, meanwhile the training must be provided to all these specialists regardless to their basic educations.

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DYNAMICS OF SIRAH ON DISPUTES RESOLUTIONS

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Abstract: *Today the world is facing various kinds of disputes and conflicts. It has an extreme need to resolve these conflicts, in order to establish peace and harmony within the humanity. Different efforts are being made to achieve the goal of tranquility and synchronization in this regard. Sirah of Prophet Muhammad (Peace be upon him) is a valuable mean to contribute on the subject. This study provides a comprehensive look into Prophet Muhammad's conduct on disputes resolutions. It concludes that Prophet Muhammad had unique methods and techniques to resolve disputes and conflicts. It come to light the dynamics and potential of sirah to resolve the present day conflicts and clashes within Muslims and Muslim and none Muslim communities of the world.*

Field of Research: *Sirah of Prophet Muhammad, Current World, Methods of Disputes Resolutions, Guidance of Sirah*

1. Introduction

Prophet Muhammad (pbuh) led an exemplary life in all respects. He is the most beautiful example of conduct (Quran, 33:21). We can acquire guidance by his life in all areas of our life cycle. He was an ideal arbitrator as well. He played an important role in resolving disputes among the different people, tribes and parties. In his youth, due to his noble character and beyond comparison honesty and truthfulness, people gave him the title of *al-Sadiq* (the truthful), *al-Ameen* (the trustworthy). People of Mecca appointed him their arbitrator for their disputes. In Medina, he was, in the very beginning conceded *Hakam* (Mediator) for resolution of the disputes among all the tribes and stake holders of Medina. The attempts taken by the prophet were so scientific that they can use as evidences of disputes resolution of all levels and all times. In other words we can find in the life and conduct of Prophet Muhammad (pbuh) a best way of resolving disputes and conflicts emerging in a society as well as in the whole of humanity.

2. Dynamics of Sirah with examples

Here, we will study some of the examples of disputes resolutions from the life and conduct of Prophet Muhammad (pbuh) and will try to explore their dynamics in the field of conflict and dispute resolution in the current age:

2.1 *Hilf al-Fudul*

Study of the Sirah of Prophet traces the first example of disputes resolution from his

life as Hilf al-Fudul. It was a pact of Chivalry (Lings, 1983), and was consequence of ‘Battle of Fijar’, the Sacrilegious War (Harun, 2000). This war broke out when the Prophet was twenty years of age (Guillaume, 1998). It was so called because it fought in the sacred month. It was broken out in the fair of ‘Ukaz’ between the ‘Quraish’ and the ‘Qais’ tribe. This war prolonged its bloody feud by ten years, from 580 to 590 AD. This war busted the law and order situation of Arabia; society became unsecured; a number of lives were lost; cruelty, hijack, burglary etc. took the place of hospitality in entire region. In this situation some kind hearted people took initiative and formed ‘Hilf al- Fudul’, a committee for peace. This oath was taken amongst the renowned tribes of Mecca such as ‘Banu Hashim’, ‘Banu Taym’, ‘Banu Asad’, ‘Banu Zuhra’ and ‘Banu Muttalib’ (Husain, 1967). Together with the chief of Taym, Zubayr of Hashim was one of the founders of this order, and he brought with him his nephew Muhammad. This pact of Chivalry took place in the house of 'Abd Allah ibn Jud'an. Having decided, after an earnest discussion, that it was imperative to found an order of chivalry for the furtherance of justice and the protection of the weak, they went in a body to the Ka'bah where they poured water over the Black Stone, letting it flow into a receptacle. Then each man drank of the thus hallowed water; and with their right hands raised above their heads they vowed that henceforth, at every act of oppression in Mecca, they would stand together as one man on the side of the oppressed against the oppressor until justice was done, whether the oppressed were a man of Quraysh or one who had come from abroad. (Lings, 1983)

Some historian claimed that the leadership was belonged to Muhammad (pbuh) in lieu of Zubair ibn Abd al-Muttalib as Muhammad Ali (1972) said, “the credit of taking the lead in the formation of this humanitarian organization was due to Muhammad and his family.”! However, this debate causes no decrease to the prophet’s contribution to peace any more. His eagerness to the oath was quite clear. Talha ibn Abdullah reported: The Messenger of Allah, peace and blessings be upon him, said:

Certainly, I had witnessed a pact of justice in the house of Abdullah ibn Jud'an that was more beloved to me than a herd of red camels. If I were called to it now in the time of Islam, I would respond. (Sunan al-Kubra, 12114)

This oath played an important role to set up peace in Arabia and history remarks that there were no more wars or iniquities took place for many years after its formation (Sarwar, 1961).

This example of a pact of Chivalry was a unique one to establish peace. To guard citizens from the brutality of unjust war as well as to minimize the conflicts between the two hostile groups. By this vow prophet (pbuh), being free from the war, created a third party alliance and worked as an arbitrator between the two intimidating oppositions. Here, he used the experienced method of unity of cognizant people on the issue of humanity. As a result, with their reasonable and sensible suggestion and action, Arabia got back its peaceful society after a long time. By

this example number of disputes of the current world can be settled.

2.2 *Placing the black stone*

Prophet Muhammad (pbuh) was about the age of 35, 'Kabah' was devastated due to a violent flood. Besides this, an incident of robbery of the treasures of 'Kabah' also happened for the lack of its security system, as it had no ceiling and its walls were just above the height of a man (Lings, 1983). So 'Quraish' along with the other clans of Mecca decided to rebuild 'Kabah' and the construction works were divided equally among the clans. The tribes of Quraysh gathered stones for the building, each tribe collecting them and building by itself until the building was finished up to the black stone, where controversy arose, each tribe wanting to lift it to its place, until they went their several ways, formed alliances, and got ready for battle. 'Banu Abdud Dar' brought a bowl full of blood; then they and the Banu. 'Adiy ibn. Ka'b ibn. Lu'ayy pledged themselves unto death and thrust their hands into the blood. For this reason they were called the blood-lickers. Such was the state of affairs for four or five nights, and then Quraysh gathered in the mosque and took counsel and were equally divided on the question. A traditionist alleged that Abu Umayya Ibn. al-Mughira Ibn. 'Abdullah Ibb. 'Umar Ibn. Makhzum who was at that time the oldest man of Quraysh, urged them to make the first man to enter the gate of the mosque umpire in the matter in dispute. They did so and the first to come in was the apostle of God. When they saw him they said, 'This is the trustworthy one. We are satisfied. This is Muhammad.' When he came to them and they informed him of the matter he said, "Give me a cloak.", and when it was brought to him he took the black stone and put it inside it and said that each tribe should take hold of an end of the cloak and they should lift it together. They did this so that when they got it into position he placed it with his own hand, and then building went on above it. ((Guillaume, 1998)

Prophet (pbuh) played the role of a mediator and settled a bloodshed dispute in this event. This practice of mediation was one of the primordial evidences of the history in resolving conflicts. Here, two aspects should be studied properly. Firstly, the selection process of the conciliator was unscientific and evidently not supported by the procedure of modern age. But, at that time, ignorance and superstition were so prevailing upon the Arabs that without depending on fortune they remained no way to get the solution. Besides, their culture and custom also supported them to do the same. However, the second one, possibly the more significant matter of this event, was the decision of the arbitrator. As the judge Muhammad (pbuh) could pronounce any judgment. He might give his decision in favour of his own tribe, 'Quraish'. In that case, there might be the chance of a violent battle among the clans. But, in the way that he judged, was the best decision in this disputable matter. He definitely resolved a ferocious communal conflict by his selfless verdict. He used the technique of sharing the common interest among the rival parties, which should be practiced in the decision of communal conflicts of the present.

2.3 *Resolving the dispute of Aws and Khazraj*

'Aws' and 'Khazraj' were two famous clans of Medina. They were hostile and used to fight against each other. Constant bitterness convinced the sensible persons of both the tribes that they needed an overall chief who would unite them as Qusayy had integrated Quraysh, and that there was no other way out of their problem. (Lings, 1983) In this regard Abdullah ibn Ubay, a leading persona of 'Khazraj', was proposed as the king of Medina, but without any undisputed decision, this proposal was postponed and they were looking for another better character that was not belonged to any of the two opponent clans. Meanwhile, prophet (pbuh),

with the permission of Allah, decided to take the invitation from Medinites to go to Medina for better future. The citizen of Medina warmly welcomed him and almost all of the pagans of both 'al-Aws' and 'al-Khazraj' accepted Islam impulsively. Muhammad (pbuh) united them with the brotherhood of Islam and the existing hostility vanished away.

The conflict between 'Aws' and 'Khazraj' was a communal clash. It was based on the honour and supremacy of their own clan, not on a common interest to attain. Everyone claimed their superiority over others and did not hesitate to harm others in favour of his own tribes. In such case, prophet (pbuh) practiced a general role of dispute resolution. He mediated between them not by the clannish customs, but by common concern that was Islam. He federalized their thoughts from their own clan to the teachings of Islam. He gave the analogous honour and treatment to the rival parties and made them understand the importance of Islam in here and hereafter. Moreover, he launched the concept of Islamic brotherhood so that they began to think every Muslim as their brother irrespective of the color, caste and tribes. This extraordinary policy also played a vital role to dissolve their opposition. So, it may assert that in the role of a moderator Muhammad (pbuh) certainly was a successful leader.

2.4 Disputes resolutions through Charter of Medina

Charter of Medina is an ideal example of the life Prophet Muhammad (pbuh), for resolution of disputes. In Medina Jews were a considerable power. They were subdivided into three clans, Banu Qainuqa, Banu Quraiza, Banu Nadir. Other inhabitants of Medina, Aus and Khazraj were always at war with each other. Of the two chief clans of the Jews, Banu Quraiza were the allies of Aus and Banu Nadir joined the Khazraj. Now it so happened that the major portion of the Aus and Khazraj embraced Islam. So the Holy prophet concluded a pact between Jews and Muslims. He made them agree on the terms that Muslims and Jews should live as a nation, each party should keep its own faith without any interference of the other, Madina should be considered as sacred by both, all bloodshed being prohibited therein, on the occasion of war with a third party, each should come to the help of the other the prophet should be the final court of appeal of dispute. (Ali, 1972)

This was a combined process to resolve and to prevent the impending conflicts. As Jews were a mentionable figure at Medina and were very much capable to create home hazard, they must had to be well treated. But receiving all the power of authority, prophet (pbuh) not only treated them well but also gave them the equal rights and status. Because he knew that inequity creates disputes, and hence he was not ready to give any chance of it under his leadership in Medina. This diplomatic forethought indirectly constrained the Jews to obey his role. On the other hand, by the formulation of the agreement, he litigated the matter under the supreme court of justice. As both of the parties were equal before law no one had the right to break the law and order of Medina state.

2.5 Pact of Hudaibiyya

In 6 after Hijrah, Prophet dreamed that with his head shaved he entered the Ka'bah, and its key was in his hand. The next day he told his Companions of this and invited them to perform the Lesser Pilgrimage with him, whereupon they hastily set about making preparations so that they could leave as soon as possible. Between them they purchased seventy camels to be sacrificed in the sacred precinct. Their meat would then be distributed among the poor of Mecca. Each man took with him a sword, and what might be needed for hunting, but before

they set off 'Umar and Sa'd ibn 'Ubadah suggested that they should go fully armed. Quraysh, they said, might well take the opportunity of attacking them, despite the sacred month. But the Prophet refused, saying: "I will not carry arms; I have come forth for no end other than to make the Pilgrimage." When the pilgrims reached 'Usfan, the scout who had been sent on ahead rejoined them with the news that Quraysh had sent Khalid with a troop of two hundred horse to bar their approach. So the Prophet asked for a guide who could take them on by another way, and a man of Aslam led them a little towards the coast and then by a devious and difficult path until they reached the pass which leads down to Hudaybiyah, an open tract of land below Mecca at the edge of the sacred territory. Their detour had kept them well out of sight of Khalid, but at one point, when it was too late for him to take up another position, they raised so much dust that he realised what had happened and galloped back to Mecca with his troop to warn Quraysh of their approach. Seeing the situation Quraysh sent Budayl ibn Warqa' and others respectively to look into the matter. From the Muslims prophet (pbuh) sent his son-in-law, 'Uthman to Quraysh for negotiation. But when the rumour of Uthman's murder reached to Muslims, they vow under a tree to take vengeance. Being fretful in this terrible situation, Quraysh sent Suhayl to conclude a treaty. When they had finally reached an agreement the Prophet told 'Ali to write down the terms, beginning with the revealed words of consecration , "in the Name of God, the Good, the Merciful", but Suhayl objected. "As to Rahman," he said, "I know not what he is. But write , In Thy Name, O God, as thou wert wont to write." Some of the Companions cried out "By God, we will write naught but ," but the Prophet ignored them and said " , " and he went on dictating: "These are the terms of the truce between Muhammad the Messenger of God and Suhayl the son of 'Amr"; but again Suhayl protested. "If we knew thee to be the Messenger of God," he said, "we would not have barred thee from the House, neither would we have fought thee; but write Muhammad the son of 'Abd Allah." 'Ali had already written "the Messenger of God," and the Prophet told him to strike out those words, but he said he could not. So the Prophet told him to point with his finger to the words in question, and he himself struck them out. Then he told him to write in their place "the son of 'Abd Allah," which he did. The document continued: "They have agreed to lay down the burden of war for ten years, in which times men shall be safe and not lay violent hands the one upon the other; on condition that whoso come to Muhammad of Quraysh without the leave of his guardian, Muhammad shall return him to them; but whoso come to Quraysh of those who are with Muhammad, they shall not be returned. There shall be no dodge and no deceit. And whoso wishes to enter into the bond and pact of Muhammad may do so; and whoso wishes to enter the bond and pact of Quraysh may do so. Khuza'ah leaped to their feet and said: "We are one with Muhammad in his bond and his pact." Whereupon the men of Bakr said: "We are one with Quraysh in their bond and their pact." And this agreement was subsequently ratified by the chiefs of both tribes. The treaty ended with the words: "Thou, Muhammad, shalt depart from us this present year, and shalt not enter Mecca when we are present in despite of us. But in the year that is to come, we shall go out from Mecca and you shall enter it with thy companions, staying therein for three days, bearing no arms save the arms of the traveler, with swords in sheaths." (Lings, 1983)

In virtue of the Prophet's vision, the Companions had been certain of the success of their expedition; and when they heard the terms of the treaty and realised that having reached the very edge of the sacred precinct they must now return home with nothing accomplished, it was almost more than they could endure. But worse was to come: as they sat there in sullen and explosive silence, the clank of chains was heard and a youth staggered into the camp with his

feet in fetters. It was Abu Jandal, one of the younger sons of Suhayl. His father had imprisoned him on account of his Islam, fearing that he would escape to Medina. His elder brother 'Abd Allah was among the pilgrims and was about to welcome him when Suhayl caught hold of the chain that was round his prisoner's neck and struck him violently in the face. Then he turned to the Prophet and said: "Our agreement was concluded before this man came to thee." "That is true," said the Prophet. "Return him then unto us," said Suhayl. "O Muslims," shouted Abu Jandal at the top of his voice, "am I to be returned unto the idolaters, for them to persecute me on account of my religion?" The Prophet took Suhayl aside and asked him as a favour to let his son go free, but Suhayl implacably refused. Be patient, Abu Jandal," said the Prophet. "God will surely give thee and those with thee relief and a way out. At this point 'Umar could no longer contain himself. Rising to his feet, he went to the Prophet and said "Are you not God's Prophet?" and he answered "Yea." "Are we not in the right and our enemies in the wrong?" he said, and again the Prophet assented. "Then why yield we in such lowly wise against the honour of our religion?" said 'Umar, whereupon the Prophet replied: "I am God's Messenger and I will not disobey Him. He will give me the victory." "But did you not tell us," persisted 'Umar, "that we should go to the House and make our rounds about it?" "Even so," said the Prophet, "but did I tell thee we should go to it this year?" 'Umar conceded that he had not. "Verily you shall go to the House," said the Prophet, "and shall make thy rounds about it." But 'Umar was still seething with indignation and went to Abu Bakr to work off his feelings still further. He put to him exactly the same questions he had put to the Prophet; but though Abu Bakr had not heard the answers, he gave him the same answer to each question in almost exactly the same words; and at the end he added: "So cleave to his stirrup, for by God he is right." (Lings, 1983)

Apparently, this accord seemed as an offensive one for the Muslims as most of its clauses go against the Muslim's concerns. As it mentioned, Companions of the Prophet also contradicted, but Muhammad (pbuh) was firm to take the opportunity of peace at any charge. He welcomed the dishonorable accord and proved his mastermind in resolving disputes. In fact, the treaty of '*al-Hudaibiyah*' was an apparent victory for the Muslims. (Quran, 48:01). History has confirmed that this pact was the product of profound political wisdom. (Haykal, 1976) After that, Muslims got the opportunity to correspond with the other clans and to show their divine character and as a result a large number of people accepted Islam; Muhammad (pbuh) got the extent to spread the notion of Islam in international ground and to give a proof for his magnitude of all time. Quraysh also approved the political state of Medina and Islam as an equal power to them. The most notable article of the treaty was the peace pact for ten years between the two parties resolving all types of conflicts. By this concord the rivalry between the

Meccans and Medinites came to an end. This truce was possibly the greatest example of the sincerity and eagerness of prophet (pbuh) towards peace and conflict resolution. In this event we see more than one technique to resolve the forthcoming dispute:

Firstly, prophet (pbuh) performed the policy of avoidance to stay away from the warfare with the advanced army of Quraysh. Secondly, prophet (pbuh) showed an immense tolerance to regulate the truce, as he kept patience over the cruelty of Meccans that they did with his messengers. Even, during the time of making treaty, Abu Jandal, a new Muslim, escaped from the custody of Meccan and begged shelter to the prophet (pbuh), he did not allow him to give shelter according to the condition of the agreement. His companions argued that at that very time the treaty was not written, so they were not bound to hand him over to Meccan. But, with

the selfish approach of Suhayl, prophet (pbuh) made the decision in favour of Quraysh (Haykal, 1976). Finally, the method of negotiation was performed truly in the agreement. In the negotiation process prophet (pbuh) took all the proposals of Quraysh without any question just for resolving conflict. Prophet (pbuh) for the peace and conflict resolution purpose, even accepted demand of removing the words of Rahman, Bismillah and Muhamma al-Rasul Allah from the document of the treaty.

3. Methodology

This study is mostly based on English translations of the original Arabic sources of the Sirah of the prophet, like Ibn Ishaq, Ibn Hisham. Account of history and Sirah, touched briefly for the purpose, is critically evaluated without altering the actuality. It provides the readers dynamics of sirah of Prophet Muhammad (pbuh) for disputes and conflict resolutions of the different groups and nations worldwide.

4. Conclusion and Recommendation

This study provides a comprehensive look into Prophet Muhammad's conduct on disputes resolutions. It concludes that Prophet Muhammad had unique methods and techniques to resolve disputes and conflicts. People of Mecca appointed him their arbitrator for their disputes. In Medina, he was, in the very beginning conceded *Hakam* (Mediator) for resolution of the disputes among all the tribes and stake holders of Medina. Pact of Hudaibiyah is an incomparable example of his love for peace and vision of disputes resolutions. The attempts taken by the prophet for conflict resolutions were so scientific that they can use as evidences of disputes resolution of all levels and all times. So, within the different efforts being made to achieve the goal of tranquility in the present-day world, Sirah of Prophet Muhammad (Peace be upon him) is the best way of resolving disputes and conflicts emerging in a society as well as in the whole of humanity.

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CYBER LAW AND THE CHALLENGES IN THE REPUBLIC OF MALDIVES

Syed Imran

Introduction

Computer related crime is one of the main challenges to law enforcing agencies. Currently E-crime is indivisible part of all 'traditional crimes' namely, human trafficking, adultery, drug trafficking, theft, Robbery and money laundering, etc.

Most difficult and threatening part is that most countries are not yet equipped with necessary legislation to fight it back. Such countries have been labeled as cyber heavens for the criminals. In other word such places are heaven for the cyber criminals to operate their criminal activities.

Therefore, today we are required to equip with a cyber-law in order to survive in this digital world. There is a Famous quote, which says, “The modern thief can steal more with a computer than with a gun and Tomorrow's terrorist may be able to do more damage with a keyboard than with a bomb”¹

For this reason, we need specific piece of legislation to address specific criminal misconducts related to ICTs and also to protect the rights of persons and to defend information systems from being abused.

Cyber Law

- ❖ It is the law, which deals with, the Internet, cyberspace, and their respective legal issues.²
- ❖ When we are talking about cyber law, it covers a fairly broad area, encompassing several subtopics such as;
 - 1- Freedom of expression,
 - 2- access to and usage of the Internet,
 - 3- And online privacy.
- ❖ Generally cyber law has been referred to as the Law of the Internet
- ❖ According to *Black's Law Dictionary*;
Cyber Law is “An evolving area or law that applies to computers and the various activities over the internet and networks”³

¹ Keeping the U.S. computer industry competitive: Systems integration: A colloquium report. (1992). Washington, D.C.: National Academy Press.

² (n.d.). Computer Hope's Free Computer Help. What is cyber law?. Retrieved October 30, 2016, from <http://www.computerhope.com/jargon/c/cyber-law.htm>

³ (n.d.). Black's Law Dictionary - Free Online Legal Dictionary. What is CYBERLAW? definition of CYBERLAW (Black's Law Dictionary). Retrieved October 30, 2016, from <http://thelawdictionary.org/cyberlaw/>

1. *Growth Of (Ict) in The Maldives⁴*

- ❖ **Use of, Information Communication Telecommunication (ICT)**, have added new dimensions of threats such as, online fraud and forgery, hacking into protected systems and dissemination of pornography.
- ❖ **Adoption of an appropriate legislation** to protect from abuse of ICTs for criminal purposes should be the highest priority for the legislators, as the speed of advancement of ICTs have challenged many areas of existing legislation

2. *The Importance of The Use of ICT in The Maldives*

- ❖ **ICT** is paramount to facilitate education, health and even e-commerce services.
- ❖ **The use of Tele-medicine services** which are provided through an internet. Connection to islands which don't have access to specialized medical care.
- ❖ There are other services, such as judicial video conferencing and distance learning.
- ❖ **Recently** There have been more online services available such as internet banking, Bill pay services, online notice boards and online shopping.
- ❖ Now The Government has also established an E-government service platform, and additional services to provide online information and services to the public.

3. *The Communication Authority of Maldives or (CAM)*

Is the institution which deals with ICT related matters, **In March 2016** “Communications Authority of Maldives” (CAM) has established, as required by the *Communications Authority of Maldives Act*. The CAM Act, authorize the institution to set guidelines for, and administer the spectrum, and all telecommunication and postal services in Maldives; and regulate info-communications in the country.⁵

4. *The Role of The Computer in Cyber Crime*

The role of the computer can be characterized in three ways:⁶

- (1) A computer system may be the object of a crime. Where an individual modifies, deletes or destroys information in a computer system or destroys the computer system physically.
- (2) A computer system may also be used as a tool to commit a crime, and
- (3) A computer system may also be used to store evidence of a crime.

5. *The Computer as The Target of a Crime⁷*

The advent of technology increases the possibility of stealing or manipulating massive amounts of data at the click of a mouse. So, computer system may compromise the ‘confidentiality, integrity or availability of computer data and systems’

In general, there are three types of crimes which may be committed.

- Unauthorized access

⁴ Maldivesmissioncom. (2016). Maldivesmissioncom. Retrieved 3 November, 2016, from http://maldivesmission.com/index.php?option=com_content In-text citation: (Maldivesmissioncom, 2016)

⁵ Communications Authority of Maldives Act 42/2015.

⁶ Interpolint. (2016). Interpolint. Retrieved 3 November, 2016, from <https://www.interpol.int/Crime-areas/Cybercrime/Cybercrime> In-text citation: (Interpolint, 2016)

⁷ Cybercitizenshiporg. (2016). Cybercitizenshiporg. Retrieved 3 November, 2016, from <http://www.cybercitizenship.org/crime/crime.html> In-text citation: (Cybercitizenshiporg, 2016)

- Malicious software
- The denial of Service (DoS) attacks.

6. *The Computer as a Tool of Criminal Activity*⁸

Computer can be used as a tool of criminal activities. As such there are various crimes which can be committed in the virtual world, such as;

- **Distribution of child pornography** and **copyrighted** materials are increasingly committed using the internet as a tool.
- **Viber** or **Messenger** or **chat groups** may be easily used to organize crimes, even serious crimes such as murder.
- **In many cases** the existing legislation intelligently used, may be sufficient to prosecute these crimes.

To be on the safe side, legislators should review existing legislation to identify gaps, to ensure that virtual crimes may be prosecuted.

7. *Cybercrimes in The Maldives*

There are various forms of cyber related crime in Maldives, Such as,

- Credit card fraud and phishing to various forms of unauthorized access, hacking and defacement, child abuse (via chat) and social networking websites.
- Fake SMS, SMS phishing and spam is also widespread in the Maldives.
- Impersonation, mailbox theft, fake lottery prize, and credit card fraud are also means used by Maldives cyber criminals to steal money from foreigners.

8. *Erotic Materials and Pornography as Cybercrime*

Maldives is a conservative Islamic state, and The Penal Code criminalize the viewing, production and distribution of pornographic materials. However, the penal Code doesn't make selling or distributing these materials through the internet as an explicit crime.

Therefore, it is doubtful whether the section is broad enough to encompass such activities.

9.1. *Child Pornography as Cybercrime*

- *Cyber crime Convention, Art 9(2)* considers a 'minor' as a person below the age of eighteen years consistent with the practice in the Maldives.⁹
- In Maldives There is no separate offence called child pornography.

So, it is not enough to only criminalize child pornography, it is also necessary to criminalize the supply and distribution of child pornographic materials.

9.2. *Copyright Crimes as Cybercrime*

Maldivian Law (*Copyright and related Rights Act (Law No 23/2010)*) criminalize infringement

⁸ Jrankorg. (2016). Jrankorg. Retrieved 3 November, 2016, from <http://law.jrank.org/pages/697/Computer-Crime-Categorizing-computer-related-crime.html> In-text citation: (Jrankorg, 2016)

⁹ Epicorg. (2016). Epicorg. Retrieved 3 November, 2016, from <https://epic.org/privacy/intl/cc.html> In-text citation: (Epicorg, 2016)

of copyright material.¹⁰ Nonetheless, it fails to include the use of computer to mass distribute infringing rights of the holder. Although this type of cyber-crime is addressed in Maldives, it is done through the Copyright and related Rights Act (Law No 23/2010)

10. Cyber Security Challenges in Maldives

Most importantly, there is NO specific law in the Maldives regarding cyber security or cyber law. presently, cyber related crimes are prosecuted under the Penal Code, So Laws need to be amended or new laws be enacted. Other challenges are as mentioned below:

- Legal protection of intellectual property rights especially software is very weak.
- The number of locally produced cyber security experts in Maldives is very low.
- Universities, colleges and other local training institutions didn't offer cyber security-specific courses.

11. Cyber Crime Prosecution & (Offences Against The Person)

As mentioned above, there is NO specific law in the Maldives regarding cyber security or cyber law. Presently, cyber related crimes are prosecuted under the Penal Code.

11.1. In sec. 110 (Murder)¹¹ of Maldives Penal Code, it says

- Murder is defined as knowingly causing the death of another person.
- It involves the physical confrontation of at least two individuals, leading to the belief that murder is not possible through the use of computer technology.
- For instance, a hospital computer system may be manipulated, to change hospital records and even the dosage of certain medicine causing death or probability of death to a patient or patients.
- Therefore, if this happens then it may equate with the traditional offence of murder.
- The use of ICT is the tool which is used to cause harm or death.

11.2. In sec. 120 (Assault)¹² of Maldives Penal Code, it says,

- Assault is defined where a person, 'without the consent of another person, touches or injures or puts the fear of imminent bodily injury'.
- The aggravated offence is, where serious bodily injury is caused to another person, or the assault is instigated with a lethal weapon.

But practically, this has been extended to threats vocalized through phones and post. The use of ICTs has to commit crimes.

11.3. In sec. 130 (Sexual Assault)¹³, 131(Criminal Sexual Contact)¹⁴ of Maldives Penal Code, it says

- Sexual Assault is where one person commits a rape or criminal sexual contact.

¹⁰ Law number: 23/2010 THE COPYRIGHT & RELATED RIGHTS ACT Courtesy translation provided by WIPO, © 2011

¹¹ Maldives Penal Code 9/2014, sec. 110.

¹² Maldives Penal Code 9/2014, 120.

¹³ Maldives Penal Code 9/2014, 130.

¹⁴ Maldives Penal Code 9/2014, 131.

But there is No physical assault occurs in the context of sexual assault in cyberspace. Then how can it be prosecuted under this act? Even though where a case of virtual rape be made, it may be difficult to prosecute under general law.

However, the use of ICT could relate to the issue of the motive of a crime.

11.4. In sec. 212 (theft by deception)¹⁵, 213 (theft by extortion)¹⁶, 215 theft by failure to deliver funds entrusted)¹⁷, of Maldives Penal Code, it says

- The essence of theft offences is actual unlawful taking of another's property.
- The Penal Code differentiates the theft offences by 'deception', 'extortion', and 'embezzlement' with the traditional meaning of theft.

But the difference is that, in the cyber world, theft occurs through manipulation of data, rather than the physical conduct. Even a broadly drafted theft offence may be unable to accommodate all the aspects of theft in the virtual world.

This needs to be addressed specifically by amending the existing Penal Code or to include it as a specific crime under the new cybercrime legislation.

12. Cyber Related Offences Against Public Order, Safety and Decency

- Offences like
 - 1- Gambling
 - 2- Prostitution
 - 3- Dissemination of obscene material.
- These crimes may not be an issue where the law is broad enough to incorporate these offences regardless of whether it is committed through the INTERNET

13. Cyber Related Offences Against Public Administration

Offences against Public Administration includes:

- Offences of creating or destroying evidence, changing or removing court records, threatening law enforcement officers and judges.

These acts may fall under the offense of obstructing justice. The possibility of dealing with these types of crimes depends on how broad the existing penal law is and whether it will allow for the use of ICT in the commission of these crimes to also be considered as a crime.

Conclusion

There are many western laws which is related to cybercrime, however, we are among those countries which does not have any such unique piece of legislation regarding cybercrime. The Penal Code has not given any special attention to cybercrimes.

So, it is required to enact a cybercrime legislation to address specific criminal misconducts related to ICTs, to protect the rights of persons and to defend information systems from being abused. According Section 70, clause (a), no 2, of the Maldives constitution, gave the full

¹⁵ Maldives Penal Code 9/2014, sec. 212.

¹⁶ Maldives Penal Code 9/2014, 213.

¹⁷ Maldives Penal Code 9/2014, sec. 215.

power of enactment of legislation with regard to any matter or the amendment or repeal of any law, which is not inconsistent with any tenet of Islam¹⁸.

Therefore, on the concept of protection of privacy and property, cyber related crimes can be imposed, adopted, and implemented in accordance with Islamic shari'ah law principles.

AND MY GUIDANCE CANNOT COME EXCEPT FROM ALLAH, IN HIM I TRUST
AND UNTO HIM I REPENT¹⁹

¹⁸ Maldives constitution 2008, Section 70, clause (a), no 2.

¹⁹ Hud Verse No:88

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POTENTIAL ANALYSIS OF ENGLISH EDUCATION STUDIES PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF UNIVERSITAS BATANGHARI WITH SWOT APPROACH: ACCREDITATION FORM OF BACHELOR OF PS-PBI FKIP UNBARI YEAR 2016

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Abstract: *This study aims to determine the potential of Prodi. English Education Faculty of Teacher Training and Education University of Batanghari by analyzing the Accreditation Base of PS-PBI FKIP UNBARI Year 2016 through SWOT approach. Based on the results of the analysis, it is shown that quantitatively the human resources (lecturers and educational staff) and facilities and infrastructure have been adequate to support the activities of the implementation of the study program. Similarly, in the implementation of education, especially in terms of learning activities have a good performance. But in terms of activity and productivity research and community service among lecturers still need to be improved. In addition, improvements and optimization are also required in the case of: (1) Lecturer's educational qualification. (2) The quality and quantity of prospective students. (3) The quality of lecturers in the field of teaching and learning. (4) Learning facilities and infrastructure. (5) Management supported by information technology. (6) The length of study period should be reduced from 4.3 years to 4.0 years. (7) Cooperation with various government and private institutions.*

Keywords: *Potential, SWOT Analysis, Bachelor Accreditation Form*

Introduction

Looking at the new paradigm in the management of universities (PT) to face the challenges of globalization and autonomy are the autonomy of the PT, the quality of higher education, and accountability. Accountability is the responsibility of the PT on the implementation of higher education to stakeholders (students of parents, the world of work, government, faculty, support staff, and other interested parties). There are three kinds of activities in the implementation of accountability of higher education, namely accreditation, evaluation of self-evaluation-based study program (EPSBED), and quality assurance. All three activities are aimed at achieving the quality of higher education on an on-going basis.

Accreditation is one form of assessment (evaluation) of the quality and feasibility of higher education institutions or courses conducted by organizations or independent bodies outside the college. Another form of external quality assessment is an assessment related to accountability, licensing, licensing by a particular entity. There is also data collection by government agencies for specific purposes, and surveys to rank colleges. The purpose of accreditation is to control and audit the quality of education externally, implemented by the National Accreditation Board of Higher Education (BAN-PT).

Currently, in recent years there has been a phenomenon in Private Universities (Siti Khotimah, 2011) there is a decrease (fluctuation) number of new students. If viewed from a prolonged time will cause risks or impacts that affect the financial institutions and the cost of teaching and learning. Causes of decreasing the number of new student candidates' interest in Private Universities, one of which is public universities from year to year continue to open many new majors or study programs. The other challenges for private universities, one with the addition of college accreditation criteria from sixty-nine components to one hundred fifty five components.

UNBARI as one of private universities in Jambi Province established since 1985, Faculty of Teacher Training and Education is the oldest faculty. Even though it has been 30 years since becoming a private university, it is only in 2016 that English study program gets B accreditation, including long enough timeframe to obtain accreditation improvement. Based on the results of the survey and accreditation form of PBI 2016 which became the main reference source in obtaining the data, then in this research will be discussed about the potential analysis of PBI with SWOT approach in increasing accreditation so that it can compete with PTN and PTS in the national and international arena.

Accreditation of Higher Education

In 1994 a body charged with accreditation of universities under the name of National Accreditation Board of Higher Education (BAN-PT) was established by the Minister of Education and Culture. Initially the establishment of BAN-PT has decided to first conduct the accreditation of the study program, arguing that the study program determines the quality of educational outcomes and the fact that the quality of the study program varies.

Legal basis in the development of college institution accreditation refers to:

1. Law No. 20 of 2003 on National Education System (Articles 60 and 61).
2. Law Number 14 Year 2005 regarding Teachers and Lecturers (Article 47).
3. Government Regulation No. 19/2005 on National Education Standards (Articles 86, 87 and 88).
4. Regulation of the Minister of National Education of the Republic of Indonesia Number 28 Year 2005 concerning National Accreditation Board of Higher Education.

In accordance with its founding concept, universities are dedicated to: (1) mastering, utilizing, disseminating, transforming and developing science, technology, and art; (2) to study, clarify and preserve the culture; and (3) improving the quality of people's lives. Therefore, universities as an institution that performs the function of three dharma colleges, namely education, research and community service, and managing science and technology. To sustain such dedication and function, universities should be able to self-regulate in an effort to improve and

ensure the quality continuously, both input, process and output of various programs and services provided to the community. This is one reason why accreditation is needed by a university to build public accountability. And to realize such public accountability, universities should actively build an internal quality assurance system. To prove that the internal quality assurance system has been implemented properly and correctly, universities should be accredited by an external quality assurance institution. With a good quality assurance system, universities will be able to improve quality, uphold autonomy, and develop themselves as academic institutions and moral strength of society in a sustainable manner.

In accordance with the prevailing laws and regulations and the above considerations, BAN-PT accredits all universities in Indonesia. Accreditation of higher education institutions is a comprehensive evaluation and evaluation process of university commitment to quality and capacity of university tridharma program implementation, to determine the feasibility of education programs and units. These commitments are translated into a number of accreditation standards. The quality of higher education institutions is a reflection of the totality of the circumstances and characteristics of input, process and outcome or institutional services as measured by a number of standards established by BAN-PT.

Accreditation of higher education institution is a comprehensive evaluation and evaluation process of university commitment to quality and capacity of university tridharma program implementation, to determine the feasibility of education program and unit. Evaluations and assessments for institutional accreditation are undertaken by assessment teams consisting of peers and / or experts who understand the nature of university management. Decisions regarding quality are based on the evaluation and assessment of the evidence relating to established standards and based on the reasoning and consideration of peer experts. The required evidence includes written reports prepared by accredited, verified and validated university institutions through field visits or assessment of the assessor team to a college location.

As an institution dealing with the accreditation and quality of universities, BAN-PT has the authority to evaluate and appraise and establish the status and quality rating of higher education institutions based on predetermined quality standards. Because basically the objectives and benefits of accreditation of higher education institutions that are operated by BAN-PT are as follows.

1. Provide assurance that accredited university institutions have met the quality standards set by BAN-PT, so as to provide protection for the community from the implementation of universities that do not meet the standards.
2. Encourage universities to continuously improve and maintain high quality
3. Accreditation results can be used as a basis for consideration in college credit transfers, grant aid and allocation of funds, as well as recognition from other agencies or agencies.

In implementing the whole process of accreditation of universities there are some basic aspects that need to be considered by each related parties, namely assessors, accredited universities, and BAN-PT itself. These aspects are:

1. College accreditation standards used as benchmarks in evaluating and assessing the quality of performance, circumstances and educational tools of higher education
2. College accreditation procedure which is step and step that must be done in order to accreditation of university

3. Instrument of university accreditation which is used to present data and information as material in evaluating and assessing the quality of university, compiled based on accreditation standard specified; and
4. The college accreditation code of ethics which is the "rule of the game" to ensure the smoothness and objectivity of the process and the results of university accreditation.

University Competitiveness

Based on the presentation of the World Economic Forum (2006), competitiveness is a set of management, factors, policies and institutions that determine the level of productivity of a college. Higher education management that regards education as a product, rather than completely forgets the product quality issue. Marketing higher education is also done by selling "quality" products. The concept of understanding of quality itself changes from "quality of education" to "the quality of educational products". Basically, the actual quality of education lies in the ability of science to be applied in society, the ability of science to improve the quality of life. This means that in the university there is a series or set of management, factors, policies and institutions. These factors are the basis for the strength of a college. Factors in question is the human factor of students who are in the environment of college. The policy in question is a policy created or established by a university to realize a programmed and structured system.

Then, if seen another notion of competitiveness of the Council of Competitiveness, Washington, DC (2006) is the capacity of universities to face the challenges of national competition and keep or increase its productivity. This opinion defines the ability of a university to face competition, especially in this era of globalization that is full of competition.

The problems that will always arise in education include three things, namely equality and expansion of access to education, education quality, relevance and competitiveness of education. These three things become a conversation in all circles about education in the country of Indonesia. This is what causes the advancement or retreat of education in our country. College as a professional printer always try to study the problem continuously.

In accordance with the National Education System Act of 2003 Article 19 paragraph (1) college or higher education states that "Higher education is the level of education after secondary education which includes diploma, undergraduate, master, specialist and doctoral programs organized by universities". The term competitiveness, "begun" with the concept of comparative advantage, gained increasing attention lately (Slamento). Competitiveness, one of the most popular issues, but still not simple to understand. As a multidimensional concept, competitiveness greatly enables diverse definitions and measurements. The main pillar of the nation's competitiveness is human capital or Human Resources or human capital, the second is technological innovation.

Low HR issues cause the development process to run less smoothly because it is not supported by the productivity and quality of adequate labour. The level of human resource productivity is one of the benchmarks of the quality of human resources, the higher the productivity of human resources, the better the quality. Vice versa. In the study of higher education, human resource issues that become crucial to improve the competitiveness of universities. The quality of lecturers and the effectiveness of educational staff is the main thing to improve the competitiveness of universities, including in terms of increasing the competitiveness of college

graduates because the quality of college graduates is one of the indicators to assess the strength of competitiveness of a university. To overcome various problems faced by universities in maintaining its existence in the middle of society, the accreditation is one of the efforts to maintain competitiveness and increase the sale value of universities.

Design and Methodology

This research is descriptive research with survey method, that is by doing comparative study to compare the phenomena found and make grouping or classification that sourced from a standard. Some of the steps taken in this study include:

1. Selecting and formulating the problem
2. Browse through library sources
3. Conducting observations and interviews
4. Interpreting the research conditions with the data obtained
5. Conduct data analysis with SWOT approach
6. Build a recommended model in accordance with current conditions and standard methods used.
7. Create a scientific research report in the form of a mini research report.

For decision-making SWOT analysis is often used to consider all potentials arising and see all the possibilities that exist. Thus, the decisions taken will be effective and measurable. Freddy Rangkuti (2006: 18) mentioned that the SWOT analysis is a systematic identification of various factors to formulate the company's strategy. This analysis is based on the logic that can maximize strength and opportunities, but simultaneously can minimize weakness (Weaknesses) and threats (Threats).

In line with the understanding of SWOT analysis above, Philip Kotler (2005: 114) explains that what is meant by SWOT analysis is an evaluation of the overall strengths, weaknesses, opportunities and threats of the organization. SWOT is an analysis pioneered by Albert Humprey in the 1960 / 1970s. This analysis is an acronym of Strengths, Weaknesses, Opportunities, and Threats. This method of analysis tries to see from four different sides of a basic problem faced. The result, usually in the form of recommendations or directives to maintain the strength of existing opportunities, while reducing shortcomings and avoiding constraints / threats.

As mentioned earlier, this analysis is descriptive and sometimes very subjective, as it may be that two or more people who analyze things are viewed from four different sides. And because of its nature, SWOT does not provide an all-round solution. The output is only a directive in a problem.

Analysis of the potential of Prodi. English Faculty of Teacher Training and Education University of Batanghari with SWOT Approach: Accreditation Form Bachelor PS-PBI FKIP UNBARI Year 2016 can be concluded that approach SWOT (strength, weakness, opportunity, and threat), which means using approach and review based on strength and weakness internal PS-PBI FKIP UNBARI. Opportunities and threats those are likely to be faced by external agencies. This approach is taken, because it is considered more adaptive and flexible to changes that will be faced ten years into the future.

Finding and Discussion

The undergraduate study accreditation standard includes the commitment of undergraduate courses to provide excellent service and educational effectiveness consisting of seven standards. Based on data of PS-PBI form FKIP UNBARI year 2016, then the analysis description by using SWOT approach of each standard can be seen from the description below:

Swot Analysis Each Standard Components

SWOT Analysis Component Vision, Mission, Goals and Targets and Achievement Strategies (Standard 1)

Strength:

1. Having a vision and mission statement that is aligned with the vision and mission as well as the goals of faculty and university.
2. The realistic PS-PBI objective is to achieve the vision and mission.
3. The goal formulation and achievement strategy have clear indicators.

Weakness:

1. Not all academic community activities are consistent with the mission formulated.
2. Relatively large funds are needed to reach the target.
3. Low accreditation value resulted in low interest of new student candidates.

Opportunity:

1. The needs of educators in the field of English, relatively high.
2. English is used on an international scale, so it provides great benefits for future students.

Threat:

1. Number of State Universities and Private Universities conducting English Education Study Program in Jambi Province.

SWOT Analysis Components Tatapamong, leadership, Management System, Quality Assurance, and Information Systems (Standard 2):

Strength:

2. PS-PBI has an effective and efficient governance's structure.
3. The governance of the PS-PBI tutor runs democratically, by applying credible, transparent, accountable, accountable and fair principles.
4. PS-PBI quality assurance unit has been established.
5. Has a network infrastructure Management Information System (SIM) that can be accessed by all academic communities.

Weakness:

1. The authority of Prodi is still centralized.
2. Tracer tracking is not yet optimal.
3. Prodi's financial management system is still centred on the foundation.

Opportunity:

1. Involvement of PS-PBI structure in structural meeting of faculty and university in giving opinion / views
2. The information network system is widely open for program development.
3. Establishment of cooperation between quality assurance institutions with Quality Assurance Cluster and Quality of guarantee Unit.

Threat:

1. Competition between PTS and PTN in Province with higher quality management.
2. Inhibition of cooperation with various institutions due to low accreditation.

SWOT Analysis of Student and Graduate Components (Standard 3)

Strength:

1. Competency-based acceptance system (written test and interview) to get prospective students.
2. >75 graduates work in accordance with their field.
3. Average GPA of graduates increases (3.13)
4. Availability of services for students

Weakness:

1. Decrease in the interest of prospective students due to the accreditation value of C
2. There is no acceptance mechanism for prospective students who have special talents
3. The low productivity of students in making student creativity proposal
4. Communication and function of alumni association with institution not yet optimal

Opportunity:

1. The need for English language educators is still large.
2. The number of national activities to demonstrate the competence and creativity of students in the academic field.
3. English is used on an international scale so that PS-PBI graduates have job opportunities in Asean countries.

Threat:

1. The number of rivals and graduates of the same PS in various PT and PTS in terms of quantity and quality.

SWOT Analysis of Human Resources (Standard 4):

Strength:

1. Certified PS-PBI lecturers are 55%.
2. 90% of lecturers qualified for S2.
3. The quality of PS-PBI lecturers has been in accordance with the field of science.
4. The ratio of lecturers and students is appropriate.

Weakness:

1. Lecturer with doctorate is still low.
2. Research lecturers are still lacking.
3. Do not have intellectual property rights yet.
4. The lecturer has not won a research grant.
5. The number and quality of education personnel is still low.

Opportunity:

1. Available funding for advanced lecturers and community service.
2. The high interest of prospective lecturers to become lecturers PS.
3. Law no. 14 year 2005 teachers and lecturers and lecturer certification program that can improve the motivation of lecturer's performance.

Threat:

1. Qualifications of lecturers in developing PS similar in PTN relatively better.

SWOT Analysis Components of Curriculum, Learning, and Academic Atmosphere (Standard 5)

Strength:

1. PS-PBI curriculum has been referring to KKNI.

2. Compliance between curriculum and PS-PBI goals is relatively high.
3. There is an attempt to conduct a curriculum assessment every 2 to 5 years.
4. The development of information technology-based learning technology (e-learning).
5. The air-conditioned classrooms are comfortably air-conditioned and equipped with LCD.

Weakness:

1. Percentage of lecturers using information technology has not been maximized.
2. Feedback from graduates and graduate users has not been properly mapped.
3. Lecture and curriculum monitoring is not maximized.

Opportunity:

1. Given the right of autonomy to formulate the curriculum of choice by Kemenristek.
2. Management Information System has a significant development

Threat:

1. PS at PTN / PTS has implemented many modern learning systems, supported by adequate facilities and infrastructure.

SWOT Analysis of Financing, Means and Infrastructure Components (Standard 6)

Strength:

1. The existence of the financial planning system included in the Statute, involves the study program.
2. Classrooms for lectures are equipped with the means of Management Information Systems
3. Language laboratory equipment supports graduate competency.
4. Strategic campus location in the city Centre.

Weakness:

1. Financing relies more on public funds, i.e. SPP from students.
2. Funding is still centred on the rectorate; there is no funding allocation at the autonomous course level.
3. Creative lecturers in utilizing the Blog are still minimal.

Opportunity:

1. Availability of grant funds
2. The availability of scholarships from government and private institutions for students and lecturers.

Threat:

1. Competition with other PSs as well as other institutions in obtaining grant funds.
2. The development of dynamic science and science demands change of representative facilities and infrastructure.

SWOT Analysis Component Services / Community Service, and Cooperation (Standard 7)

Strength:

1. All professors have the ability in scientific writing.
2. The institute has a scientific journal to publish research lecturers.
3. There has been cooperation with various government and private institutions.

Weakness:

1. Lecturer performance is still low in conducting research
2. Low published research results in national accredited journals and international journals.

3. The lack of cooperation in research and dedication with foreign agencies.

Opportunity:

1. The offer of various grants for competition for research and community service from the government (DIKTI, PEMDA) or non-government.
2. The existence of a cooperation agreement (MoU) between UNBARI with the Provincial and District Government in planning and regional development.

Threat:

1. Competition towards research grants and dedication and relatively high cooperation from various universities.

In addition to the data information contained in the table above, the external environmental opportunities that can be utilized by PS-PBI FKIP UNBARI to become a college competitiveness capital for the time being and in the future it can be seen from the following description:

1. Geographical location of Jambi City is in a strategic position that is in the middle of Sumatra Island. Geographically, Jambi Province lies on 0o45'-2o45' South Latitude and 101o10'-104o55' East Longitude in the middle of Sumatera Island, Northern Province is bordered with Riau Province, East side with South China Sea of Kepulauan Riau Province in the South, Sumatera Province South and West border with West Sumatra Province. . Thus the city of Jambi is easily accessible by other provinces.
2. The city of Jambi is one of the strategic areas in Jambi Province, as well as the capital of Jambi Province, both in development, agriculture, trade and industry.
3. Human resources, especially high school age and higher education tend to increase.
4. The number of universities (universities) is still limited.
5. Jambi Government policy to promote education for the community is quite high.
6. The high level of public awareness for education in Jambi province.

Based on the results of SWOT analysis conducted, and then found some development conducted by Prodi English Education Unbari, namely the development in general is the realization of a modern learning system, with the following characteristics:

1. Produce professional graduates and noble,
2. To produce graduates who are able to compete in regional and national level,
3. The learning process is supported by management information system.
The strategy developed by PS-PBI FKIP Unbari is as follows:
4. Improved qualifications of lecturers and education personnel to follow advanced studies and trainings to lead to quality learning.
5. Optimizing research and community service.
6. Improved access to learning management information system and efficient use of learning facilities and infrastructure.
7. Review the curriculum on an on-going basis.
8. Seeking cooperation with government and private, local and regional.

Conclusion

The paradigm of educational development and the existence of regulation have much impact on PS-PBI FKIP UNBARI. Basically, PS-PBI FKIP UNBARI has been able to compete nationally with other state universities and private universities in Indonesia. This can be seen

from data form 2016 relating to the potentials owned by PS-PBI FKIP UNBARI. Through SWOT analysis it will be useful to define strategic choices in understanding the potential of PS-PBI FKIP UNBARI to keep survive and to move forward. Based on the evaluation result of accreditation data of year 2016 and conducting study and analysis with SWOT analysis approach, hence can be obtained related information: (1) identification of documents needed in accreditation assessment; (2) English education course has enough in having document especially related to standard 2 up to standard 7. Then based on the weakness and deficiency contained in accreditation form year 2016, then (1) English study program can complete the documents that not yet available; (2) may design the necessary data processing processes in a monitoring system.

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ANALYSIS OF CAREER COUNSELING MENTORING POLICY AT HIGHER EDUCATION LEVEL

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Abstract: *Knowledge that applied during the education level can be applied when a person enters the world of work. The high competitiveness and more selective of an agency in recruiting employees make job seekers are required to have the skills and special tips in achieving a position. Dabbing someone in the world of work, not apart from the role of educational institutions such as universities in providing career counseling guidance for prospective graduates. The guidance of career counseling can lead, provide insight and knowledge about the world of work and current issues in facing competition in the world of work. The magnitude of the impact caused by the counseling career counseling program, making the educational policy stakeholders at a university institution to consider the implementation of guidance services to prospective graduates who will compete in the world of work. The existence of policy implementation of career counseling, counseling at this college, is expected to suppress high unemployment rate for graduate of bachelor at this time. This study aims to analyze career counseling guidance policy that has been given by several universities for prospective graduates. Selected university samples include: IAIN Batusangkar, STKIP PGRI Sumatera Barat, Universitas Muhammadiyah Tapanuli Selatan, Institut Pendidikan Tapanuli Selatan, UIN Imam Bonjol Padang, Universitas Negeri Padang, and Universitas Putra Indonesia YPTK Padang. The results of this study include: report on career counseling guidance policy at host institution, obstacles faced by the organizer, service impact for graduates and evaluation of career counseling guidance policy.*

Keywords: *Policy, Career Counseling Guidance, Higher Education*

Preliminary

Education is one's conscious effort to add insight and knowledge so as to have the ability that can be utilized in fulfilling the needs later. The level of ability that can be honed by deepening a skill at a certain level of education. The higher the level of education, then the better the skills and skills possessed by someone. Skill and job opportunities can be said to be directly proportional, meaning that the better and good skill someone will be the greater the opportunity employed.

Cannot be denied, one's purpose in following the education process one of them is to get a decent job in accordance with the field and the ability possessed. All knowledge, insight, and knowledge gained during the educational process can be applied when one is confronted with

the workplace. Of course, this will make a benchmark how the quality of a person in existence in the world of work.

Responding to this, the institution where a person is educated should be able to facilitate and provide an overview of the world of work, so that when in the real situation of the working world the graduates will be able to compete and stay afloat amid the strong flow of competition. Before being released facing the increasingly selective job market competition, the graduates who will become job seekers need to be equipped with insight and knowledge about how the situation and conditions of the real world of work. In addition, these graduates also need to be directed to create jobs, not just to get jobs. In the future, it is expected that such a program can minimize the high unemployment rate after completing his education.

**Table 1. Percentage of Unemployment Data in Indonesia Age 15 Years and Over
Period 2014-2016**

Qualification	2014	2015		2016	
	2	I	II	I	II
SD	3.1	3.6	2.7	3.4	2.9
SMP	7.2	7.1	6.2	5.8	5.6
SMA	9.6	8.2	10.3	6.7	8.7
University	5.7	5.3	6.4	6.2	4.9

(source: Kompasiana.com)

The facts in the field indicate that there are still many percentages of college graduates who have not yet got a job. Based on the results of interviews that have been done, can be concluded several factors trigger high percentage of Unemployment College graduates include:

1. Lack of information on job vacancies
2. Low competence possessed
3. Less varied existing skills
4. Not knowing tips on getting a job
5. Lack of experience in identifying the needs of the world of work
6. The existence of mindset and mindset where work on one field only

To anticipate this condition, universities can contribute and have a role in suppressing the high unemployment rate. The solution that can be done is to take care career counseling policy for prospective graduates who will face the world of work. Counseling career counseling can be a place of intertwining the relationship between the world of work and prospective job seekers. Based on the description above, the researchers are interested to conduct research with the title " Analysis of Career Counseling Mentoring Policy at the higher education level".

Theoretical basis

Introduction to Career Counseling Guidance

Making career choices satisfactory, adequate and following the career advancement path leads to personal satisfaction and social integration. In a rapidly evolving environment demanding career counseling plays a key function in terms of individual and social development. The problems that arise in one's career path is the time to start a career where the

fundamental difficulty faced is career decision making. Someone will work in what world and in what form of work (Defriyanto, 2016). Difficulties in decision-making related to the notion of career uncertainty, which consists of the inability to make decisions about the choice of work to be achieved. Three categories of difficulties, each divided into several sub-categories: lack of readiness (related to three subcategories: lack of motivation, general uncertainty, and dysfunctional belief), lack of information (related to four subcategories: lack of information about career, self and how to obtain information), and inconsistent information/related to three sub-categories: unreliable information, internal, and external conflicts (Dik, 2008)

Life satisfaction can be considered as a general indicator of the effectiveness of career counseling (Hendra, 2012). Subjective welfare is considered a definition of operational and measurable welfare and is usually divided into two components: affective aspects and cognitive aspects (life satisfaction). Life satisfaction is the result of an individual appraisal process by comparing the living conditions they perceive with self-defined standards (Jin, 2012).

The nature of the working world has changed considerably over the past three decades. There is less job stability, economic uncertainty, and more sustained changes that occur than ever before, due to forces such as globalization, downsizing, and technological progress. Changes in the world of work have implications for the future of career counseling. In particular, the nature of the environment will help to determine the client's needs and the types of interventions that are most helpful (Endriani, 2011). Everyone has a Personal Career Theory (PCT), which is an individualized conceptualization of how careers and jobs are revealed and operating. People develop ideas about (1) how individuals can be categorized in different dimensions, (2) how environments can be classified, and (3) how people and the environment interact. Further, people have a self-concept that includes ideas about their abilities, interests, goals, and personalities. They also have assumptions about what will contribute to their satisfactory work and non-working activities, and how to achieve career and life goals. Everyone's PCT results come from their unique life experiences (Kayano, 2011).

The career development strategy has great potential as a flexible and efficient tool for use in career research and practice development. In recent years, various forms of career guidance and career counseling have become more prominent and better served in most universities around the world (Magnuson, 2011). The services are clearly for the benefit of the students themselves and for the community. In China, in particular, researchers and practitioners are now beginning to focus on the localization of guidance and counseling theories and strategies to match more precisely the actual employment situation in different parts of the country. This should result in services that meet the needs of students more effectively (Rahma, 2010).

Areas of Careers Guidance

The career guidance is also one of the areas in the guidance and counseling that exist in the school. Career counseling is guidance in preparing for the world of work, in choosing employment or a certain occupation/profession and equip yourself to be ready to take the position, and in adjusting to the various demands of the work that entered the job. Career counseling can also be used as a means of meeting the developmental needs of learners which must be seen as an integral part of the educational program integrated into each learning experience in the field of study (Hidayati, 2011).

Career guidance is an activity undertaken by counselors in various scopes with the aim of stimulating and facilitating the development of one's career throughout the working age. These activities include assistance in career planning, decision making, and adjustment. The definition of career covering all aspects of one's life, which in this case includes three aspects namely (a) life role, for example as workers, family members, community members, (b) school, work environment, (c) life events, for example when entering a job, marriage, transfer of duties, job loss, withdraw from a job (Lee, 2001).

The main thrust for choosing a career is to build a social identity based on a set choice. Individuals develop job cognitive maps based on the dimensions of masculinity or femininity of work, job prestige, and occupational fields. Through career counseling and counseling in schools, learners can obtain career information services that are more planned, systematic, and focused. Thus learners can be prepared and assisted to plan the future and more motivated in learning in order to achieve its goals (Walgito, 2010).

Organizing Career Guidance

The way of conducting career guidance in schools can be pursued through two approaches:

1. Individual Approach:

The individual approach is by way of career counseling. Career counseling assistance covers two ways:

- a. Counseling on problem-solving with the aim of addressing the problems facing students.
- b. Individual assistance for each student to understand himself, understand the world of work and make adjustments between himself and the world of work.

2. Group Approach:

- a. Learning package, which is the Implementation of career guidance using five approaches to learning, namely: Self-understanding, Values, Understanding the environment, Obstacles and how to overcome them, and Plan for the future.
- b. Unit teaching, ie each field of study has a subject related to a job during the learning process should provide information that related with a job during the learning process to provide information relating to a job with respect to the material submitted. If this is the case then career guidance activities are planned and programmed by the school. However, the burden is not given to other teachers but given to the officers who will provide such guidance.
- c. Bulletin board, which is through bulletin boards Bk officers put the information, information about the various types of work material derived from the clipping of a job and others.
- d. Day of career, ie activities to fill certain days filled with lectures from sources about a job. Through this activity, it is expected that the students gain more information and understanding towards various career problems and also gain an understanding about of itself. Examples of activities that can be implemented include discussions, demonstrations, film screenings, exhibitions and so on.
- e. The work of the tour, the students are invited to visit a job to see closely about a job (Masronati, 2011).

Education Policy

Policy (policy) etymology (origin of words) derived from the Greek language, namely "Polis" which means city (city). In this case, The policy is concerned with the idea of organizational setting and is a formal pattern that is equally acceptable to governments/institutions so that by doing so they are trying to pursue their goals (Abidin, 2006). In other definitions, the policy is a government decision that is general and applicable to all members of society. Policies can also be interpreted as written rules which are formal, binding, organizational decisions that govern behavior in order to create new values in society (Budi, 2007).

Policies will be the main references to members of the organization or community members in behaving. Policies are generally problem-solving and proactive. Unlike Law (Law) and Regulation (Regulation), policies are more adaptive and interpretative, although the policy also regulates "what is allowed, and what should not be". Policies are also expected to be general but without removing specific local features. Policies should allow opportunities to be interpreted according to the specific conditions (Dun, 2003).

Education policy contains 3 (three) important components that are interrelated in the formulation process of education policy that is Policy Officer, Policy Content, and Policy Environment.

1. Policy actors, Persons or actors involved in policy formulation are also called policy actors. According to James Anderson, the policy actors are divided into two roles: official and unofficial actors.
 - a. Official actors, included in official acts are the government which consists of:
 - 1) Legislative is an institution in charge of formulating and forming policy in the form of law and become a policy. Where the law becomes a legal umbrella for public policy-making at the next level such as presidential instruction, government regulations, decisions up to subordinate local regulations.
 - 2) Executive, Once the policy is made by the legislature to eat the executive function is to implement the policy public or other words to implement to the public what the content of a policy that has been born.
 - 3) Judicative, this government agency is responsible for overseeing and giving sanction consideration if there is any mistake or mistake in the implementation process of a public policy.
 - b. Unofficial actors, usually from outside government agencies such as interest groups, political parties, mass organizations, citizens, and individuals. These unofficial actors have no role in policy decisions but they play a role in providing suggestions, suggestions, and even interventions to authorized policymakers in order to pass or use the form of policy they desire.
2. Policy Environment, System theory argues that public policy making cannot be separated from the influence of the environment itself. The demand for the policy can be born due
3. to environmental influences and transformed into a political system. However, the process of public policy formulation that produced must also consider environmental factors, among others; natural resources, climate, topography, population, population distribution, spatial location, culture, social structure, economic and political system. In the case of certain policies, it is necessary to consider also the international environment and

international policy. The environment is very influential on the content of the policy because from the environment the policy actors can develop a strategy for making a policy content for the public space. Education policy as the allocation of power values for all societies whose existence is binding so those policy actors in making education policy must really pay attention to the environment where the demands of a policy come from.

4. Content Policy, What is meant by the content of the policy is the end result of a policy formulation that has been manifested in the form of laws, government regulations to local regulations. This form of public policy is contained in the contents of the policy which contains considerations, determinations, and decisions which further comprise chapters and chapters to additional rules. The content of the policy is certainly adapted to the local environmental conditions in which the policy originated, if the policy content is not directed to an appropriate environmental condition then there will be a failure of the implementation of public policy itself. The contents of the policy, of course, must really accommodate the interests of education and not the interests of certain groups so that it can answer the demands of society (AG, 2005).

RESEARCH METHODS

This type of research is descriptive qualitative and aims to describe the results of educational policy analysis that has been taken by several universities with regard to counseling career guidance services. The samples of universities taken in the research activities are IAIN Batusangkar, STKIP PGRI West Sumatra, University of Muhammadiyah Tapanuli Selatan, South Tapanuli Institute of Education, UIN Imam Bonjol Padang, State University of Padang, and Universitas Putra Indonesia YPTK Padang. The Instrument of data collecting research in the form of questioner which is disseminated to leader and majors of the study program, department, faculty and university/college. The research instrument contains the question items outlined in Table 2 below.

Table 2. Description of the Contents of Research Instruments
Focus Questioner Item

Item Questioner	Focus
First	The presence/absence of the implementation of activities, implementation procedures, and stakeholders related programs that have been run.
Second	Background on the importance of career counseling guidance services at the college level
Third	The form of evaluation activities
Forth	Benefit and impact of career counseling.
Fivth	Obstacles in the implementation of career counseling guidance at the college level

Based on the analysis of the results of the questioner conducted, can be drawn conclusions regarding the need or not the implementation of career counseling services in support of the existence of graduates in working world. The recommendations offered are based on the facts encountered during the field research.

Results and Discussion

Summary of the results of the questionnaire analysis that has been disseminated can be presented in the following form:

Table 3. Results of Questioners Analysis Related to First Item Questioner

Focus	Description
The presence/absence of activities,	86% of the sample has conducted career counseling services
Implementation Procedures,	Integrated into the course
	Managed by laboratory implementation of BK
	Routine every time the graduation coordinated by the faculty
Relevant policy stakeholders	from the head of the study program to the highest leadership of the university/college
Programs that have been undertaken	field of study, archive study
	Coordinated by faculty
	Entrepreneurial activities
	Presents special speakers

From the results of questionnaire analysis that has been disseminated, career counseling guidance has not been fully implemented by every college. This is evidenced by the findings that at a college institution, counseling career counseling services have not been implemented. Given the existing resources, it is appropriate that career counseling, counseling program can be successfully implemented. Based on the results of the questionnaire analysis, 86% of sample colleges have organized career counseling services. This career counseling program is carried out based on the policy taken and is the result of cooperation between university officials, from the head of the department to the senior chairman of the rector or director. For the implementation, procedure found findings that some universities that already have counseling guidance services and UPBK, service programs are entirely submitted to the institution. For universities that do not have UPBK, they do it with a few tricks such as: integrating career counseling services into the course (especially in entrepreneurship courses), regularly running events organized by faculty before releasing graduates and graduates.

Various forms of programs can be undertaken by universities to carry out career counseling services. The simplest and routine thing to do is to provide the briefing in the form of seminars and workshops to prospective graduates on how real conditions of the working world at the present moment. In addition to the seminar/workshop activities, also invited alumni who have a successful career and other resource persons who still have relevance to the field of prospective graduates. A direct visit to the workplace (field study) is also one step in seeking

the implementation of career counseling services. With the existence of field studies, is expected to generate positive feedback for prospective graduates in the face of the world of work later. Seeing the implementation of career counseling, counseling services at the college level, will further be explained the background of the need for services conducted by each college.

Table 4. Results of questionnaire Analysis Related to Second Item Questioner

No	Background
1	Creating graduates who can compete in the global era
2	Most students are confused to determine their career
3	Making students more focused on the career
4	The number of alumni who become unemployed/hard to get a job
5	Procurement students face the world of work
6	The importance of giving knowledge to students about tips in working
7	Responding to the needs of a dynamic world of work
8	Students' unpreparedness enters the world of work

The most fundamental underlying of the importance of career counseling, counseling services at universities is the number of alumni who are not yet ready to enter the workforce, so they have doubts and confusion in the face of the world of work. Another effect posed by this problem is the high unemployment rate for graduates graduate. Of course, this problem not only belongs to the individual, it also involves the college. To that end, universities should be responsive in dealing with issues related to career prospective graduates in the future. With many successful graduates in the world of work, will also participate in raising the name and image of the campus in the eyes of society. In a policy adopted (especially in relation to education), evaluation activities are necessary. Evaluation activities can be a source of information on the effectiveness of policies that have been taken. Results of analysis on the evaluation of policy and career counseling activities presented below.

Table 5. Questioner Analysis Results Relating to The Third Item Questioner No Evaluation

No	Evaluation
1	Viewed from outcomes and reports
2	Visiting where alumni work
3	Spread the questionnaire about stakeholder satisfaction with the alumni's performance
4	Reports obtained from several relevant sources

Evaluation of activities can be done by looking at how the outcome of graduates after taking part in the world of work. In addition to seeing how the outcomes are generated, it is also important to consider incoming reports on graduate performance after following a career counseling program. Reports can serve as evidence and authentic data about the success of career counseling, counseling services that have been done. If possible, the university can conduct a visit to the institution where the alumni work. This visit can be used as study field for prospective graduates and also as a monitoring activity of alumni's performance that has followed career counseling guidance. Another action that can be taken to carry out the evaluation activities of career counseling, counseling is to spread a questionnaire with regard to the performance of graduates. Based on the questionnaire results can be evaluated career counseling guidance, program revision or program improvement. With the holding of career counseling, counseling services, there are some positive impacts generated, including:

1. Provide experience to students directly according to their field
2. Helping students apply their knowledge
3. Help students recognize the ability that can be developed
4. Helping students cope with stress in choosing a career
5. Students become more focused on their learning goals
6. Alumni become unemployment decreases
7. Assist career planning / work
8. Help students understand their potential
9. Have entrepreneurial knowledge and skills
10. Make students better equipped to face the world of work

Considering the many impacts that result from career counseling services, it is proper that all policy stakeholders at each university begin to carry out career counseling activities. Career counseling, counseling policy can be taken by all leaders in every university and in the process of conducting synergy with each related parties (lecturers and members of educator environment).Based on the findings in the field, there are several obstacles to the implementation of career counseling services, such as:

Table 6. Implementation Constraints of Career Counseling Services at Higher Education Level No Obstacles Encountered

No	Problem faced
1	Too many tasks so that counseling career counseling service not yet optimal
2	Lack of supporting facilities and infrastructure
3	Lack of funds and professionals
4	Results are still minimal
5	Differences in student character
6	Some students have not been able to determine the direction of career development
7	The absence of specialized agencies that manage bk career services
8	Student seriousness
9	Commitment between counselor and client is often overlooked

With the presented obstacles encountered in the implementation of career counseling services, it is expected that the universities that will organize can pay attention to the problems that exist in order to succeed the future career counseling services.

Conclude

Based on the analysis that has been done, counseling guidance program feasible to be applied by every college in order to create alumni career success in the future. Therefore, leaders and all levels of universities can work together to create a career counseling guidance policy at the university level. Seeing the urgency of the existing problems, it is appropriate that every student who will graduate or released to the world of work has a provision about the ins and outs of the field of work that will be done. The success of alumni in a career in the world of work will also raise the level of public confidence in the college where the alumni come from.

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THE IMAGE OF WOMEN IN THE POETRY OF MAHMOUD DARWISH

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Abstract: *The majority of Mahmoud Darwish's poetry is associated with the image of women. Pointing out women's image in the poetry of Mahmoud Darwish, this paper emphasizes the analysis of the image of women in his poems. The aim of this paper is gain a better understanding of the poet Mahmoud Darwish and his poetic works, and to demonstrate its inspiration, artistry, and rhetoric, especially regarding the subject of women's image in poem. In addition, the description method in Mahmoud Darwish's poetry is illustrated, the poetic content is clarified, and the significance and implication of the subject of women and their image in the poetry are analyzed. Finally, this paper compares and analyzes the images of women in various periods, and illuminates its influence and summarizes the main points.*

Keywords: *Women's Image, Mahmoud Darwish's Poetry, Analysis*

Introduction

This paper focuses on the analysis of women's image in the poetry of the Palestinian poet Mahmoud Salim Darwish, who is one of the best-know poets whose name is related the patriotic revolution in Palestinian and Arab countries and is one of the poets that have made outstanding contributions to the development of modern Arabic poetry. Mahmoud Darwish is the the first poet paying attention to Palestinian issues, and he is the first woman poet as well. It is well-known that his poems concern the women, homeland and land. Mahmoud Darwish's poetry expresses the tragedy of the Palestinian people and the resistance to the occupation of the world. In his works, an effective method was adopted to express the humanity, dignity and feelings of the Palestinian people (Xue, 2016), leaving a deep imprint in the history of Arabic literature. He devised a novel way to write poetry, which is quite famous in the Arab world, and Asia requires the study of this brand-new way, which is the reason why the subject of this paper is women's image of his poetry. On the other hand, since this poet has left a great and valuable literary heritage to the whole world, researchers and scholars are willing to devote themselves to the study of his works, and to explore his wonderful artistic experiences.

For example, the women in Mahmoud Darwish's poetry not only symbolize the motherland and hometown, but also represent the feeling of warmth and tenderness. The women in his poetry are different from those in others poets' of his age. Some poets consider women as lovely, beautiful and tender females, while Darwish always appreciate women's value as the symbol of human beings. Through this paper, we are able to delve into the connotation of his work, acquire knowledge about it, understand the significance of women in his poetry, and then may enlighten the literary appreciation and study in general. For beginners who study Arabic language, Mahmoud Darwish's poems are quite useful, as the words of his poetry not only are

sweet, beautiful, and easy to understand, but also have suggestiveness and profound meaning, at the same time the phrases in them possess a high level of artistry.

Literature Review

Palestinian Mahmoud Darwish was born in al-Birwa in the western Galilee, a village that was occupied and subsequently razed by the Israeli army. Because they had missed the official Israeli census, Darwish and his family were considered as “internal refugees” or “present-absent aliens.” Living for many years in exile in Beirut and Paris, Darwish is the author of over 30 books of poetry and eight books of prose and gained the Lannan Cultural Freedom Prize from the Lannan Foundation, the Lenin Peace Prize, and the Knight of Arts and Belles Lettres Medal from France.

In the 1960s Darwish was imprisoned for reciting poetry and traveling between villages without a permit. Deemed as a “resistance poet,” he was kept under house arrest when his poem Identity Card was turned into a protest song. After spending a year at a university of Moscow in 1970, Darwish worked at the newspaper Al-Ahram in Cairo. He subsequently lived in Beirut, where he edited the journal Palestinian Affairs from 1973 to 1982. In 1981, he founded and edited the journal Al-Karmel. During 1987 and 1993, Darwish served on the Executive Committee of the Palestine Liberation Organization. After 3 years, he was allowed to return from exile to visit friends and family in Israel and Palestine (Potrey foundation, 2018). He possesses a number of representative works, such as Wingless birds, Leaves of olives, A lover from Palestine, Birds are Dying in Galilee, I love you, I love you not. His poetries were translated into more than three languages into the world. On August 9, 2008, this prominent poet passes away.

The poet Mahmoud Darwish has left a great and valuable literary legacy, which is sufficiently analysed by researchers and scholars, who also studied his poetry and explored his brilliant artistic experiences. Through a review of available studies that relate to this subject, the researcher benefits greatly from all these research to support the writing of this paper.

Dr. Mohammed Abdul Hadi published an article titled Reflections of the symbol of women in the poetry of Mahmoud Darwish (Mohamed Abdel Hadi, 2009), in which Mahmoud Darwish was generally introduced, such as his life and his studies at the beginning. Then he presented his personal private opinions about Mahmoud Darwish’s works and the semantics of his poems, especially the manifestation mode of women’s character in his poetry. In his opinion, Mahmoud Darwish occupies a unique position that is rarely enjoyed by a poet in modern and contemporary Arab culture, and his poems represent the Palestinian aesthetic dictionary of poetry. In depicting women’s image and employing them in his poetic creation, Mahmoud Darwish disagreed with other poets, in whose poetry the symbol of women is new, as Dr. Mohammed Nasser stated, “This symbol is used in the traditional poems as feminine pronoun in a direct dialogue with the nation, but in the contemporary poems, this symbol has been moved away from the research, and poets are describing the homeland with all the qualities that are only able to be owned or characterized by women.”

The combination of women and the country in Mahmoud Darwish’s poetry extends his artistic experiences with the same emotional passion, where the poem is characterized by the love of patriotism and mixes the image of the girl and homeland; no one can distinguish whether the passion of love is towards the girl and mother, or the earth and homeland. In

addition, the poet demonstrated a strong attitude toward his sister, expressing his sympathy and respect for her, and he even was anxious that she was responsible for him. As the poet expresses his respect and love for his grandmother, Mahmoud Darwish's poetry is far beyond the literal meaning, enlightening to the readers with love that occurred between man and woman. Mahmoud Darwish has created a connection between the nation and women with various characters, especially the love and mother, which represents a significant aspect of the poet's poetic writing, he ascribed women the status in it, and lots of evidence reveals that women occupied the highest position in the poetry, making it a sacred symbol - the homeland. In other words, the poet offered "Woman" a unique and profound image in comparison to other poets (Abdel Hadi, 2009).

Taking poetic texts as example, the researchers and scholars analyzed its significance and writing style in this article. Here the researcher refer to the existence of some common factors between this paper and articles from other scholars in the analytical method and the views on women, for example, this can be used by the researcher, especially by reviewing his analytical method, and at the same time the researcher will adopt the personal method in text analysis, to further deepen the study. On this basis, the researcher will provide more details in describing the image of women and expand it simultaneously.

Research methodology

Research methodology is the procedures and methods that help the researcher renew the subject and collect and analyze the data and information, as well as the way of expressing thought and solve problems. It is the skill of organizing the right series of ideas, to write the research from beginning to end. The researcher will rely on the descriptive method and analytical method.

Descriptive method

Here the researcher will employ descriptive method to explain the woman in Mahmoud Darwish's poem and study his poetic works that are related to this subject, to obtain an understanding of his biography and creative background, and to explain the presence of poetry that includes the women's image in it.

Analytical method

In this research, the researcher will adopt analytical method to analyze the image of women in Mahmoud Darwish's poetry from two aspects, artistry and rhetoric, to understanding the importance of women's symbol in his poetry, and any rhetorical methods emerging in the writing of poetry that highlights the image of women.

Template analysis

An example of Rita and rifle:
Between Rita and my eyes...
There is a rifle

This sentence is a noun sentence which consists of the prepositional phrase at the beginning and the backward predicate and is separated with points leaving space for imagination. Rita was an Israeli girl he loved and was not possible to love due to the conflict, which is represented in the rifle. They had a love affair that ended with their separation due to

their being in opposite sides of the Palestinian cause. The "rifle" between Rita and poet symbolizes the war, and the poet used a number of words to describe how beautiful Rita is and the fond memories between them.

And whoever knows Rita
Kneels and plays
To the divinity in those honey-colored eyes
And I kissed Rita
When she was young
And I remember how she approached
And how my arm covered the loveliest of braids
And I remember Rita
The way a sparrow remembers its stream
Ah, Rita
Between us there are a million sparrows and images
And many a rendezvous

"Rita" became a female symbol frequently appearing in Darwish's poems. In his narrative poem, "Rita" is the heroine of the love tragedy, and the lover whom he confided with.

The image of women in the poetry of Mahmoud Darwish

As mentioned above, a majority of Mahmoud Darwish's works are related to women, such as the "mother" in A letter from exile and To mother, the "lover" in Rita and rifle and First date and on the like. Starting from his early works, this paper analyzes them one by one in chronological order of his published works.

A Letter From Exile

Selected from Mahmoud Darwish's collection of poems "Leaves of olive", published in 1964, this poem is a message from the Palestinian homeless to every human being with a keen feeling to tell the experience of suffering. The poet describes his difficult state of alienation, he lacks consolation, and no one feels with him the suffering and nostalgia for the homeland. His obsession with despair and loss of hope, and the sense of alienation, make him look like a lost and weak bird. Both are constrained by freedom, lost and tired away from their homeland. These pictures stimulated some memories that he wrote in the same poem. He, who left them in his homeland and inquires about their situation, recalled his mother, his father, his brothers and his companions. He does not know what has happened to them, even if they are alive or dead or they are exiled like him without address and value. (Jamal Sawy, 2009).

The image of women in this poem touches on his mother, sister and grandmother. Literally, the poet is talking here with his mother, in fact, he is talking to his homeland as well. The poet has been displaced abroad for many years, despite the bitter life, and every night in hunger, he still said "I'm fine."

I'm fine
I've turned twenty
I've become a man, Mother
...

The Palestinian homeless here talk with "mother" that is the symbol of compassion and concern and love, the poet compares the image of motherly love with the cruel reality in order to highlight the latter, cruel reality:

Mother! Night is a hungry wolf
Chasing the exile wherever he goes
...
What have we done, Mother

The woman here is not only his family, but a symbol of his homeland, he told his "mother" that the night seemed a hungry wolf, both of them were cruel, they drove aliens ignoring their pains. The poet feels alone and frightened. Therefore, he inquires from his homeland or his mother about the reason for his exile.

In this poem, the image of women is integrated with the homeland, and the poet also expressed the same passion for his homeland and his mother. Longing for his country and yearning for his mother, he has questions to ask them because he is incapable of returning to his homeland, and also, he worries about them. The poet has an affection towards his mother and his homeland. The image of women in this poem has a double-meaning.

The Most Beautiful Love

This poem is from the poetry collection "Leaves of olives", in which the poet describes the hardship of the revolution and requires help from his female friends. In fact, Mahmoud Darwish disagrees with others in describing women. He cares nothing about the description of women and their relationships so well, so that women are targets in his writings, he seeks an approach that female friends are needed to join him to achieve this goal:

We are friends, therefore journey beside me, hand in hand
Together, we make bread and songs

The poet's relationship with the woman under revolution has taken on different forms. The women played an active role in participating in and organizing the revolution in most instances. If the woman does not accompany him encouraging and inciting the revolution, the poet will not be keep move forward.

We are friends, therefore journey beside me, hand in hand
Together, we make bread and songs
Why do we question this path- for what fatewalks with us?
What is the source of our courage?
For it is my sufficiency, and yours, that we journey
Together, for eternity

The woman's image in this poem is a friend and comrade, in the eyes of the poet, the woman plays a significant and critical role in the revolution and every aspect of daily life, who also wishes to participate in the revolution, and helps him to accomplish the goal together. In this poem, the image of the woman is a positive image that actively participates in the revolution.

To My Mother

Mahmoud Darwish wrote this poem behind the bars of his Israeli prison in 1965 and appeared in the collection of poems *lover of Palestine*, published in 1966, and became one of the most famous modern Arabic poems. At the beginning, the poet used present verb to express his nostalgia. And this nostalgia for mother, her bread and coffee, which is unlike any other taste, unlike bread at the moment, it lost the smell of home and fire. Mother mixed with her sweat in grinding and manufacturing coffee and bread to get the special flavor what he searches for everywhere and brings back the childhood memory. Bread here is the strength and foundation of life, and coffee is a symbol of the gift of peace and stability that he lived and felt with his mother.

I long for my mother's bread
My mother's coffee
Her touch
Childhood memories grow up in me
Day after day
I must be worth my life
At the hour of my death
Worth the tears of my mother.
And if I come back one day
Take me as a veil to your eyelashes
Cover my bones with the grass
Blessed by your footsteps
Bind us together
With a lock of your hair
With a thread that trails from the back of your dress
...
So that I
Along with the swallows
Can share the path
Back to your waiting nest

The poet expresses his love for life, cause he wants to stay and live for his mother so that she does not cry in vain. Afterward, Darwish used imperative verb to express his wish, and assumed that the act here is gained response to the condition, where he wishes to return and to fall into the arms of the motherland. The poet prepared to sacrifice in order to be in her arms (homeland), he wants to be covered by the grass of the earth, which was erased from the sweat and blood. There is a sentence in Hadith: "Paradise is under the feet of mothers." And this indicates the holiness of the earth and the greatness of the mother. After this, Mahmoud Darwish turns to the other request from his mother (Bind us together ... your dress). This part of the text reflects that the poet adopts the symbolic description technique. He expresses his strong attachment to the mother (the land of Palestine) by asking her to tighten him.

The main idea in this poem is nostalgia for the land of Palestine, with the hope of returning to it. The image of the "mother" here is not only the real mother, but also symbolizes the homeland. Because of the verse (so that I ... waiting nest), which knows the mother symbolizes

homeland Palestine. He wishes that he can come with the young people on the way back and return to their mother's place (the land of Palestine) in his ageing. In this poem the image of the mother is warm and holy, so the poet uses it to symbolize the homeland to express the feelings of compassion and the most noble love for the land of Palestine.

Conclusion

The women occupy a large part of Mahmoud Darwish's poetry. In fact, this is a quite common phenomenon whether in ancient Arabic or in modern poetry. Women have occupied a unique position in the Arabic poems since the Qais ibn Al-Muluh and Omar Ibn Abi Rabia and others. By analyzing the image of the woman in Darwish and its relationship to it from his poetry, the researcher finds that the poet has painted his poems in a special color that distinguishes him from other poets in depicting and focusing on women. Some of the research results are as follows:

In Mahmoud Darwish's poetry, women were represented something sacred, for whose image is a symbol of the homeland, in his opinion, the motherland is not only his birthplace, but also his cherished lover, partners and family. His love for the motherland is his noble sentiment. Hence, the poetry possesses a distinctive feature, that is, to combine the characteristics of the homeland and mother.

In Mahmoud Darwish's view, women played an important role in social life, and also had a huge impact on solving the issues, which are overlooked by most poets. The poet adopts a method of metaphor and symbolic style of rhetoric to describe women, offering them multiple meanings.

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EVALUATING SCHOOL SUPPORT PLAN: A PROPOSED CONCEPTUAL FRAMEWORK USING DISCREPANCY EVALUATION MODEL

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Abstract: *The paper aims to present the evaluation framework of an in-service programme, School Support Plan (SSP) under The English Enhancement Programme for Schools (Program Peningkatan Kemahiran Bahasa Inggeris Di Sekolah - PPKBIS) using the discrepancy evaluation model (DEM). The objective of SSP centres around student outcomes by enabling teachers to apply a data-driven approach to design interventions to foster student improvement in hotspot schools. The DEM is used in this study to identify any discrepancy that occurs by comparing the programme standard with the programme performance. The suggested research design is the convergent parallel mixed methods design. A sample of 155 out of 250 course participants will be involved in the study through stratified sampling. Data will be collected by using interview protocol, questionnaires, and document checklists. Data analysis will be conducted according to the stages of evaluation in DEM. A proposed conceptual framework is presented as a guideline to evaluate SSP, and to enhance our understanding on programme evaluation models.*

Keywords: *Continuing Professional Development, English Language Teachers, Programme Evaluation, Discrepancy Evaluation Model, Provus*

Introduction

Malaysia has conducted a comprehensive review of the Malaysian education system known as The Malaysian Education Blueprint (MEB) 2013-2025 (Ministry of Education Malaysia, 2013). There were eleven shifts identified in the MEB where one of the shifts (Shift 2) Emphasises on ensuring every child is proficient in the English language (Ministry of Education Malaysia, 2013). One of the initiatives under Shift 2 was The English Enhancement Programme for Secondary Schools (Program Peningkatan Penguasaan Bahasa Inggeris di Sekolah Menengah – PPPBISM) to focus on increasing students’ proficiency levels (Ministry of Education Malaysia, 2015).

The focus of PPPBISM was “... on targeted interventions in 1,191 “hotspot” schools nationwide.” (Ministry of Education Malaysia, 2015). These hotspot schools are schools with below 77% passing rates for the Malaysian Certificate of Education (Sijil Pelajaran Malaysia

– SPM) English Language paper (Ministry of Education Malaysia, 2015; English Language Teaching Centre, 2016a). The intervention programme comprised of In-Class and an Out-of-Class components (Ministry of Education Malaysia, 2015).

Under the In-Class component, the School Improvement Specialist Coaches (SISC+) were trained in 2014 on two modules consisted Differentiated Teaching and Learning, as well as Coaching and Mentoring to provide assistance to upper secondary English teachers in enhancing their teaching and learning strategies. However, in 2015, the target participants shifted from the SISC+ to upper secondary English teachers from the hotspot schools. Hence these teachers were given direct interventions by English Language Teaching Centre (ELTC) while the remaining English teachers from other hotspot schools were continuously guided by their respective SISC+. 300 English teachers from 300 hotspot schools were the first batch to be trained in designing "... differentiated interventions based on the students' language proficiency." (Ministry of Education Malaysia, 2016). In 2016, the training was further extended to 169 English teachers (Ministry of Education Malaysia, 2017).

As for the Out-of-Class component, it focused on "... cocurricular activities to boost students' confidence and proficiency in the English language." (Ministry of Education Malaysia, 2015). Hence, 565 English teachers were trained in 2014 for the Newspaper in Education programme to integrate the use of newspaper as a resource for students (Ministry of Education Malaysia, 2015). In the following year, 680 secondary students attended English-In-Camps "... to enhance understanding of the literature component of the SPM English Language paper." (Ministry of Education Malaysia, 2016).

PPPBISM was later rebranded as The English Enhancement Programme for Schools (Program Peningkatan Kemahiran Bahasa Inggeris Di Sekolah - PPKBIS) in 2016. The In-Class component was changed to School Support Plan (SSP) while the Out-of-Class component was ceased (English Language Teaching Centre, 2016).

A study on the impact of SSP was conducted by a local university in 2017. The study stated that the information and skills taught in SSP was poorly or not properly disseminated to other English teachers in the hotspot schools (Nair & Doss, 2017). From this finding, it can be implied that the programme aim to enable teachers to apply data-driven approach when designing the interventions (what should happen) was not implemented in schools (what really happened). The implementation of the programme was impeded when teachers lacked information and skills taught in SSP. Thus, the gap between what should happen in SSP and what really happened on the ground has shown that a discrepancy has taken place. Hence, there is a need to conduct a programme evaluation to identify any discrepancies by comparing the operational aspects of the programme with the desired standards and objective stated in SSP.

Based on the gap identified, Discrepancy Evaluation Model (DEM) is the suitable model of programme evaluation for this study. The simple concept of DEM is to compare "what really happen" with "what should be." (Marrs & Helge, 1978; Steinmetz, 1976). Thus DEM is the suitable model to evaluate SSP as there is a noticeable discrepancy in the programme.

The purpose of this paper is to employ DEM to evaluate SSP by proposing a conceptual as a guide to conduct programme evaluation for SSP.

Literature Review

Discrepancy Evaluation Model or also known as DEM outlines three main purposes of assessment. These three purposes of assessment are determining the programme benefits to students, garnering sufficient operational information, and making a projection to determine whether the programme will succeed or fail (Provus, 1969). The fundamental concept of DEM revolves around "... the comparison of an Actual Performance to a Desired Standard" (Kpolovie & Obilor, 2014).

Three key features of DEM are standard, performance, and discrepancy (Hasreena A.R. & Ahmad, 2015a, 2015b, 2016a, 2016b; Marrs & Helge, 1978; Singh, 2013; Steinmetz, 1976). Standard refers to what is intended to happen and has to be measurable (Marrs & Helge, 1978; Steinmetz, 1976; Stufflebeam & Coryn, 2014). Standard is also commonly known as the programme design (Yavorsky, 1984). After setting the standard, it is then compared with the performance. Performance is the operational information on how a programme is conducted (Fox, 2011; Marrs & Helge, 1978; Steinmetz, 1976; Stufflebeam & Coryn, 2014). Ideally, a programme should have the performance that equals to the standard ($s = p$) (Marrs & Helge, 1978). However, in other cases, the performance does not equal to the standard ($s \neq p$). This inequality transpires congruency. This congruency indicates that there is a discrepancy in the programme ($s \neq p$) \rightarrow d.

There are five stages of evaluation in DEM: programme design (Stage I), programme installation (Stage II), programme process (Stage III), programme product (Stage IV) and cost-benefit analysis (Stage V) (Provus, 1971; Yavorsky, 1984). In Stage I, information on the programme design is gathered which then turns into the programme standard. There are three main criteria of programme in Stage I which comprises of input, process, and output. The first comparison between the programme performance and the programme standard occurs in Stage II which is known as the programme input. The comparison is made to evaluate the programme installation, and to identify any discrepancy that arises (Alter, 1998; Provus, 1969, 1971). Stage III, the programme process, assesses whether the process can turn input to output. This is to ensure that the resources and techniques implemented are conforming with the goals of the programme. (Alter, 1998; Provus, 1969, 1971). In the next stage, Stage IV, evaluation is conducted to establish if the programme objectives have been achieved by evaluating the programme output (Alter, 1998; Provus, 1969, 1971). The final stage, Stage V, compares the programme with other similar programmes financially to decide which programme is better at managing allocation effectively (Provus, 1969, 1971; Yavorsky, 1984). In a nutshell, Stage I is the programme standard while Stages II, III, and IV are the programme performance.

The process of comparison in all stages in DEM is illustrated in Figure 1:

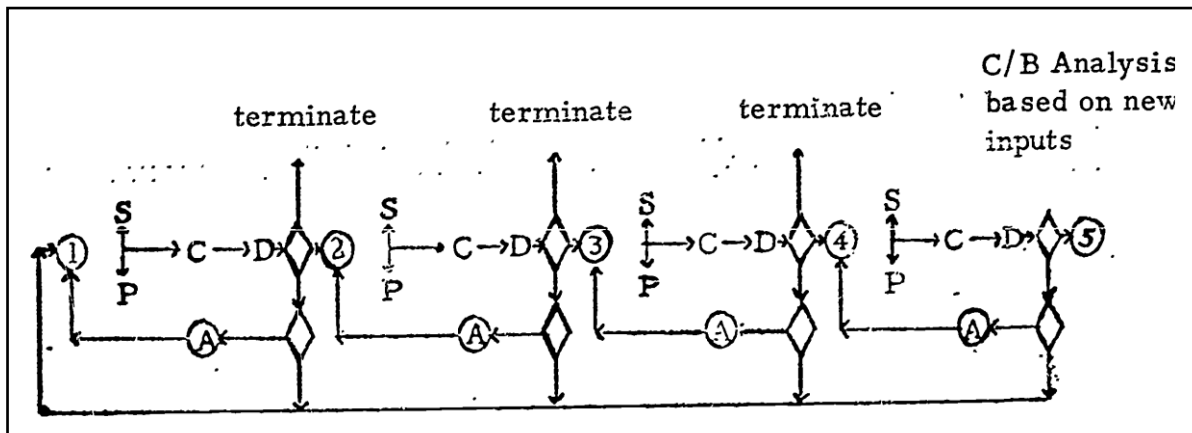


Figure 1: Theoretical framework in DEM (Provus, 1969)

Based on the Figure 1, DEM can be regarded as an ongoing cycle (Kpolovie & Obilor, 2014). As depicted in Figure 1, S represents Standard, P is Performance, C is an indication for Compare, D stands for Discrepancy information, and A signifies Alteration in either the programme standard or performance (Kpolovie & Obilor, 2014; Provus, 1969). The numbers 1 to 5 refer to Stages I to V that describe the different stages of evaluation in DEM. After acquiring discrepancy information (D), the programme manager is left with four possible decisions (Provus, 1969). The first possible decision is the programme can proceed to the next level when no discrepancy information exists. However, if any discrepancy appears, three possible options are available for the programme manager to ponder: to recycle that particular stage after modification; to recycle to Stage I after modification; or to terminate the programme (Kpolovie & Obilor, 2014; Provus, 1969).

Proposed conceptual framework

For the purpose of this study, only the first four stages will be incorporated. Stage V will be omitted because it is an optional stage only (Provus, 1969; Yavorsky, 1984), and the focus of this research is not to compare SSP with other programmes. Hence the proposed conceptual framework concentrates on identifying the programme standards and performance, and comparing them to identify the discrepancy information. After the discrepancy identification, suggested alterations will be given. This conceptual framework can be used as a guide to conduct programme evaluation on SSP. The proposed conceptual framework for each stage to evaluate SSP is as shown in Figure 2:

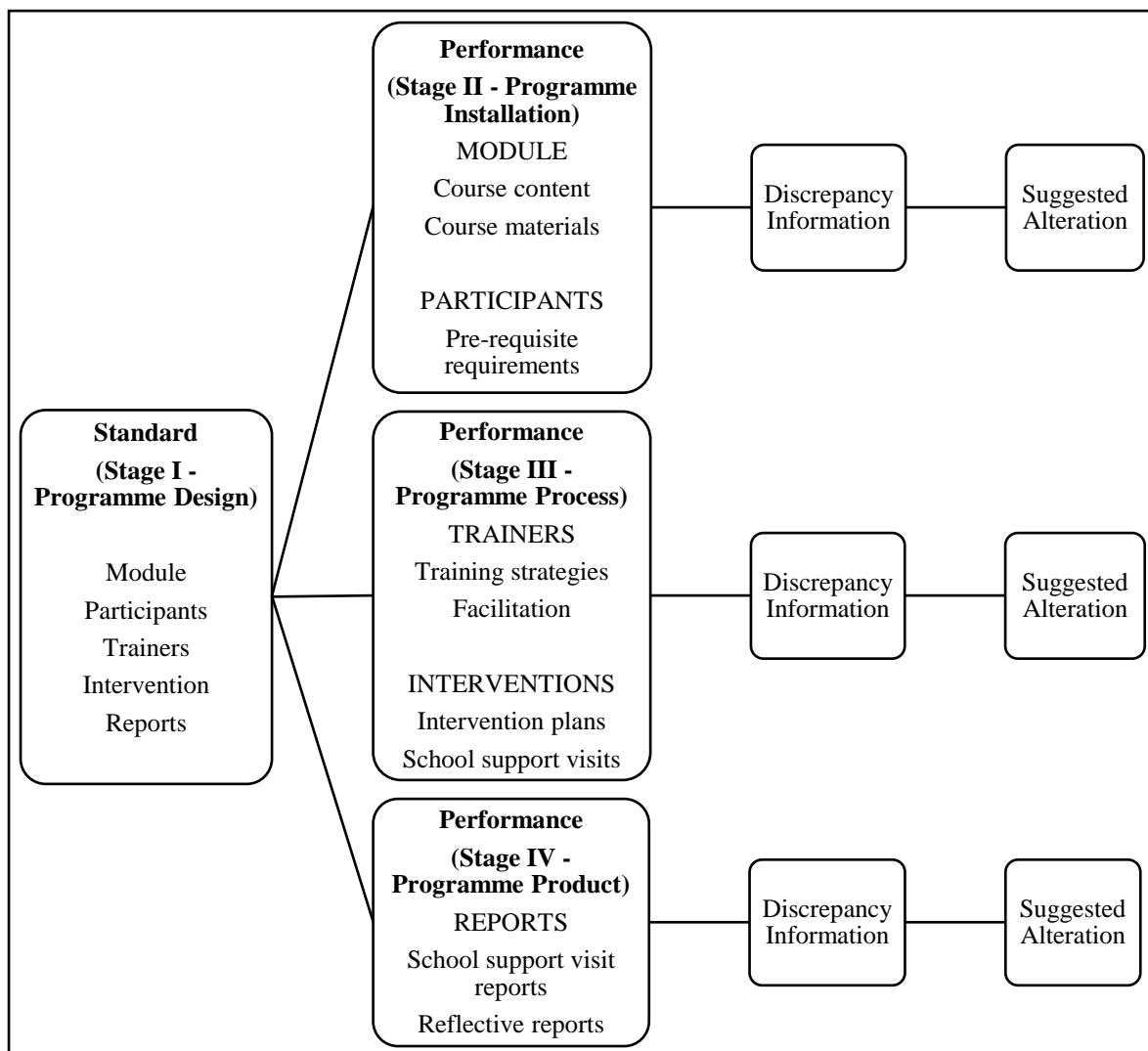


Figure 2: Proposed conceptual framework for SSP

The programme design is the first stage of evaluation in DEM. The aim of SSP is to facilitate teachers "... to apply a data-driven approach in designing context- and needs-based interventions to foster student improvement." (Quah, Kaur, & James Dass, 2017). SSP enables teachers to use various types of data to support effective pedagogical problem-solving, to analyse student performance data to identify gaps in students' knowledge and skills, and to interpret data to develop and implement interventions which address the gaps (Quah et al., 2017). Hence, the focus of Stage I will be on the course module, participants, trainers, interventions, and reports which will become the programme standards of SSP.

In Stage II, three sub-components in SSP will be evaluated under two components which consists of module and participants. Under the module component, there will be two suggested sub-components that are made up of course content and course materials. As for the participants component, participants prerequisite requirement will be the suggested sub-component.

In Stage III where the programme process occurs, two components are suggested that include trainers and interventions. Under trainers components, the sub-components that will be

suggested consist of training strategies and facilitation. For interventions component, two sub-components that will be evaluate are intervention plans and school support visits.

The last stage, Stage IV, will be conducted to evaluate the programme product. The suggested sub-components for report component comprise the trainers' school support visit reports and the course participants' reflective reports.

Comparisons will be made between all the sub-components in Stages II, III and IV and the sub-components in Stage I to gather any discrepancy information. Possible alterations will be suggested based on the gathered discrepancy information.

Methodology

The suggested research design is the convergent parallel mixed methods design (Creswell, 2012) which is also known as concurrent triangulation approach (Creswell, 2009). Both quantitative and qualitative data will be simultaneously collected, merged and compared to further understand the research problem (Creswell, 2012). Therefore this research design is suitable for the purpose of this study. The comparison of both quantitative and qualitative data will "... determine if there is convergence, differences, or some combination." (Creswell, 2009). By comparing both types of data, identification of any discrepancy in SSP can be done more effectively.

For this study, the proposed sample is 155 out of 250 participants (Krejcie & Morgan, 1970). The sampling technique that will be used is stratified sampling where participants will be divided according to their training venues.

Questionnaires, interview protocol, and document checklists will be used for data collection of this study. Comparison of data will be made between data for Stages II, III and IV with data from Stage I. Interviews and document analysis will be conducted in Stage I to collect information on the programme design and installation. Interviews will be conducted with the programme manager of SSP to acquire more information and understanding on the programme. Document analysis will be implemented as well at this stage as the programme design is in the form of proposal papers and reports. In obtaining information on programme installation in Stage II, questionnaires will be distributed to course participants on course content and materials which descriptive statistics will be tabulated in frequency counts. Besides that, the SSP programme manager will be able to provide data on the participant selection based on the pre-requisite requirements set earlier. For Stage III, questionnaires, and document checklists will be used. The questionnaires administered will provide information on the training strategies and facilitation based on frequency count. Next, document checklists will be utilised by evaluating the design of the participants' intervention plans. Interview protocol, observation checklist and notes will be used to gather information from the course participants on the interventions during school support visits. In Stage IV where the programme product will be evaluated, data from the school support visit reports and the participants' reflective reports will be organised into major themes using the document checklists.

Conclusion

As a conclusion, there is a need to evaluate SSP in ensuring programme performance is aligned to the programme standards. Therefore the use of the DEM is apt as it compares between what really happens with what it should be.

The use of DEM framework is hoped to guide the programme manager to plan, conduct, and alter SSP more holistically. With this conceptual framework, we will have more knowledge and will enhance our understanding on programme evaluation.

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A MATH TEACHER'S PLIGHT ON CONSTRUCTING INSTRUCTIONAL MATERIALS: A CASE STUDY

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Abstract: *The development and application of appropriate instructional materials is necessary. The gap in the availability and utilization of appropriate instructional materials adhering to Bruner's Constructivism, Dale's Cone of Experience, and Experiential Learning Theory makes a misalignment in the K to 12 Curriculum, thus fails in achieving learning competencies and assessment procedures. This research is a qualitative interpretative single-case study focused on the experiences of a math teacher on a low performing school as identified by the Department of Education, Division of Tacloban City, Philippines in the production and utilization of instructional materials. Research data were gathered through an intensive interview and analyzed using thematic process. Findings of the study revealed that there are plenty of factors affecting teacher, production and utilization of instructional materials, and students' academic performance. It is an eye-opener on the challenges and difficulties teachers face in everyday teaching.*

Keywords: *Instructional Materials, K to 12 Curriculum, Interpretative Single-Case Study*

Introduction

Designing instructional materials is one on the principles of effective instruction (Astleitner, 2005). According to Saad and Ibrahim (2017), instructional materials should be made available to schools, adequately supervised by principals, and efficiently utilized by the teacher for effective teaching and learning. Hoogyeld, Paas, and Jochems (2005) argue that teachers should undergo training to apply better an instructional systems design methodology. Teachers' use of instructional materials maybe influenced with their professional development. It has been observed that common practices are still evident, rarely the existence of dramatic change in instructional materials (Collopy, 2003). But Obara and Sloan (2010) found out that change in practice of teachers with regard to new standards would be difficult to achieve. Even if there is awareness and desire, teachers find it hard to embrace such changes. However,

Harsono (2015) emphasized that teachers should develop his or her own teaching materials. Teachers should modify textbooks to suit activities for the target learners. Furthermore, the use of multiple materials in teaching mathematics is not evident. Teachers rely on single textbook and program. Thus, exposure to various activities is hindered (Banilower et al., 2013). Some teachers tend to use manipulatives to enhance previous knowledge and disregard the idea of using it to accommodate new learning (Banilower et al., 2013). It is important to take note that construction of instructional materials should be influenced by the learning outcomes (Khalil and Elkhider, 2016).

The implementation of curricular tasks is influenced by the teacher. Factors like content and pedagogical content knowledge, years of experience, and years of implementing a certain curriculum program would mediate the guidance offered to teachers in instructional materials (Styliandes, 2008). Also, mathematical knowledge for teaching and instructional materials are mediators for instructional quality. Instructional materials can reinforce learning that is engaging students in mathematical thinking and reasoning. Also, it could help low performing teachers in delivering high-quality instruction (Hill and Charalambous, 2012).

Teachers are bombarded with different things to consider for classroom activities and addressing students' needs and interest. It is then necessary to improve content and pedagogy by studying textbooks and teacher's guide and consulting peers for improvement that is following the curriculum design. However, students' ideas are being neglected if teachers will be following the chains in the teacher's guides in their work (Hemmi et al., 2013).

Issues and Concerns

Different uses of the resource led to different opportunities for student and teacher learning (Remillard and Bryans, 2004). Instructional materials can help teachers predict and analyze learners' interpretation to instructional activities. Curriculum materials could (1) support teachers' learning of subject matter, (2) help teachers consider ways to relate units during the year, (3) make a visual representation on the developers' pedagogical judgments, and (4) help teacher's technological pedagogical content knowledge to achieve productive instructional ends (Davis and Krajcik, 2005; Awolaju, 2016). Indeed, classes utilizing standard-based instructional materials perform better than with traditional programs (Harris et al., 2001). Use of research-based instructional materials and curriculum-professional development leads to better students' performance. These findings are supported by other researches (August et al., 2014; Domitrovich et al., 2009 cited by Taylor et al., 2015).

It is expected that these instructional materials are aligned to the new standards. Studies found out that there is curriculum misalignment in substantial areas like the textbooks (Polikoff, 2015). Contextualized textbooks are important in solving context-based tasks however there is a need in improving the activities that promotes real life contexts (Wjjaya, van den Heuvel-Panhuizen, and Doorman, 2015). They provide aid and support to students' learning. But there is insufficient evidence of the effectiveness of textbooks due to limitations on contextualized experiences students can have (Elsaleh, 2010). Furthermore, inadequate instructional materials and resources available across subject areas is evident (Okobia, 2011).

Taylor et al. (2015) found out that research-based instructional materials improves teaching practice. Teaching practice is associated with the inherent features of instructional materials for students. Matarazzo, Durik, and Delaney (2010) found out that visually-stimulating instructional materials give greater task interest to students with low individual interest in math.

Students who are highly motivated to think deeply about the lecture perform better than less motivated counterparts (Bolkan, Goodboy, and Kelsey, 2016). With regard to achieving learning outcomes with the use of sophisticated calculators, schools have a difficulty in providing such authentic experience. Students are expected to bring their own calculators (Banilower et al., 2013).

The K to 12 conceptual framework emphasized the use of appropriate tools such as manipulative objects, measuring devices, calculators and computers, smartphones and tablet PCs, and the Internet. According to Cayton-Hodges, Feng, and Pan (2015), there are four areas to review in using Mathematics apps designed for tablets, namely, the quality of mathematical content, feedback and scaffolding, richness of interactions, and adaptability of applications.

Teaching is now confronted in designing instructional materials with the use of technology to enhance learning (Kali, McKenney, and Sagy, 2015). Digital educational materials can provide activities in achieving better learning outcomes. It also helps teachers in designing learning content and choosing effective materials (Chiu and Churchill, 2015). Computer-assisted instruction programs are also effective in achieving learning outcomes. Schools using computer-assisted instruction programs have better educational attainments than those that frequently use it (De Witte, Haelermans, and Rogge, 2015). Electronic educational resources improve competitiveness of students (Anisimova and Krasnova, 2015). Computer technology allowing the use of sensory-motor perceptions help achieve numerical and arithmetical competencies (Moeller et al., 2015). Study shows that publisher-generated educational resources with instructor-generated video lectures improve students' performance (Hegeman, 2015). Video presentations are more effective than the print-based instructional materials in learning practical skills and craftsmanship among distant learners (Donkor, 2010). Arbain and Shukor (2015) found out that the use of GeoGebra software on Mathematics learning is effective. It provides positive perception towards learning. Furthermore, students show better learning achievement. And, there is higher motivational effect of Iphone games than classroom lessons. With regards to motivational outcomes, children found Iphone games more satisfying than classroom lessons. With this, digital games could be a tool to reinforce student's learning (Furió et al., 2015).

The Research Problem

With the new standards set for educational programs, teachers are challenged to cope up with the 21st century skills, Philippines Professional Standards for Teachers, K to 12 Enhanced Basic Education Program, and the Department of Education Vision, Mission, Goals, and Objectives. Furthermore, it is expected that teaching-learning process should provide varied meaningful learning experiences to learners. And one of the things to look at is the production and utilization of appropriate instructional materials. However, it has been observed that the use of instructional materials are limited only to board works, that is the use of chalkboards, books, notebooks, and paper. It is a monotonous cycle of teaching that restricts learners' experiences. It is necessary that the development and utilization of instructional materials should be aligned with the conceptual framework of the curriculum. It should carter the twin goals of mathematics education- critical thinking and problem-solving. Thus, the researchers would like to answer the question "What are the issues and concerns of a math teacher in a low performing school with regard to the production and utilization instructional materials?"

Theoretical Framework

According to Jerome Bruner's Constructivism, learning is an active process. Learners create new ideas or concepts based on their current or previous knowledge (Bruner, 1985). This paved way to the three learning modes- enactive, iconic, and symbolic (Bruner, 1966). This learning theory in education emphasizes that learners have different cognitive representations. Dale (1969) adapted Bruner's (1946) classification system for modes of learning with his own categories (Molenda, 2003). Dale's cone of experience brought significant impact on how instructional materials are designed for learners (Dwyer, 2010). Concept development of learners can be represented by a cone of progression starting from concrete to abstract (Dale, 1946). It is then necessary to use variety of materials and medium in order to maximize the learning experience. Higher order thinking skills are necessary to develop that is with the aid of appropriate instructional materials. Teachers should attain balance, concrete and abstract, in facilitating effective and meaningful learning.

Experiential learning theory emphasized that concrete experience and abstract conceptualization are two ways of grasping experience and reflective observation and active experimentation are ways to transform it (Kolb, 2012). By providing varied appropriate instructional materials, learning experience could be improved.

Methodology

Research Design

This research is a qualitative interpretative single-case study. This research aims to interpret the data by developing conceptual categories to support and challenge the assumptions regarding about the production and utilization of instructional materials. An empirical enquiry was conducted by interviewing the teacher that investigates a contemporary phenomenon on the development and use of instructional materials in the class in depth and within its real-life context. The researchers would like to describe the experiences, the real life context, of the teacher in developing and utilizing instructional materials in educative processes. This research followed three cycles of coding as suggested by Saldana (2009). The first cycle of coding includes descriptive, In Vivo, process coding, and themeing the data. And the second cycle coding technique used is theoretical coding. Then it was followed by post-coding and pre-writing.

Data Collection

The researchers went to a secondary school, pre-identified as a low performing school, as suggested by the Department of Education, Division Office of Tacloban City. A math teacher was interviewed regarding about the issues and concerns in the production and utilization of instructional materials. The researchers have guide questions but interesting topics were entertained during the interview (Drever, 1995; Van Teijlingen, 2014). The researchers used a recorder as approved by the interviewee. Also, the researchers conducted field observation with regard to the classrooms. The teacher showed the existing instructional materials used in instruction and for other educative purposes to the researchers.

Data Analysis

To help explore the data in real-life environment and explain the complexities of the real life situation of the math teacher, the researcher used interpretative single-case study. Three cycles of coding were done using the interview transcript to develop conceptual categories (Saldana, 2009). The first cycle of coding includes descriptive, In Vivo, process coding, and themeing the data. And the second cycle coding technique used is theoretical coding. Then it was followed by post-coding and pre-writing. For consistency of the coding manual and rules, analytic memos and an inter-coder agreement among three researchers was conducted. This is to establish the truthfulness and trustworthiness as a requirement of an interpretative work. Improvements such as revisions on the codes, categories, and themes were evident to improve the consistency and meaningfulness of the result.

Ethical Considerations

The interview was not offensive and stressful to the participant. As much as possible the researchers ensured that the participant was satisfied and comfortable with the interview experience such that the participant would not feel distressed if asked to have an interview again. The researchers did not coerce the participant into answering the questions. The participant was informed prior to the interview with the informed consent approved by the principal, concurred supervisor, and noted by the superintendent of the Department of Education, Division of Tacloban City. Furthermore, the researchers protects the confidentiality or anonymity of the participant and the school. Identifiable information are safeguarded by the researchers.

Triangulation

To establish the validity of the data, aside from the teacher the peers were also asked regarding about the issues and concerns in developing and utilizing instructional materials. Furthermore, the teacher's classroom was checked and the existing instructional materials were shown. The researchers also looked at the background of the participant.

Reflexivity

Qualitative data analysis is dependent on the skills of the researchers. Thus, it is affected by the professional background and background experience of the researchers. The researchers are faculty members of Leyte Normal University, Tacloban City. It is mandated to provide higher professional and special instructions for special purposes and to promote research and extension services, advanced studies and progressive leadership in education and other related fields. Since the flagship of the institution is in education, the researchers finds it very critical, informative, and intriguing to conduct this study for a future extension program. Thus, as much as possible the researchers followed a systematic process in conducting this research to avoid biases and inconsistencies.

Result

The central/core category of this study is: Teacher as Organizer of Curriculum. It was found out that the production and utilization of instructional materials greatly rely on the teacher. Also, this supports the idea that teachers are the implementers of the curriculum.

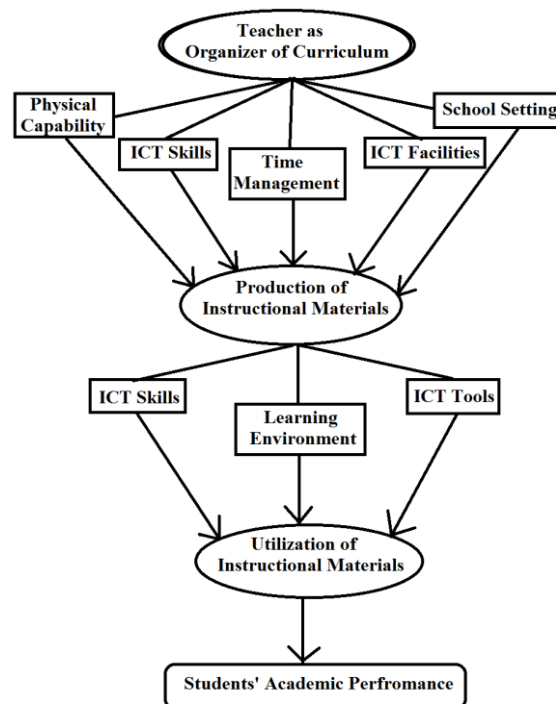


Figure 1. The diagram for the central/core category, Teacher as Organizer of the Curriculum, and its major processes.

Bombarded with different factors- physical capability, ICT skills, time management, ICT facilities, and school setting, the teacher struggles in the production of instructional materials.

"...that's it...we don't have rest...supposedly we can make better instructional materials."(P1, L14, P12)

"Dear! If just know...Statistics is my undergrad. I had supplemental teaching. I do not know about SPSS..."(P1, L13, P11)

"...time availability is the problem..." (P1, L14, P12)

"There are only two projectors. It should be one-is-to-one so that we will not be sharing. Me, I would stay away with that."(P1, L1, P10)

"...the principal provided printers...we will go to his office. But if it's raining. Sus! It's tiring especially if you don't have umbrella...there are three printers...that is, one printer for nineteen teachers..."(P1, L4, P4)

The challenge doesn't stop on the production but continues in the utilization of instructional materials. The researchers found out that the ICT skills of the teacher, the learning environment, and the ICT tools available makes it hard for the teacher to utilized varied instructional materials.

“Is it Geogebra you use in making a test? Basta! In making test..”(P1, L21, P11)

“...each student should have one computer so that they will be solving there...” (P1, L6, P8)

“Computer? We provide our own. I have my own.”(P1, L15, P4)

The use of varied instructional materials is not evident. According to Oakes and Saunders (2004), this could lead to low performance of students. This is supported by the teacher.

“I have failed students. But what can I do? I only use manila papers with decorations...”(P1, L16, P5)

Also, the teacher is restricted with lecture-discussion. This only implies students are constrained. The learning experience of students can be greatly enhanced by introducing varied methods that complement learning materials and students’ participation (Badenhorst, 2006).

“I use lecture-discussion most of the time...”(P1, L8, P8)

“...if I will not discuss, I will be wasting my time. Right?...”(P1, L24, P10)

“I have failed students. But what can I do? I only use manila papers with decorations...”(P1, L16, P5)

Discussion and Conclusion

Teachers should create varied instructional materials aligned with the conceptual framework of the curriculum. Thus, appropriate tools should be used. Research findings showed that the use of instructional materials support learning. It is then necessary to take this matter seriously for the betterment of the educational system.

As shown in the diagram, the factors concerning on the production of instructional materials makes it hard for the teacher to be efficient. Teachers that are overworked, sickly, primitive in terms of technology, unsupported, and in unsuitable condition would fail in producing varied instructional materials. However, the path shows that either some or all of the factors would be the flow of the struggle of the teacher. Likewise in the utilization of instructional materials, these factors would hinder the effectiveness of instruction thus affects students’ academic performance.

It is evident that the factors greatly distress the production and utilization of instructional materials. Teachers should be given enough time in preparing instructional materials for their classes. This should be reflected in their teaching load. It’s obvious to say that without an allotted time, production and utilization of varied instructional materials will be hard to achieve. And it is important to take note that without such materials, learning experiences will be restricted. Furthermore, teachers that are physically fatigue, emotionally overwhelmed, and not updated with the new trend would likely be unable to develop instructional materials that are consistent with the new demands and the learning outcomes. Teachers that are eager and

motivated would likely find a way to develop varied instructional materials to support meaningful learning. But with the scarcity of resources, it's a problem to develop instructional materials. Also, it would be a burden for less creative teachers.

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EFFICACY OF USER SURVEYS IN DESIGNING A UNIVERSITY WEBSITE - A CASE STUDY

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Abstract- *A website devoted to an academic institution sometimes fail to address its main purposes. In the process of satisfying the need of all stake holders- the students, faculty, alumni and outsiders, the elements of web design are compromised to an extent that either the website becomes too complex or becomes irrelevant. With advances in technology the role of web designers is also beginning to change from just being creators of a website to the facilitators of crafting a powerful user experience (UX). The very purpose of an academic website is now burdened with implementing elements of new technologies, such as, flashing banners, streaming videos and other gimmicks. The constant demands brought in by the advent of new tools and technologies and the changing role of designers makes it difficult to focus on the purpose of a website, but there is no choice for them but to keep experimenting. This paper is based on a random survey of 296 users of a university website to gauge its strengths and weaknesses. This survey resulted in a list of observations and demands, some realistic and many others being exhaustive and impractical. The purpose of this paper is to show that the web design has to focus on its tactical objectives. To meet these goals, this paper also suggests means and methods for implementing core elements of a website design to boost UX and add value.*

Keywords: *Internet, Surveys, User Experience, Website, Web Design*

Introduction

As a digital medium, a website is far more prone to shifts in its design than any of its traditional forbearers. We are now 18 years into the new century and evolution of web technologies continues. What is more surprising is the way web designers have continued to cope with increasing technical challenges and still be able to create and manage websites that are user-friendly, clear, innovative, and consistent with the new styles, adaptable to every conceivable device and just plain beautiful and engaging, all at once. An academic website also has to cater to the increasing demands of the young and savvy users of mobile devices.

In 2017 there were many advancements, especially the explosion of mobile usage finally overtaking desktop browsing. It means that in coming years we are going to have to fully utilize the functionality of mobile devices in ways we have never seen before while desktops must continue to evolve to stay relevant. With that in mind, let's take a look at some notable web

design trends poised to take over in 2018 and beyond. These trends apply to designing a website (Figure-1), especially a website dedicated to an academic institution, especially a university. The key elements of a responsive website design consists of 9 critical elements- drop shadows and depth, color schemes, particle backgrounds, mobile first, custom illustrations, big bold typography, grid layouts, integrated animations and dynamic gradients.



Figure-1: Responsive Website Design

Between the bright colors, bold gradients and integrated animations, web designers are gearing up for most fun years in recent memory. This paper examines the intricacies of web usage in a university setting as a product and as a service. Though a survey of the 296 users attending an annual seminar it explores the elements of web design, its strengths and weaknesses. The survey results were also used to modify the components of the web.

Literature review

Two studies conducted in 2001, incorporating over 300 participants, provided ample evidence about web design and distinguish it from ease of its use or browsing. These studies compared the effects of Web design containing simple and global navigation system. In 2001 Ahuja and Weber developed a perceived disorientation measure and examined its construct validity in a study of the relationship of perceived disorientation with Web designs and user performance in web-based systems. These authors concluded that the perceived disorientation measure is simple and quick to administer to users and suggest that designers will find it useful in assessing and comparing web designs. In 2007 Castaneda et al. empirically examined how Davis's Technology Acceptance Model (TAM) helped managers predict a user's intention to revisit a website and how this habit changed over time as a user gained more experience of browsing the web. The novelty of this study consisted in applying TAM to a free-content website while considering the moderating effects of Internet and website experience.

Another study conducted by Lee and Tsai (2010) aimed to develop a questionnaire, namely the Technological Pedagogical Content Knowledge-Web (TPCK-W) Survey to explore teachers'

self-efficacy in terms of their TPCK-W, and additionally to assess their attitudes toward Web-based instruction. The participants in this study were 558 teachers from elementary school to high school level in Taiwan. Older and more experienced teachers were found to have lower levels of self-efficacy with respect to TPCK-W, though teachers with more experience of using the web had higher levels of self-efficacy with respect to TPCK-W. The results indicated a lack of general knowledge about Web-related pedagogy amongst the teachers surveyed. In another study, Bista Narayan (2018) explains the difference between data science and web development as the data science is the process of analyzing data using specialized skills and technology whereas web development is the creation of a website for the internet or intranet using company details, client requirement, and technical skills.

In their paper, Melanie Kellar (2006) and her team conducted a field study in which participants were asked to annotate all web usage with a task description and categorization. Based on their analysis of participants' recorded tasks during the field study, as well as previous research, they developed a goal based classification of information tasks which describes user activities on the Web. These findings have implications for the future design of new and improved web navigation mechanisms. In the beginning of this century (2000), Jaideep Srivastava and his team at University of Minnesota, Minneapolis, USA conducted a study about web mining. In the early stages the web usage it was all about using data mining techniques to discover usage patterns. They created a WebSIFT system, a prototype of a web usage mining system. These days there more sophisticated Big Data Analytic tools available to dissect and understand the UX based on the huge amount of data related to browsing the World Wide Web. According to Andy Crestodina (2015) some websites work well with Google Analytics, others don't. As shown in Figure-1 during the first phase of web design process, hundreds of decisions are made. Some of these decisions affect marketing far into the future. Some little web design decisions have a big impact on how you use analytics, especially for academic websites.

According to Jasmine Morgan (2018), in this new century, the web application development is undergoing a significant revolution triggered by the rise of big data science. So far, developers have created apps based on focus groups, surveys and educated guesses about the UX. These old ways of working is biased and cannot include the input of a statistically significant number of users. This trend is turning around due to advances in Internet of Things (IoT). Instant and continuous access to the internet has triggered an unprecedented wave of user-generated data that is being turned into actionable insights. Web development teams are now utilizing Artificial Intelligence (AI) to make sense of all these data points and incorporate the findings into apps, starting right from the design phase. This approach will help companies and organization save time and costs by looking at specific UXs, behaviors and preferences of their target groups or users.

Methodology

Website Design Process

There are several methods of designing a new website. Designers usually start from empty frames of a proposed website and fill them gradually with needed components. Menu items, banners and color scheme are selected in accordance with the purpose and the function of a website. In general, a precise logical process is followed for designing a quick, efficient, versatile, and an adaptive website. These days a web design will always be focused on UX.

Hence this process usually consists of 4 main phases-Research, Design, Validate, and Implement. Following the Figure-1, the key elements of this 4-phases are described in brief.

Research-The first phase of web design involves research. The aims of this phase is to gain a clear understanding of the problem the web designer is trying to solve. It is a common belief that establishing good UX begins with understanding the users-their behaviors, needs, motivations, and purposes of visiting and browsing a website. User research can take place through interviews, observations, workshops, surveys, or simply by talking to whoever deals with the stake holders on a regular basis. This study is based on a short online survey that was conducted in a university in Bangkok, Thailand. Hoping that a quick survey can help to learn more about what the organization is hoping to achieve with their website, how its success should be measured, and how it stands in the user's landscape. It is quite possible that in addition to user surveys, talking to stakeholders and conducting usability audits on the website can provide more information to gauge the usefulness of the websites.

Design-This phase of web design focuses on ideation, visualizing solutions, and building prototypes. UX is not just based on how a product looks and feels, but more importantly, it is about how it works. It revolves around functionality and usability. The designers usually take charge of information architecture (deciding how things should be organized) and interaction design (figuring out what happens next when users click, hover, type, etc.) of the website. The design phase leads to producing a number of inexpensive, scaled down prototypes of the web sites or specific features of the end product. They can be paper prototypes, wireframes, or interactive prototypes, all deliberately created in low-fidelity to delay any conversation relating to branding, visual design (graphics, typography, color schemes, etc.), and micro-interactions. The design phase usually involves-ideation workshop, card Sorting, tree sitemap, workflow diagrams, wireframe, screen flow, and interactive prototypes.

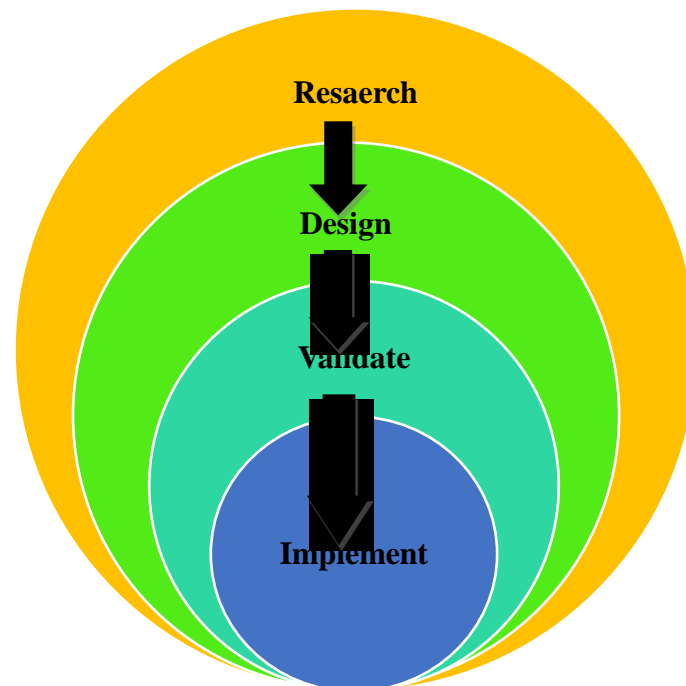


Figure-2: Four Phases of Web Design

Validate-This phase aims to eliminate problems or user difficulties that were unforeseen in previous phases. Usually in this phase web prototypes is put in front of users, get their feedback, refine them, and repeat the process. User testing helps to identifying usability issues and uncovering insights. It also reminds the web designers that users may not know what they know, think the way they think, and use the website the way they do. This phase is used to make sure that web design team understand that the trade-offs will likely take place during implementation, and the final product should work for the users, not the other way around. Validation phase usually involves- In-person testing, remote testing, A/B testing, communication checkpoint. A/B testing (sometimes called split testing) is comparing two versions of a web page to see which one performs better.

Implement-This last phase focuses on providing support and consultation during the web development process. Since web designers work in a collaborative environment, it is important that they document their work and provide UX specifications, so that other designers can work on detailed design and developers can implement them. It is quite obvious that delivering perfect specifications for a website is hard, the gaps must be filled by constant communication and collaboration. If the web design is in parallel with the UX process, it will lead to effective implementation. The designer team make themselves available to answer questions and discover opportunities for improving usability of the website. This last phase usually consists of- Demo, UX specification and post-live usability reviews.

Objectives

The main objective of this paper is to examine the usefulness of key components of an academic website. Although Satisfaction Surveys (SS) are quite common and are often used with an intent to get user input to refine many products and services but their actual value ranges from being useful to being insignificant and irrelevant. This study based on data of a

snap survey of the 296 users attending an annual seminar explores the elements of web design- its strengths and weaknesses.

Research questions

To explore the efficacy of user surveys in designing a university website, following two research questions were formulated.

RQ-1: Can the User Experience (UX) help in gauging strengths and weaknesses of the academic website?

RQ-2: To what extent the user satisfaction survey fulfil its set objectives?

Analysis and Discussion

Proliferation of World Wide Web has tuned UX is a key success factor. It is often gauged from satisfaction surveys. Web usage surveys are one type of data mining, or data analytic technique to discover usage patterns in order to understand and better serve the needs of its users. Website usage data analytics consists of three phases- data collection, data discovery, and data analysis. This section describes the outcome of these 3 phases in the form a general discussion. Given its application potential, UX has seen a rapid increase in interest, from both the research and the practitioner communities. All data analyses presented in this paper have been reproduced using the SPSS® software package.

Gender

In this survey conducted in August 2017, 76% of the user identified themselves (Table-2) as Thai citizen and 24% as non-Thai or foreigners.

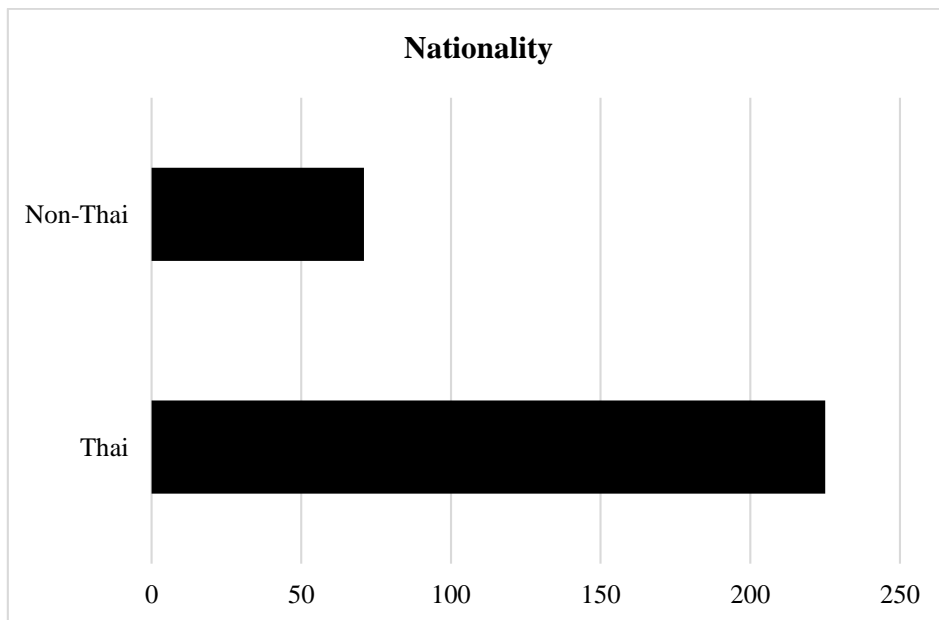


Figure-2: Nationality

Age Group

In this survey 3% of respondent were found (Figure-3) to be below the age of 18. The majority, 32.1% were found to be between the ages of 18-24. Another age group 38-52 was found to be 31.8%. Only 12.2% of the respondents were found to be above the age of 52.

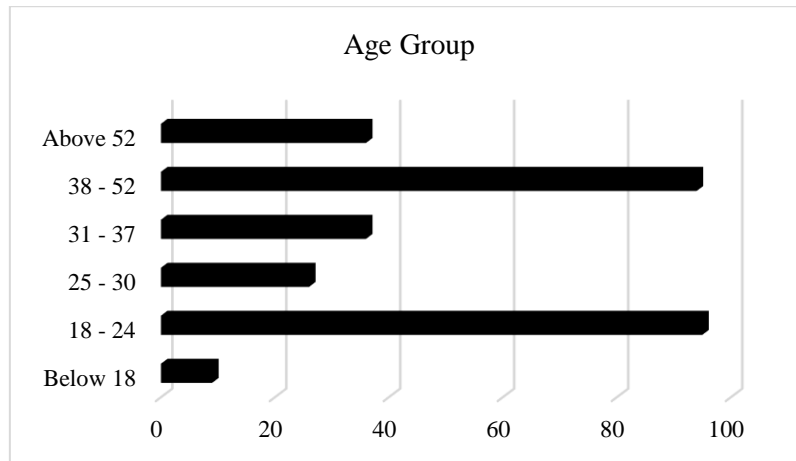


Figure-3: Age Group

After covering the questions about demographics, a series of questions concerned with the purposes of using of the website. The data collected for a selected number of questions is graphed below. Let us examine few graphs in detail. To the question- “Do you often you use AU website for admission and academic programs information?” The Figure-4 shows that 61.1% said “Yes” and 38.9% responded “No”.

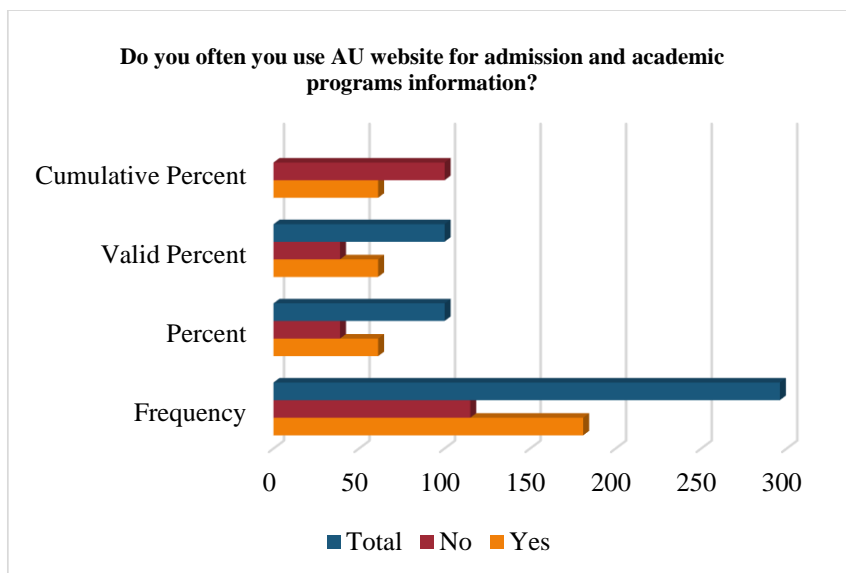


Figure-4: How often you use AU website for admission and academic programs information?

To the question “How often you use AU website for research and publication?” (Figure-5) the majority (84.4%) said “No”, surprisingly, in spite of being a higher education institute only 15.2% responded “Yes.”

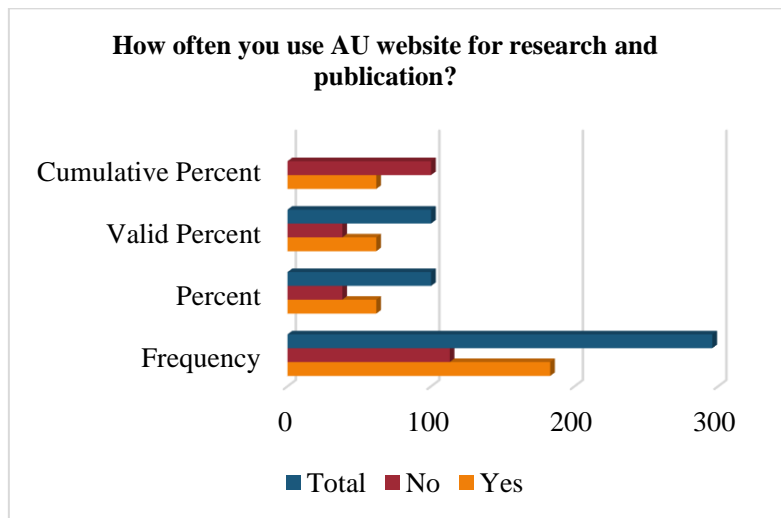
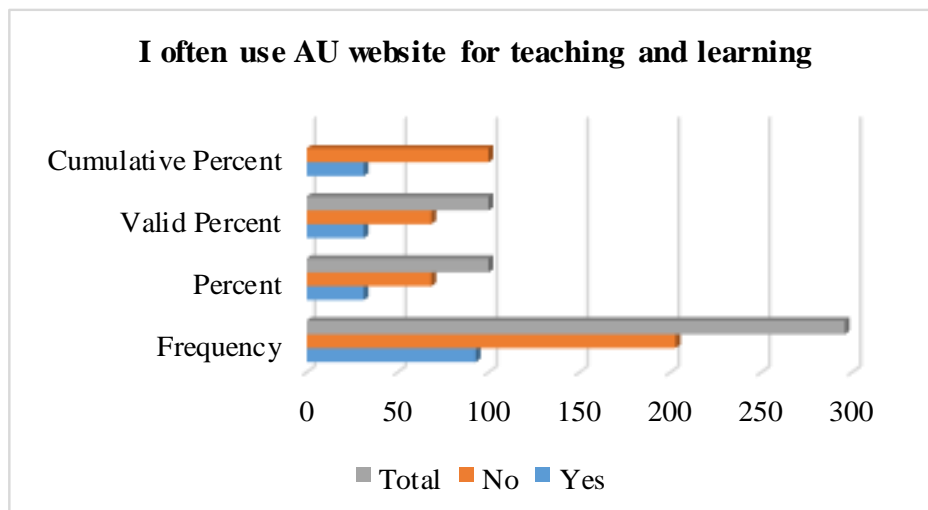


Figure-5: I often you use AU website for research and publication?

To the question “How often you use AU website for teaching and learning?” the response was not surprising. As shown in Figure-6, out of 296 only 93 said “Yes” and about 20 users responded “N0”.



**Figure-6: I often use AU website for teaching and learning
*About Web Design***

The 8 questions listed in Table-1 were setup using Likert scale. The main purpose these questions was to find how the various elements or components of the web were being used and get some data about the UX. Table-1 given below lists these questions and corresponding data obtained from the survey using 5-point Likert Scale.

Table-1: Descriptive stat about 8 questions related to website components

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Information provided are well designed and organised	296	1	5	3.55	.952	Agree
Gives useful information for study and campus life	296	1	5	3.45	.919	Agree
The home page has good arrangement of content	296	1	5	3.49	.985	Agree
All menu items are easy and fast to access information	296	1	5	3.38	1.041	Neutral
Font size,color schemes, and style are appropriate, easy to read, and look nice	296	1	5	3.76	.882	Agree
It has all the necessary external links that I need	296	1	5	3.17	.986	Neutral
It has clear contact information for users	296	1	5	3.49	.998	Agree
Has all options to provide comments, suggestions etc.	295	1	5	3.21	1.021	Neutral
Valid N (listwise)	295					

In other words, from this mean value of 3.4418 we can safely conclude that the 8 features of the website had a positive influence in shaping the UX. This low value also forced the web designers to find ways to enhance UX by looking into the suggestions made by the users in the very last section of the survey. These results also answer the first research question.

Table-2: Average of 8 items

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Average of the 8 items	296	1.11	5.00	3.4418	.78540
Valid N (listwise)	296				

Quantity, Quality or Value

Although most surveys do provide data along with a wish list, comments and suggestions from users but often they are not a serious indicator for determining the value of a website. The UX is important, but a set of likes and dislikes is not enough to guide the process of web design. To the users of a website, quality is personal or subjective as they usually know what they want, and what they like- at least when they browse a website or see it. So, may be, UX may not necessarily reflect on the value a website provides. It is entirely possible user may not like what they see. But the next question is- should the UX be the main focus of designing a user satisfaction survey? Through her own work Arora Harley (2018) asserts that it is important for translating UX issues found in analytics into user research. Analytics tell us what users are doing, but not why they are doing it? Pairing analytics and user research will provide us with clearer answers. Wooten and Ulrich (2017) found that in many innovation settings, ideas are generated over time and managers face a decision about if and how to provide in-process feedback to the idea

generators about the quality of submissions or suggestions. They also found that, under directed feedback, the variance in quality of suggestions (likes and dislikes) declines as the contest progresses. Roger et al. in 2007 reviewed the growing literature on responsive and adaptive designs for surveys. The issues limiting the effectiveness of survey designs included weakly predictive auxiliary variables, ineffective interventions and slippage in the implementation of interventions in the field. These problems are not, however, unique to responsive or adaptive design of surveys. They gave recommendations for improving such survey designs and for improving the management of data collection efforts in the current environment for conducting online surveys. It is important to remember that the proliferation of online surveys tools and technologies have made it very easy to conduct online surveys but because of fast pace of web browsing, cognitive engagement of respondents dilutes to an extent that they do not have time and patience to comprehend complex ideas and issues. Hence the strategic value and purpose of a website should be the main focus of design. More so, if the website is not being provided for marketing or for conducting eCommerce. Theresa Fessenden (2018) found in her research that people scroll a website vertically more than they used to, but new eye tracking data shows that they will still look more above the page fold than below it.

According to Heeringa et al. (2017) surveys do not provide a complete picture of the preferences and drawbacks of its users. Usually understanding of the UX and the extent to which that experience meets their expectations is usually even less accurate. This deduction from the survey data answers the first research question- Can User Experience (UX) help in gauging strengths and weaknesses of the academic website? If we are serious about the importance of satisfied users of a website, we got to have objective measures of the extent to which we are succeeding. Feedback from users is very useful, but it won't be objective. Monitoring feedback is essential, but it won't be representative. Not all dissatisfied users of a particular website complain, and even if they did, a complaints measure provides no indication of the extent to which users are satisfied and retain users who are not complaining.

In their work, Hill and Brierley (2003) mentioned that it is a well-established fact that satisfied customers do change their minds over time. Hence only objective and accurate measure of user satisfaction survey provide some indication of future loyalty. In this context, user satisfaction surveys can enable us to make changes in our products and services. There are two main factors that determine the accuracy of a survey based study. The first factor is asking the right questions (Exploratory research-Figure-1) and the second factor is asking them to the right people- a sample of users that accurately reflects the customer or user base. Hence three things decide the accuracy of a sample. It must be representative, it must be randomly selected and it must be large enough. Usually after analyzing the survey data and producing a report, feedback should be provided swiftly to all stake holders. This study is short on feedback. Hence it fails to reap full benefits of the efforts put in conducting the survey. Only if stake holders fully understand the survey results and their implications, the survey would lead to effective action be taken. This conclusion answers the second research question- To what extent the user satisfaction surveys fulfil its set objectives?

Conclusion

In the last 2 years the topics of big data and computationally intensive data analytic have exploded in the business sector as well as in academia and scientific research, leaving many of us wondering what the future role will be for survey methodologies, and statistics in

particular. However, the data collected by traditional method of conducting user surveys is just a mean, and not an end in itself. Website design is a complex as well as a very dynamic process. Hence it should be based on more sophisticated and precise data analytic tools. These days website design based on its usage data may be more important and useful than the short user satisfaction surveys. As early as in 2013 Jen Cardello clarified that in order to make the most of analytics data, UX professionals need to integrate this data where it can add value to qualitative processes instead of distract resources. Hence, it will be prudent to focus on the main objectives and value of a university website than to constantly respond to fluctuating demands based on UX.

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DETERMINING JOB SATISFACTION FACTORS OF CAREER-SWITCHERS AND MOTIVATION TO STAY IN THE TEACHING PROFESSION

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Abstract: *The teaching profession is undoubtedly one of the most challenging professions with regards to other related service-type occupations. Evidently, throughout the history of the teaching profession, numerous cases related to mental and health breakdown, high attrition rate nationwide, and behavioral misconduct among teachers have been reported in this particular field. In general, career-switchers are individuals who transitioned from their previous employment into the teaching service. Indeed, this specific group of individuals is absorbed into the teaching service due to the gap eventuated from the high attrition rate of teachers. Inevitably, the role of career-switchers, especially for former industrial-based practitioners, is significant in career and technical education. In light of this matter, this research focused on determining teaching job satisfaction factors of career-switchers and predicting which job satisfaction factors are influential to career-switchers' retention plan. In this study, a descriptive and correlational analysis was employed to ascertain the objective of the study: (a) to determine the teaching job satisfaction factors of career-switchers of career and technical education teachers and (b) to identify the job satisfaction factors that influence career-switchers' retention plan. The sample of the study was derived from 2670 CareerTech registered teachers in the Midwestern state using purposive sampling technique. Then, the data was gathered using an online survey named Qualtrics, which filtered the number of career-switcher to 272. Additionally, a chi-square analysis was employed and the result indicated that the factors of marital status, the teaching position of career-switchers, and highest degree earned were found significance with retention plan. Also, the regression analysis revealed six job satisfaction factors which influenced career-switchers to remain in the teaching profession. Subsequently, these six factors were summarized into four major themes: salary, teaching supports, teaching preparation, and motivation. Based on the findings, it was implied that career-switchers take into consideration of both extrinsic and intrinsic variables when deciding whether to stay or leave the teaching profession. On the same note, future research related to comparative analysis of career-switchers within different demographic contexts is highly recommended.*

Keywords: *Practitioner-Based Educators, Career And Technical Education, Job Satisfaction, Retention*

Introduction

Generally, the teaching profession is highly revered for its central role in the community. In specific, teachers are recognized as role models who are responsible in developing the characters of pupils and raising knowledgeable younger generations. Interestingly, in some countries, a teacher is regarded as the second most important figure after parents at home. However, the nobility of this profession has been jeopardized by many reasons. For instance, the teaching profession has long been replete with interminable issues such as students disciplinary and behavioral problems, family problems, relocations, and ethics and teaching misconduct (Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Brill & McCartney, 2008). Consequently, the continuity of these issues has resulted in the high attrition rate among teachers. Specifically, statistics have indicated that over the past 40 years of study in the US, 30% to 50% of teachers had departed from the teaching service (DeAngelis & Presley, 2011). In other words, this percentage discloses the trend that approximately one third of new teachers leave the profession within three years, nearly half after five years of service, and 10% resigning annually (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Ingersoll & Smith, 2003), for various intentions. On a different note, a recent longitudinal study indicated that over half a million of teachers resigned while only 16% of this number stayed till retirement (Boyd et. al., 2011). In addition, further findings revealed that 84 % of the teachers were either relocated to a different school or abandoned without notice and left with an unknown status (Boyd et. al., 2011).

Besides, the attrition rate of teachers has also directly impacted the implementation of Career and Technical Education (CTE) programs. Essentially, such programs introduce technical-related subjects that integrate theoretical and practical knowledge. With regards to this initiative, as individuals who have chosen to teach as a second career after spending their time in previous occupations (Johnson & Kardos, 2002; Spinella, 2003), career-switchers are acknowledged as instrumental figures in the teaching and learning environment. In this context, career-switchers are hard to be replaced as they possess industrial experiences that not many traditional teachers could have, before entering into the teaching profession.

As career-switchers are viewed as integral, it is important for CTE schools to advocate for their sustainability in the teaching profession. At present, CTE schools employ various specializations for individuals who enter into the teaching profession with different types of certification that includes career-switchers. Indeed, the majority of CTE teachers (career-switchers) being former industrial-based practitioners have had industrial experience from years of service in industries; however, they lack knowledge of various pedagogical approaches. As a result, the motivation of career-switchers often influences their decision of whether to remain or leave the teaching profession. In particular, this setback is partly due to the lack of specialized teaching training programs prior to the beginning of their teaching career.

Undeniably, a teacher with industry experience is an absolute necessity for the CTE program. Therefore, relevant approaches and strategies must constantly be devised and revised to retain career-switchers in the school system. In this context, this research offers detailed insight on career-switchers' perspectives by determining the factors of job satisfaction in the teaching environment and identifying the key reasons for remaining in the education sector.

Literature review

Recently, the teaching profession has been struggling to retain teachers in school. Undeniably, this prevalent issue has negatively impacted the school and students' performance. In connection with this issue, this situation is inexorable as a considerable efflux of teachers happens each year. Inevitably, the ministry of education and school administrators also face worrisome complications due to teachers' attrition issues. To note, this problem was assumptively related to the failure of attaining the desired school objectives and unavailing implementation of new curriculums and policies at school. As a result, the concerned school suffers from monotonous development and lack of capacity in fulfilling the demands for an ideal educational platform for future generations.

As a matter of fact, both intrinsic and extrinsic reasons related to high attrition rates among teachers have been studied by researchers. Based on recent findings, issues related to psychological, physical health, and emotional well-being were highlighted to have close connection with the teachers' struggle in the teaching service (Hughes, Matt, & O'Reilly, 2015; Wang, Hall, & Rahimi, 2015). According to Billingsley (2004), Boe, Cook, and Sunderland (2008), Brill and McCartney (2008), Gomba (2015), Kearney (2008), Perrachione, Rosser, and Petersen (2008), and Reynolds and Wang (2005), school politics, time constraints, low salaries, unappealing benefits, insignificant opportunity for advancement, excessive workloads, high-stakes testing, long working hours, disruptive student behavior, poor leadership and administration within schools, perception of teaching as a temporary profession, and frustrations associated with motivating apathetic students were found to be the primary reasons for teachers leaving the profession.

Moreover, recent studies have been conducted on job satisfaction of teachers due to its relativity with teachers' retention. In general, job satisfaction factors depict teachers' overall motivation to remain in the teaching scenario and help teachers establish a healthy relationship with their profession. Indeed, a teacher's decision to stay is positively influenced by various job satisfaction factors such as opportunities to gain personal growth and the ability to receive support from the administrators regarding emotional, environmental and instructional support (Hughes, Matt, & O'Reilly, 2015). Similarly, another noteworthy study by Koedel, Li, Springer, and Tan (2017) underlined that job satisfaction of teachers is usually reflected in the results of their performance rating system. However, the findings were rather controversial, as a high-rated teacher's performance meant that teachers have had to undergo stressful situations in order to comply with the higher standards set by the school administrator and ministry.

In relation to this performance rating system, studies have been conducted to explore the transition of career-switchers into the school settings. Interestingly, it was discovered that career-switchers who have previously been immersed into the industrial working environment modified their working style to synchronize with the nature of school. Also, most cases reported that if they succeed during the transition process, they would eventually be able to socialize and establish good rapport with the school organization, thus enhancing self-efficacy (Isa & Rasdi, 2015; Troesch & Bauer, 2017). Most importantly, intrinsic values such as motivation and contentment are perceived as key elements which help career-switchers overcome the stressful environment at school.

Next, the aspects of teacher quality and effectiveness have been studied to determine their relationship and impact on student achievement. Evidently, contrasting scores of Teacher Self-Efficacy Scale (TSES) were obtained when traditionally and alternatively certified teachers were compared to teachers with three or more years of experience dealing with children and adolescents (Banks, 2016). In relation to this matter, high self-efficacy teachers perceive that students who are unmotivated are still teachable through extra effort. Besides, another feasible initiative would be to enlist support from the school, the student's family, or the community to influence such students. However, low self-efficacy teachers believed that little can be done to assist unmotivated students since the teachers' influence is limited by environmental factors.

Basically, the incorporation of digital technologies into teaching is fundamental and in-line with the development of 21st-century students' capabilities. Despite the salience of digital technologies, the extent to which teachers could engage with such avenues is still unclear. In this sense, teachers and trainers ought to equip themselves beforehand by keeping abreast with the latest technological updates, fulfilling the required standards of technical competencies, acquiring pedagogical skills, transversal competencies related to digital and intercultural communication, and others. To mention, the findings of this study highlighted that teachers with exposure to community-based disciplines are highly require compared to those who solely focus on teaching and are lacking of digital capabilities (Chang, 2016).

Theoretical Perspectives

For this particular study, the Motivation-Hygiene theory (Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959) was selected to supervise the theoretical perspective. Specifically, this theory examines the factors that measure employee job satisfaction based on outcomes of work completed related to personal growth, career advancement, responsibility, recognition and availability of new positions. As a matter of fact, these outcomes operate as motivators to encourage teachers to remain in the teaching profession. Besides, appreciation shown by the employer in response to these successful outcomes represents the central idea of 'motivators' as defined by Herzberg (1966). In other words, employers who acknowledge the successful completion of a specific task by their employees will further boost their motivation level to continue working in the same environment and position. In this perspective, motivators are defined as 'intrinsic' and include job satisfaction, belief in their self-efficacy and increased morale that encourages retention (Herzberg, Mausner, & Snyderman, 1959). Contrastingly, the issue of hygiene is one of the notable extrinsic factors that lead to dissatisfaction. Comprehensively, the hygiene factors encompass matters such as implementation of new policies, strict supervision, insufficient benefits and salaries, poor working conditions and discipline issues of students. In fact, teachers have been discovered to remain in the teaching profession when the perceived motivators are superior to the hygiene or extrinsic factors.

Purpose and Research Questions

Basically, the purpose of this study is to uncover the factors that influence job satisfaction of career-switchers in a Midwestern state CareerTech educational system and to investigate the relationship between career-switchers' demographic characteristics and factors in retaining them in the teaching profession. The research questions that guided this study are as follows:

1. What is the relationship between career-switchers' demographic characteristics (gender, marital status, age, age when entering the profession, highest degree earned, ethnicity, and teaching position) and factors in retaining career-switcher in the teaching profession?
2. What job satisfaction factors influence career-switchers' retention plan?

Methodology

This study employed a mixed-method design, specifically the convergent parallel design. Through this design, both quantitative and qualitative data were gathered using the same instrument, which is a web-based data collection called Qualtrics. However, the researcher had determined for the quantitative section of the paper to primarily answer the formulated research questions.

Population and Sample

To note, this study was conducted at 613 CTE schools in the Midwestern states of the United States of America. In general, the division of CTE school system comprises of three different school settings: Comprehensive school sites with career technology component, technology center campuses, and skill centers. For the purpose of this study, the population of the study particularly involved teachers who currently teach in the CTE school system. Precisely, quantitative data of career-switchers who had no previous teaching experience and are currently teaching in the CTE school system were employed. Additionally, these teachers may have had a certain amount of years working in the industry or any related fields based on their academic qualification before venturing the teaching profession. Therefore, as a prerequisite for a teaching position in the Midwestern state's CTE school system, all teachers should be certified and have undergone teacher licensure program from accredited teacher training institutes. Besides, this regulation was not only limited to Midwestern state teachers' certification institutes since some of the CTE teachers were enrolled in alternative teachers' certification programs which were available nationwide.

Data Collection

In the process of data collection, a sample consisting of details of teachers in the CTE school system was obtained from the state department of CTE. Also, the data for CTE teachers were accessible online through the state department of CTE. Then, a purposive sampling strategy was employed to identify the CTE teachers who were currently in the CTE school system. Notably, the data of all CTE teachers in the CTE school system from 613 CTE educational institutions were utilized. Based on the 613 CTE schools enlisted, a total of 2,620 teachers were gathered by the researchers and an official request was made to them to participate in the study through the researchers' university email. In particular, 581 participants (22.18 percent) out of 2620 teachers responded.

With relation to the data collection, two questions were asked in order to identify career-switchers. Firstly, the participants were required to respond to two questions in the survey based on their definition of a career-switcher. For this question, participants were given two options, 'Yes' and 'No'. Precisely, participants who entered 'Yes' were led to the second question which required an answer of whether or not they had chosen teaching as their first career choice. In connection with this study, the data collected from these two questions would be able to identify CTE teachers who are career-switchers. In the end, 272 out of 581 participants were identified as career-switchers.

Results

For the purpose of defining the career switchers' profile, descriptive analysis was conducted. To note, both variables on participants' demographic recorded 100% responses. However, missing data was reported with regards to the table. As a matter of fact, the missing data were generated from the respondents' decision of not to answer a question pertaining to the demographics since it was not made mandatory. Then, the frequency of each variable was taken from the respondents' feedback in relation to the demographic questions.

Job Satisfaction Factors

A set of 25 job satisfaction factors in the form of statement was asked in the instrument to determine the dominant factor that influences teaching job satisfaction. Out of the 272 respondents, only one career-switcher failed to answer this section. Furthermore, each statement employed the use of a 7-point Likert type scale: strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, and strongly agree. With reference to the mean obtained from the descriptive analysis, the top five job satisfaction factors can be found in table 1.

Table 1. The top five job satisfaction factors of career-switchers

Rank	Job Satisfaction Factors	Mean	S.D.
1	I am evaluated fairly in this school	5.92	1.205
2	I am generally satisfied with being a teacher at this school	5.90	1.169
3	I share similar beliefs and values with my colleagues regarding the central mission of this school	5.86	1.064
4	The school administration's behavior toward me is supportive and encouraging	5.86	1.344
5	The principal lets me know what is expected	5.80	1.221

Retention Plan

Career-switchers were asked questions on their retention plan. In particular, they were required to provide an answer based on these three conditions: (1) I plan to remain in this position, (2) I plan to remain in this school, and (3) I plan to remain in this profession. Additionally, the answer section adopted a five-point Likert type scale: strongly disagree, disagree, less agree, agree, and strongly agree. The results for the question are as stated in table 2:

Table 2. Career-switchers retention plan

No.	Retention Plan	N	Mean	S.D.
1	I plan to remain in this position	272	5.90	1.388
2	I plan to remain at this institution	272	5.98	1.304
3	I plan to remain in this profession	272	5.97	1.403
	Overall Mean of Retention Plan		5.95	

Research question 1: What is the relationship between the career-switcher' demographic characteristics (gender, marital status, age, age when entering the profession, highest degree earned, ethnicity, and teaching position) and factors in retaining career-switcher in the teaching profession?

In order to answer this research question, the Chi-square test of independence was conducted to assess whether career-switchers' demographic characteristics (gender, marital status, current age, age when entering the profession, highest degree earned, ethnicity, and teaching position) influence career-switchers retention plan. Precisely, the Chi square test of independence indicated that three variables were found to be significantly related to career-switchers' retention plan. In addition, the results of the test showed three variables which significantly contributed to whether or not the career-switcher would leave the teaching profession. To note, the three variables identified were career-switchers' marital status, teaching position, and highest degree earned.

Indeed, the results of the test as stated in table 3 showed that marital status of career-switchers was significant [$\chi^2(1, N = 270) = 21.87, p < .05$]. In other words, this indicates that the career-switchers' marital status when entering into the teaching profession is more likely to influence the career-switchers' retention plans. For instance, married career-switchers dominated the findings as the majority of them decided to remain in the teaching profession. However, a number of teachers from the category of single and widowed/divorced/ separated did not exhibit a contrasting difference in whether or not to leave the school. Based on this finding, it can be agreed that the majority of the career-switchers regardless of their marital status prefer to remain in school and are more likely pleased with teaching as their profession.

Table 3. Contingency table of career-switchers marital status and retention plan

I plan to remain in this school	Marital Status			Total
	Single, Never married	Married	Widowed/divorced/separated	
Strongly disagree	0	1	1	2
Disagree	1	5	2	8
Somewhat disagree	0	3	2	5
Neither agree nor disagree	0	17	3	20
Somewhat agree	4	24	4	32
Agree	2	72	4	78
Strongly agree	4	108	13	125
Total	11	230	29	270

Next, table 4 describes the relationship between the career-switchers' teaching position and retention plan. As gathered from the results, the teaching position of career-switchers was shown to be significant [$\chi^2(1, N = 272) = 22.84, p < .05$]. In relation to this value, the majority which comprised of career-switchers are perceived as full-time teachers who have decided to remain in school. Besides, it is interesting to note that, within the same group of career-switchers, there were a few undecided individuals while the remainder was more likely to leave the school. Despite this marginal proportion which elicits the intention of a small group of

career-switchers to leave the teaching profession, this information still has to be given much consideration.

Table 4. Contingency table of career-switchers position and retention plan

I plan to remain in this school	Teaching Position			Total
	Full-time teacher	Full-time teacher with a side business	Part-time teacher	
Strongly disagree	1	1	0	2
Disagree	8	0	0	8
Somewhat disagree	5	0	0	5
Neither agree nor disagree	10	10	0	20
Somewhat agree	27	5	1	33
Agree	65	14	0	79
Strongly agree	96	29	0	125
Total	212	59	1	272

Table 5 depicts the relationship between the career-switchers' highest degree and retention plan. With respect to this relationship, the test results showed that the career-switchers highest degree was significant [$\chi^2(1, N = 272) = 48.25, p < .00$]. In fact, it was also discovered that the majority of the career-switchers who held either a bachelor degree or a masters' degree were more likely to remain in the teaching profession. Unexpectedly, the number of career-switchers who owned a higher degree (bachelor degree and master degree) yielded a similar result regarding their decision to remain in the teaching profession.

Table 5. Contingency table of career-switchers highest degree and retention plan

I plan to remain in this profession	Highest Degree				Total
	Bachelor's Degree	Master's Degree	Education Specialist	Doctorate Degree	
Strongly disagree	0	0	1	1	2
Disagree	3	6	1	0	10
Somewhat disagree	5	6	2	0	13
Neither agree nor disagree	5	8	0	0	13
Somewhat agree	9	11	4	0	24
Agree	49	22	5	3	79
Strongly agree	67	50	13	1	131
Total	138	103	26	5	272

Research question 2: What job satisfaction factors influence career-switchers retention plan?

In the process of predicting which job satisfaction factors influence the retention plan of career-switchers, a multiple linear regression analysis was conducted. Based on this study, the predictors were derived from the 25 job satisfaction factors included in the instrument earlier. To note, out of the 25 factors, six factors were at the significant level of $p < .05$: (B1) I am satisfied with my teaching salary, (B2) I receive the necessary instructional materials to do

my work effectively, (B3) I am given the support I need to teach students student with special needs, (B4) I make a conscious effort to coordinate the content of my courses with that of other teachers, (B5) I sometimes feel it is a waste of time to try to do my best as a teacher, and (B6) I am generally satisfied with being a teacher at this school. Also, the criterion variable was derived from the calculated mean values of career-switchers' retention plan (see table 3).

On top of that, the linear combination of job satisfaction factors was significantly related to the instructor retention plan, $F(25, 245) = 9.28, p < .000$. In particular, the sample multiple correlation recorded was .70, indicating that approximately 47% of the instructor retention plan's variance can be accounted for by the linear combination of job satisfaction factors. The equation for the current coefficient analysis is:

$$\text{Predicted Retention} = .069(B1) - .120(B2) + .138(B3) - .100(B4) - .097(B5) + .556(B6) + 2.798$$

In table 6, the researcher presented indices to indicate the relative strength of the job satisfaction predictors. Notably, one out of six bivariate correlation between the job satisfaction factors and the retention plan were negative. Additionally, the six indices were statistically significant at $p < .05$. Although each variable was statistically significant, the relative importance of five of the six predictors were difficult to be assessed due to the small regression coefficient and correlation with the dependent variable. Among the six predictors identified, only one predictor was meaningful in the context of influence with strong positive relationship which is (B6): "I am generally satisfied with being a teacher at this school."

Table 6. The Coefficients, Bivariate, and Partial Correlations of the Six Job Satisfaction Predictors with Retention Plan

No.	Predictors	Standardized Regression Coefficient (β)	<i>p</i> value	Correlation between each predictor and the retention plan	Correlation between each predictor and the retention plan controlling for all other predictors
B1	I am satisfied with my teaching salary	.11	.05	.32	.13
B2	I receive the necessary instructional materials to do my work effectively	-.14	.02	.23	-.15
B3	I am given the support I need to teach students student with special needs	.16	.00	.39	.19
B4	I make a conscious effort to coordinate the content of my courses with that of other teachers	-.11	.05	.14	-.13
B5	I sometimes feel it is a waste of time to try to do my best as a teacher	-.14	.02	-.32	-.15
B6	I am generally satisfied with being a teacher at this school	.52	.00	.63	.45

Discussions

Basically, the findings of this study have highlighted both intrinsic and extrinsic factors which determine the decision of career-switchers of whether or not to remain in the school system. Undoubtedly, the results of the present study have suggested that the marital status and the teaching position of the career-switchers are the major factors overall. Besides, the demographic variables of the findings reflected the importance of teachers' profile as it significantly impacts the overall performance of students (Zumwalt & Craig, 2005). Moreover, further recommendations and plan for future studies were also presented in this section.

In recent years, the evolution of technical-based education has increasingly sparked interest among educational stakeholders, parents, students, and various communities on the importance of hands-on skills and practical knowledge for employment. Essentially, the role of career-switchers in the education system is vital to establish a degree of synchronization between knowledge obtained at school and what is required by the industries. Most importantly, the presence of career-switchers who possess a wide range of expertise in the field of teaching can certainly enrich the learning experience of students. For this reason, it is crucial for technical-based systems to not disregard career-switchers in the school system but to perpetuate their teaching service through motivation when necessary.

Among the plausible relationships of demographic profile of the career-switcher, three variables were found significant with regards to retention. First, the marital status of the career-switcher provided insight as to whether the career-switcher will remain in the school system. According to John (2017), the marital status of the teachers effects the overall school climate and school organizational structure. Despite the preparation and willingness of teachers to change to a different career, it can be agreed that the consideration of possible consequences such as relocation, economic status, and change in a family structure will ultimately affect their decision. For instance, the redefinition of career advocacy in the context of either a male or female breadwinner for the family might determine whether it is necessary or not for career-switchers to leave their careers. In this aspect, the role of female career-switcher will be impacted due to the constraining cultural perspectives which one-sidedly support men as the primary figure in the family to earn and work full-time. Regardless of sex, married career-switchers have to make decisions that can support their families in various aspects to meet current needs and wants.

Additionally, the current career-switchers' status of being either a full-time teacher or a part-time teacher significantly impacts their intention to remain in the teaching profession. As a matter of fact, the plan of cultivating career-switchers' interests toward teaching while they continue managing part-time business affects the overall factor towards retention. Inevitably, teachers who are involved with part-time business might experience a conflict of interest, especially when trying to focus on their teaching career. According to Clandinin et al., (2015), such conflict might arise when career-switchers attempt at balancing their personal life and career during working hours. Besides, the teachers' background which is usually a compilation of personal experiences, untold stories, secrets, and incomplete background details might precipitate the intention of leaving the teaching profession (Harfitt, 2015). Nevertheless, the commitment of career-switchers in tackling voracious issues at school can undoubtedly shape their overall retention factors, thus enabling them to enjoy the teaching profession.

Specifically, the relationship between the career-switchers' highest degree and retention is interesting as many were from diverse specialization and fields of study. Indeed, the impartation of relevant knowledge to career-switchers may transpire from non-related teaching preparation program as they are required to undergo a short training program of alternative teacher certification program. In general, the expertise of career-switchers which consists of knowledge related to engineering, business and administration, agriculture, and computer and technology are recognized as the core of the career-switcher. Despite career-switchers being content experts in their previous career, they are still required to master the teaching pedagogy. In order for them to receive sufficient exposure to this new subject matter, continuous induction programs are constantly being promoted among career-switchers. Undeniably, the availability of such induction programs is vital to provide consistent support and retain career-switchers in school. In particular, the provision of induction support among novice teachers which includes career-switchers has been proven to reduce the turnover rate among teachers (Ronfeldt & McQueen, 2017). Interestingly, it was also discovered that teachers who held a master's degree or above were more likely to exit as compared to their peers holding a bachelor's degree. However, these same teachers with advanced degrees were discovered to be more likely to resume their teaching position in a different school district as compared to their peers with bachelor's degrees (Elfers, Plecki, & Van Windekens, 2017).

In this study, the theory of motivation-hygiene was employed to test the job satisfaction variables as predicted from the linear analysis. Based on the analyzed data, the extrinsic and intrinsic variables were proven to indicate the job satisfaction factors of career-switchers. Particularly, three elements, namely salary, teaching support, and teaching preparation in terms of curriculum and teaching plan were categorized under extrinsic values due to their physical nature. On the other hand, the factor of motivation was categorized under intrinsic value. Notably, the subject of salary is listed out by career-switchers as one of their concerns regarding teaching preparation when deciding whether or not to remain in the teaching profession. Surprisingly, career-switchers were found to be satisfied with the teaching salary whereas in previous studies, the issue of salary was debatable as it was regarded as a retention factor (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Besides receiving their monthly salary, teachers must also be rewarded with bonus and incentive (Springer, Swain, & Rodriguez, 2016) as a motivation factor for them to stay. On top of that, task overloading (Wells, 2015) and also other non-teaching related job matters have intensified the possibility of teachers suffering from burnout, depression and stressful situations. Through annual bonuses and rewards, a positive atmosphere can be established for teachers to spark their continuous interest in teaching. Ultimately, this action will lead to a sequence of events which includes continuous professional development of teachers and optimum career enhancement.

Based on this study, both the intrinsic and extrinsic factors were influential with regards to the career-switchers' decision of whether or not to exit the teaching profession. For instance, the extrinsic factors (salary, teaching supports, and teachers' preparation for teaching and learning) projected the overall motivation in the teaching profession. Despite the fact that teachers can be burdened with overloaded tasks (Thibodeaux, Labat, Lee, & Labat, 2015), career-switchers must practice a gregarious approach and learn to ask for assistance as teaching mainly requires a plethora of task when dealing with parents and the communities. With connection to this study, if these motivation factors are met, career-switchers would be able to maintain their interest in the teaching profession.

Conclusions

In conclusion, the prioritization of retaining career-switchers in the CareerTech system is extensively important as this coterie possesses a great amount of industrial experience which is difficult to replace (Song, Martens, McCharen, & Ausburn, 2011). Primarily, a group of career-switchers consist of subject matter experts who are able to produce high quality classroom learning experience in the CareerTech school settings due to their invaluable years of working in competitive industries. Besides, teacher turnover rates are difficult to be predicted due to the many factors that need to be taken into account which includes localities, availability of other jobs, and state budget. Essentially, the plan to retain career-switchers will ensure the continuous flow of programs related to hands-on and technical subjects.

Based on the findings of this study, career-switchers have been revealed to be resilient and highly-motivated. In the context of altruism, career-switchers are highly unlikely to depart from the CareerTech center unless risk factors are taken into preventive measures. In fact, although career-switchers faced certain discouraging factors, they still chose to remain in the profession. From this viewpoint, it can be concluded that career-switchers perceive themselves as responsible individuals in ensuring the sustenance of the future skilled-employees in the nation. As educational stakeholders, it is vital for career-switchers to be well-equipped and refined through induction programs in order to become a better teacher in the CareerTech system. Therefore, the voice of this group of teachers should not be neglected when initiatives are taken to upgrade the teaching job. For instance, the implementation of teachers' performance indicators must consider the pedagogical knowledge of career-switchers due to their long years of service in industrial settings.

Firstly, career-switchers can be supported to adjust to their school environment. This is because the huge disparity between industrial and school settings might overwhelm them. In light of this situation, career-switchers deserve to be placed in a fulfilling and favorable working environment which can facilitate them in transitioning from their previous career to enjoy their present profession.

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ENHANCING QUR'ANIC EDUCATION AMONG CHILDREN: AN ANALYSIS OF AL-QABISY'S BOOK

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Abstract: *The importance of Qur'anic teaching emphasized clearly in Islam, yet there are still many children who are left behind in term of their Qur'anic reading and understanding. Therefore, it is important to explore the previous experiences way in enhancing the Quranic education which later on can improve children understanding towards The Quran. This study intends to provide an analysis of al-Qabisy's ideas based on his book. Specifically, the purpose of this study is to explore Al-Qabisy's main ideas in Qur'anic education, and the implications of his ideas on enhancing Qur'anic teaching among children. This study used content analysis method to ascertain all research objectives. As a result, this study discovers eight main components of teaching the Quran; learner level, educators, intention, educator's responsibility, syllabus, schedule, learning stages, and assessment. The entire component presented in this book, are significantly beneficial in enhancing Qur'anic teaching among children. It is hoped that the ideas presented in this article will be helpful in upgrading the levels of Qur'anic teaching among children.*

Keywords: *Al-Qabisy, Qur'anic Teaching, Islamic Education, Islamic Studies.*

Introduction

Learning the words of the Quran was the first educational experience of our beloved Prophet Muhammad (pbuh). The revelation of the first Qur'anic verse, (al 'Alaq, 1) "Read: In the name of thy Lord Who createth, Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not," is a clear indication that teaching the Quran be the first education for Muslims. Therefore, it is compulsory for all Muslims as a whole to read, learn and comprehend the the Quran in order to develop themselves as well quality Muslims (Md. Sawari & Awang Mat, 2013). This circumstance displayed by the first generation of Muslims in the years of the Prophet (pbuh) and his Companions. Even though the importance of Qur'anic teaching emphasized clearly in Islam, there still many children who are left behind in term of their Qur'anic reading and understanding (Mohd Zainul Arifien, 2011; Yusoff, 2008). Therefore, it is important to explore the previous experiences way in enhancing the Quranic teaching which later on can improve children understanding towards Quran.

Literature review

Al-Qabisy

Al-Qabisy is the epithet for "Abu al-Hasan Ali Ibn Muhammad Khalaf Al-Maarif al-Qabisy. Al-Qabisy born in Tunisia located at North Africa, on 13 May 936. He passed away at 23 October 1012 (Himmah, 2003). Since childhood until adulthood, al-Qabisy lived in his hometown at Kairawan, Tunisia. During this era Tunisia well known as the center for scientific knowledge activity. After that, al-Qabisy spent five years travelling in the Middle East countries for further his study, then he studied in Egypt with one of the Alexandrian scholars. After completing his studies in Egypt, he then travelled to North Africa. In North Africa, he studied hadith and religious knowledge with numerous scholar such as Abu Abbas al-Ibyani bin Masruf al-Dibaghi and Abu Abdillah bin al-Assa'ali Masrur. After that he went back to his hometown in Kairawan and studied Islamic Jurisprudence with Malikiyah scholars, of which he then also became an expert in the field Fiqh. Since he was an expert in Fiqh and studied a lot on Hadith (Al-ahwani, 1978), therefore it can be seen that most of his thoughts were based on this two sources.

Al-Qabisy was among the productive scholars during his ages and he wrote numerous books. Al- Mufassalah li Ahwal al - mutha ' alaimin Ahkam al - Maulimmin wa al - Muta'allamin ' is among his famous scriptures is (al-ahwani, 1978). Historically, this book explains about child education in the fourth century AH. This book has a significant impact towards enhancing Qur'anic teaching, whereby it gives the niceties about the students' circumstances, classroom management as well as the rules that govern the teachers and students. This book has three chapters and consists of 80 pages. The first chapter concerns on the interpretation of the faith, Islam and Ihsan, while second chapter explains on students and the last chapter is the discussion about teachers.

Child Education

Islam stresses the importance of child education. This is the fact that child is the beginning stages of learning. They are born to follow their instinct and moulded by visor her parent. Prophet Muhammad (pbuh) said, "Every child is born on Al-Fitrah, and his parents convert him to Judaism or Christianity or Magianism. As an animal delivers a perfect baby animal, do you find it mutilated?"[al-Bukhari].

Obviously, from the above hadith that every human being is born in fitrah (clean, pure state), thus parents play a role to educate their children. All children can be exemplified as white fabric, so parent play roles to draw and design this fabric. Yet, not all designs suit with the patterns drawn on a white fabric; the erroneous pattern will later on affect the cloths and permanently become the fabric design. This anaphora is same as children; parents cannot simply teach their children whatever they want, but rather a valuable and truth knowledge. Hence, Islam has stipulated, for the early childhood education, that children have to recognize religion using the maps provided in the Holy the Quran. Qur'anic education able to develop the potentially spiritual disposition of an individual. When someone is spiritually healthy, they will have a better life; able to shape powerful mind, create stable emotions and nurture healthy physical nature (Amiruddin, Hussin & Rohana, 2010).

From this argument, it is a need for parents to enhance Qur'anic teaching for their children. Each person has a right to know his religion since childhood. Quoting from the International Islamic Centre for Population Studies and Research (2005): "All Children have the right to be trained by their parents to perform the rituals of his or her religion. The importance of early training is that it allows religious practice to become an easy and acceptable habit that children will maintain and preserve. Parents should endeavour to be role models for their children in terms of adhering to best conduct. They also have the obligation to provide their children with love, kindness and mercy and to avoid harshness and cruelty" (p. 8).

As nutshell, Qur'anic education is important element in educating the child, without this it will jeopardize the future Muslim generation. Hence Muslim must work hard to enhance Qur'anic education.

Objectives of the Study

The objective of this study is to investigate al-Qabisy's main ideas in teaching the Quran based on his book, "Ar Risalatul Mufassolah Liahwali Al Mutaalimin Wa Ahkam Al Muaalimin Wa Mutaalimin" (Detailed letter to the conditions of learners and rules for educators and learners). Second is to explore the implications of al-Qabisy's ideas on enhancing Qur'anic education among children.

Methodology

Researchers employed content analysis design to discover the answers for all research questions. According to Titscher (2000) defined content analysis as: "methods that concentrate on directly and clearly quantifiable aspects of text content, and as a rule on absolute and relative frequencies of words per text or surface unit. Subsequently, the concept was extended to include all those procedures which operate with syntactic, semantic and pragmatic, categories, but which seek at least to quantify these categories by means of a frequency, survey of classifications". (p. 55). It's can be value that content analysis helped the researchers to discover the scripture and come out with a specific theme. Hence for the text of study, all information is collected from the archetypal book "Ar Risalatul Mufassolah Liahwali Al Mutaalimin Wa Ahkam AlMuaalimin Wa Mutaalimin" (Detail letter to the conditions of learners and rules of educators and leaners) by al-Qabisy. This book is written in Arabic. For the purpose of analysis, the researchers had selected chapter two and three.

Findings and Discussion

Al Qabisy's main idea in Qur'anic education.

In order to answer the question about al-Qabisy's main ideas in teaching the Qur'an in reference to his book "Ar Risalatul Mufassolah Liahwali Al Mutaalimin Wa Ahkam AlMuaalimin Wa Mutaalimin". Following are findings; Al-Qabisy explained the fundamental concept of education. Overall, the concepts are focused on the teaching of the Quran. Al-Qabisy mentioned that Qur'anic education is a required course for all children. Al-Qabisy believed that through thin Qur'anic education, children can understand their religion well. He said; "The rule for a child in religious matters is (just like) the rule for his father as long as he remains in his childhood. Then, will a father leave his son ignorant of religion, while teaching the Quran makes him stern in religion?" (p. 292).

Specifically, the main ideas of Qur'anic education presented in this book can be categorised into eight main point which are; learner level, educator, intention, educator's responsibility, syllabus, schedules, step in learning, and assessment.

1) Learner Level

Al-Qabisy mentions about Qur'anic educations for childhood. The focus of his Qur'anic education is for children only. The range age of children is in between seven until puberty. This statement is supported by Fuad (1978), he mentions that al-Qabisy's book presented clear viewed on child education. Al-Qabisy said: "Find for their children a special teacher, who is able to be permanent with them pasturing them same as he pastures his own children". (p. 296).

2) Educator

According to the Oxford Dictionary Online, the word 'Educator' can be defined as a person who provides instruction or education; a teacher. This definition is more clearly defined in the Oxford Advance Learner's Dictionary as "a person who is an expert in the theories and methods of education". Referring to this idea, it can be understood that in educational process, educators play a vital role as they become the main sources and providers of information. Hence, we can value that the roles of educators not as an ordinary job but rather an expert work. With regard to al-Qabisy's book, it shows that the first person who is entitled to teach the Quran is the parent. He mentions that, parents are responsible to introduce the the Quran to their children, teach and guide them until they become adult. Al-Qabisy said: "The rule for a child in religious matters is (just like) the rule for his father as long as he remains in his childhood. Then, will a father leave his son ignorant of religion, while teaching Qur'an makes him stern in religion?". (p. 292).

"You have given what a father is pleased to give his son on The Quran knowledge; it is a father passionate for teaching his son who does have neither benefit nor harm, cannot differentiate between whatever he takes for himself, does not have anyone to defend him except his father who has responsibility for his life. Then, benevolence from father for his son like he is being good to others or whoever does not have relation with him but he is pleased to be good for his needy child with whatever better if it is not to be associated with other, no trick for his son with it and he could help his self with whatever good for him from his view". (p. 291).

"It is mandatory for the teachers after teaching them (the students) obligatory prayer, to teach them some of the Qur'anic verses which they should recite while praying. The Muslims in the past used to teach their children Qur'anic lessons, bring them (appropriate) teachers and put their effort in it".(p. 291)

Al-Qabisy mentioned that, it is compulsory for parents to teach their child Qur'anic education. The responsibility belongs to them. It is also well-known that the first education of children starts at home, hence parent are bound to take part as the educators at home. However, if the parent is not around or already died, the responsibility for teaching the Quran does not end there. Guardians can use the inherited wealth to assign a teacher to teach Al The Quran to the children. If their parent did not leave any properties, the responsibility is then transferred to the relatives. In the case of orphans, the government have to take the responsibility of providing education for the child. He said;"However, if parent have a wealth, do not let father or guardian, If the father died- record in his book, hired a teacher using the wealth to teach the Quran

accordance to the need. If for the orphans does not have guardian, so the Muslimin Ruler will take care of his need and give his teaching like his father or his guardian. If there is no ruler of the country, it is view like before, if all philanthropies are gathered in that country they shall take care on their society welfare; care on this orphan is part of it. If the orphan has no money, so his family or relatives or whoever near him, they're responsible in his education/ learning on the Quran".(p. 291)

In addition, in this book al-Qabisy further explains that the duty of Qur'anic educators can be transferred from parents to teacher. If the parent have a strong excuse or not an expert in teaching the Quran so that they can assign an expert to teach their children. Hence, parents must be selective in choosing the right teacher for Qur'anic subject. Al-Qabisy said that: "Find for their children a special teacher, who is able to be permanent with them pasturing them same as he pastures his own children". (p. 296). "Moreover, learning Qur'an from the teachers is also permissible without any obstacle, the teacher is paid just like it is paid for the copy of Qur'an, while buying some of its parts which are permissible to buy. It is also allowed to hire, what is allowed in teaching, from the teacher. These are based on what I mentioned to you earlier. Each one emphasizes on the other. It is permissible (for any one) to hire a teacher for teaching Qur'an, and for a teacher to ask for payment. It is not prohibited to take wage given that he fulfils all the terms and conditions of teaching. As it is mentioned earlier to you by me, Malik says they (the scholars) used to let anyone hire teachers".(p. 302). Let me share something which would be helpful for further clarification. Once Ibnu Qasim was asked: "What if I am employing, someone to teach my son for mastering Qur'an, and paying him one dirham?" Malik replied: "No problem." Ibnu Qasim says: "And also there is no problem if you pay him one sixth. No problem if the Qur'an teacher is paid his right before the admission of child." (p310)

In a nutshell, it can be concluded that teaching the Quran an great responsibility, and the priority in term of responsibility comes to the parents first. They have to make sure their children know and understand the Quran. This condition will continue even though with the absence of the parents. Guardians, relatives or even the government have to take responsibility to make sure all children get the Qur'anic education.

3) Intention

According to Al-Qabisy, understanding Islam is the main intentions of teaching and learning the Quran. Educator must clear with their intention before teaching and learning began. The focus of Qur'anic teaching is not only reading and memorising, but educator must teach their students way to understand the meaning of Qur'anic verses.

Nevertheless, some educator has misconceptions ideas on Qur'anic teaching when their aim is only mastering reading the Quran and complete whole the Quran (Khatam). The neglect ion understanding skills has led to unworthy result. All this back to the educator intention from the beginning teaching session. Thus as educators have to make sure, first intention of teaching the children is introducing Islam to them and develop deeper Qur'anic understanding. This idea support by al-Ahwani (1978), he stated that purpose of teaching according to al-Qabisy and all other Sunni scholars to know the religion (Ma'rifah al-din), theoretically and practically. ",(p. 99). Teaching and learning of the Quran required the deeper understanding of the reader. They have to explore the verses and practice the command.

This statement indirectly emphasise on the importance of purification of intention in education. In Islam intention play an essential role to differentiate value of Muslim action. The Messenger of Allah said, "The deeds are considered by the intentions, and a person will get the reward according to his intention. So whoever emigrated for Allah and His Messenger, his emigration will be for Allah and His Messenger; and whoever emigrated for worldly benefits or for a woman to marry, his emigration would be for what he emigrated for".(al-Bukhari and Muslim).

4) Educator responsibility

Educators should know their roles very well. Their responsibility covers various aspects in teaching the Quran. According to al-Qabisy, the rules of educator cover aspect of instruct, guide, and trend students in developing reading and writing skills, and polishing student's ability in memorizing. Moreover, through Qur'anic understanding, educator also responsible to construct students' personality and monitoring the whole process Qur'anic education accordingly. This is a comprehensive responsibility for a Qur'anic educator. All this responsibility was suggesting by al-Qabisy in his writing "It is mandatory for the teachers after teaching them (the students) obligatory prayer, to teach them some of the Qur'anic verses which they should recite while praying". (p291). "Among the studiousness for the child is not to move to another chapter unless he memorizes it with its syntax and scriptures". (p317)

"What the teacher should do is to strive for finding what is thought as compulsory for the children. If he succeeds in it, then it is fair to take what he deserves from the wage. However, if he neglects this condition, he is not supposed to take that; for those who allow him to receive the wage, have clearly explained what he needs to fulfil from the terms and conditions. So, if he violates this rule, then they do not permit him to take" (p312).

Al-Qabisy says: "is it encouraged for a teacher to be strict on his disciples or do you think he should not be stern, but be friendly?" (Yes, he should be,) because, as you know the children will be under the aforementioned command. However, if the teacher behaves in a way he ought to, and consider them well, then he puts the things in its proper places, being, he is responsible for their etiquette, the one who should forbid what is bad and force them to do what is good for them. It is not out of being friendly or compassionate with them. Indeed, he is just like a father to them" (p313).

"Among the duties of the teacher upon his disciples is that he should do justice with them, while teaching. He should not prefer some of them to some others, even they differ with their wages (which are given to him), or some of them present him gifts. Yet he can prefer whomever he wants at his leisure time, after engaging in doing justice among them". (p315).

"And teacher should guide each one of the boys," (p316)

5) Syllabus

Syllabus for teaching the Quran covers the whole verses of the Quran. Educators should teach all the verses of the Quran followed the systematic planning. Began from reading, memorizing then writing. The syllabus must be cover whole Quran, and educator cannot proceed to next verses before the student master the current verses. This is in order to help smooth learning process of mastering the syllabus. The are many methods that educator can apply to check student's achievement in mastering the syllabus, among what have been

mention by Al-Qabisy is through assessment or exam; “Once the child finishes learning the books, it is possible to have an exam to check what he memorized from Qur’an and learned from writing. The Qur’anic memory skills can be known at the time of completion (khatam al-Qur’an). Then he can either stop study, going for learning any skills to earn his livelihood or begin with another stage of advanced study of the writing”. (p. 65)

6) Schedules

Al-Qabisy mentioned, the schedule for teaching the Quran is divided into three divisions; 1) time for reciting, discussing, 2) writing, 3) memorizing and revising. He mentioned: “As Sahnun says about the issue: To visit them for teaching and presenting, and allocate them some time for teaching Qur’an, for instance, at night of Wednesday or at Thursday. Then he should allocate some days for teaching writing. At the time, let them communicate with each other as it is good for them to express (what they have) and inculcate adab within each other. ”(p316). “It is mandatory for the teachers after teaching them (the students) obligatory prayer, to teach them some of the Qur’anic verses which they should recite while praying” (p. 291).

7) Learning Stage

From the book analysis, there are five Qur’anic learning stage was found. In order to reach a comprehensive Qur’anic learning, Al-Qabisy urge learners to go through all the five stages; reading, exploring, understanding, memorizing and writing. He mentioned “Among the studiousness for the child is not to move to another chapter unless he memorizes it with its syntax and scriptures”.(p.317).

The fundamental purpose of this school level is “to teach children the Quran, reading, writing and part of grammar, Arabic language and mathematic” (Al-ahwani, 1978, p. 11). The first stage is reading; students will learn how to read the verses correctly. Second stage is exploring, students will explore the Qur’anic verses structure and grammar, then they can start develop their understanding about the verses. After students understand the verses they start to memorize and lastly write the verses. This process will repeat until the students master the verses, this process is presented in the Figure 1.

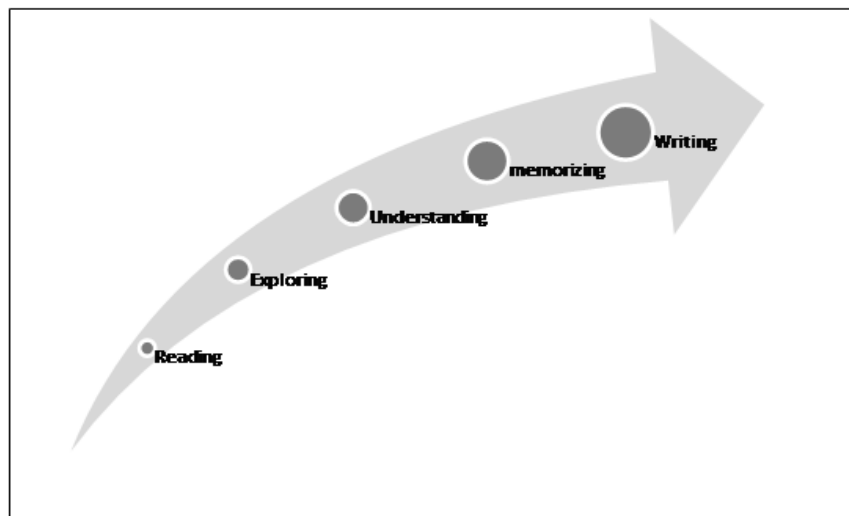


Figure 1: Process of learning the Quran

8) *Assessment*

According to al-Qabisy, in order to measure learning outcomes student must go through assessment. Assessment able to determine achievement of teaching and learning process (Aranda & Yates, 2009). In this chaise, assessment refers to the methods used to determine achievement of Qur'anic learners. When the teaching and learning process finishes, educators should measure their student's level of proficiency and achievement. He explain; "Once the child finishes learning the books, it is possible to have an exam to check what he memorized from Qur'an and learned from writing. The Qur'anic memory skills can be known at the time of completion (khatam al-Qur'an). Then he can either stop study, going for learning any skills to earn his livelihood or begin with another stage of advanced study of the writing."(p. 65)

Overall, from this data analysis the main ideas of Qur'anic education present in this book can be categorised into eight major components; learner level, educators, intention, educator's responsibility, syllabus, schedule, learning stages, and assessment.

Implication of Al-Qabisy's Ideas in Qur'anic education.

In order to answer the question about the implication of al-Qabisy's ideas in enhancing Qur'anic education, the analysis found as follows; Al-Qabisy mentioned, Qur'anic education is mainly emphasizing during childhood stages (age of seven). His ideas were follow Prophet saying, "Order your children to pray at the age of seven. And beat them [lightly] if they do not do so by the age of ten. And separate them in their bedding. (al- Bukhari 3:734).

With reference to the psychological aspect of development, in the age of seven, children start coping with academic demand. This age consider as the Industry vs. Inferiority (Erik Eriksons theory of development) stages, children will start to upgrade numerous skills during this periods (Cherry, 2013).

Second, in relations to the roles of educators, al-Qabisy mentioned that teaching the Quran is an important job. However, the priority in terms of responsibility comes to the parents first. Even though the parent wants to assign a educator they must make sure that the educator can treat the children like their own. It shows that the priority in term of responsibility of teaching the Quran comes to the parents first. Numerous studies show the significant relationship between parental involvement and the students achievement (Abouchaar, Desforges, 2003; Patrikakou, 2008). In 2010, Center for Real-world Learning at University of Winchester run study on the impact of a parent engagement on learner success found that:

"Parents are a major influence on a child's success in life. While the quality of schools and the nature of the child's peer group matter significantly, it is from the home that young people derive lasting effects on their character, mindset and attainment. Parent engagement in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school" (p. 1).

Third component is in teaching the Quran is focus on the intentions, it is narrated on the authority of Amir al-Mu'minin (Leader of the Believers), Abu Hafs 'Umar bin al-Khattab (may

Allah be pleased with him), who said: I heard the Messenger of Allah (peace be upon him), saying:

"Actions are according to intentions, and everyone will get what was intended. Whoever migrates with an intention for Allah and His messenger, the migration will be for the sake of Allah and his Messenger. And whoever migrates for worldly gain or to marry a woman, then his migration will be for the sake of whatever he migrated for." (Bukhari & Muslim).

Each actions of Muslim must be guided by their intentions. Their intentions will influence their actions. As prophet mentioned, result of the actions is depending on the intentions, if the intentions are good, the result will be fruitful. Hence for teaching the Quran, the intention is clear mentions to give understanding about Islam.

In order to fulfil the intentions, educator have to work hard for it, therefore Al-Qabisy mentions a comprehensive guideline for educator; instructing students, guiding the recitation, training their skills in writing, checking their Qur'anic memorizations, mould their personality and monitoring the whole process accordingly. The first role is to give students instructions, what they have to read, and the right way to read the verses. This role important to develop students' understanding, because Silver Strong & Association (2011) found that, a wide body of research shows, the single greatest factor affecting student achievement is classroom instruction. Second role of educator's mentions by al-Qabisy is guiding, educator have to guide the student for reading, writing and understanding the verses. According to Arbuckle (1954), numerous past studies revealed that teacher also known as guidance worker. Next role is training students skills in reading and writing. It is important for educators to train student's mastery the reading and writing skills, because the first revelations command human being to Read, (al 'Alaq, 1) "Read: In the name of thy Lord Who createth, Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen," is a clear indication that the Qur'anic Curriculum should be the first education for Muslims. Later role of educator is to asses or check Qur'anic memorizations of students. Educator cannot just let the students free from any assessment, this part important in education (Md, Sawari & Mustaffa, 2014). The significant will further explain in the last component assessment.

Besides that, educator also responsible to mould student's personality, this progress occurs during the process of teaching Qur'an. Educator have to further explain the command stated in the verses Qur'an. It's important for students to behave well when learning the Quran because Imam As-Syafie mentions that "Knowledge is light and will not enter the dark heart". Last but not list, is monitoring whole progress; educators are responsible to do this job because it is importance part in educational process, Glasgow (2013, (p.2). mention that "The monitoring of the effectiveness of learning is therefore an essential element of the overall management practice within all educational establishments. It is aimed very clearly at improving teaching and learning and the sharing of good practice is an important consequence of the process".

If the educator is able to follow the guideline, undoubtedly the aims of "Ma'rifatul Ad-din" will be achieve. Therefore, all these roles are significant in helping students achieve goals of Qur'anic educational.

Fifth, al-Qabisy mentioned topic syllabus. In this part he explained, the syllabus must have followed systematic step. Even though the syllabus covers whole the Quran, but students must follow the step. Students must master each one verses before they can change to another verses. hence this thing help children to fully understand each verses clearly. The idea supported by Bloom (1985)"The students are helped to master each learning unit before proceeding to a more advanced learning task" cited in Naturalistic Education Theory (2004-2013). The syllabus of teaching the Quran which cover also reading and writing will follow a systematic schedule. Children must follow a systematic rules run by their parents or educator. It is important to state a permanent time for teaching the Quran because time management have significant influence towards learners' achievement, (Baharin, Haliza, Othman & Syed Mohd Shafeq, 2007).

Seven, in this book al-Qabisy also presented stages for learning the Quran. The five stages of learning the Quran cover the process of reading, exploring, understanding, memorizing and writing. This five stages cover all the three domain in learning actives as presented by Bloom (1956), reading and writing can cover the psychomotor domain, why exploring and memorizing activates the cognitive domain and lastly understanding will develop the affective domain. Thus the produce of comprehensive learning of the Quran will be achieve.

Finally, the eight component of teaching the Quran is assessment, this component important for teaching the Quran, because we can measure the learning outcome of the process, (Mikre, 2011). Hence when parents teach their child the Quran they can measure their children ability and improve it for the next periods of times. It could be concluded that, this studies discovered, there is eight components of teaching the Quran. All the ideas presented in al-Qabisy book significantly able to enhance the Quranic teaching among children. As summary the detail of implications al-Qabisy ideas presented in Table 1:

Table 1: Implications of al-Qabisy's view in enhancing Qur'anic Teaching

Component	Al-Qabisy	Implications
Learner	Children age 7 until puberty	With refer to the psychological aspect of development, in the age of seven children start coping with academic demand, this age consider as the Industry vs. Inferiority (Erik Eriksons theory of development),
Educator	Parent is the priority	There are positive significant relationship between parental involvements and the students achievement (Abouchaar, Desforages, 2003; Patrikakou, 2008).
Intention	" <i>Maarifatul Ad-din</i> " (Understanding Religious)	"Actions are according to intentions, and everyone will get what was intended. Whoever migrates with an intention for Allah and His messenger, the migration will be for the sake of Allah and his Messenger." (Bukhari & Muslim).
Educator's Responsibility	Instructing students, guiding the recitation, training their skills in writing, checking their Qur'anic memorizations, mould their personality and monitoring the whole process accordingly	Monitoring all the progress, teachers responsible to do this job. If the teacher able to follow the guideline, there is no doubt the aims of " <i>Ma'rifatul Ad-din</i> " will be achieve.
Syllabus	" <i>Khatam</i> the Quran" Step by step each verses	"the students are helped to master each learning unit before proceeding to a more advanced learning task" (Bloom 1985)
Schedule	Al-Qabisy mentioned, the schedule for teaching the Quran is divided into three divisions; 1) time for reciting, discussing, 2) writing, 3) memorizing and revising	time management have significant influence towards learners achievement, (Baharin, Haliza, Othman & Syed Mohd Shafeq, 2007).
Stages in learning	The five method of learning the Quran cover the process of reading, exploring, understanding, memorizing and writing	<ul style="list-style-type: none"> • Cognitive: mental skills (<i>Knowledge</i>) • Affective: growth in feelings or emotional areas (<i>Attitude or self</i>) • Psychomotor: manual or physical skills (<i>Skills</i>) <p>(Bloom, 1956)</p>
Assessment	"Once the child finishes learning the books, it is possible to have an exam to check what he memorized from Qur'an and learned from writing.	measure the learning outcome of the process (Mikre, 2011)

Conclusion

As a result, this study discovers eight main components of teaching the Quran; a learner, educator, intention, educator's responsibility, syllabus, schedule, stages of learning, and assessment. All the component presented in this book, are Significantly beneficial in enhancing

Qur'anic teaching among children. It is hoped that the ideas presented in this article will be helpful in upgrading the levels of Qur'anic teaching among children. Further study need, to promote other Muslim scholar work and publish it in high level standard.

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THE PHILOSOPHY OF REGIONAL RELATIONS (UMMAH) BETWEEN MALAYSIA AND INDONESIA THROUGH MEDICAL TOURISM

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Abstract: *Future planning and the development of Islamic regions between Malaysia and Indonesia have a great potential in transforming the pattern and direction of the Muslim community to be more proactive. The value and potential of this long established have existed but did not achieve a great accomplishment. Therefore, philosophy regional relations (Ummah) and social understanding as stated in the Al-Quran should be emphasized so that the relationship between Malaysia and Indonesia can be seen by the whole world. The main principles of the discussion are the regional cooperation through the term of civilization, the relationship that exist baseline, and methods for future planning. In this study, description of the relationship as well as the ability to clumps Malay community to be one of the major powers in the Asian region through unity philosophy is discussed. Medical Tourism is defined as visiting one country and at the same time having medical treatment. The medical treatment received is hoped to be high in technology, low in cost and reliable surgeon. One of factor that contribute to medical tourism is the believe that the treatment will have faster discovery if they enjoy themselves by visiting nice places and shopping. The source from Al-Quran, Hadith and the philosophy of Badi Al-Zaman Said Nursi will be discussed in terms of medical tourism of Science and Technology. As conclusion, the data shows there are supportive connection between Indonesian and Malaysian.*

Keywords: *Regional Relations, Medical Tourism, Philosophical Thoughts*

Introduction

Islam emphasizes the unity of peoples from different backgrounds so that they know one another. The concept of unity of the nation has long been emphasized since the time of the Prophet Muhammad himself. Muslims capability is given big impact on life on the earth. The primary basic of united nation is Taqwa. This is because the main and center of faith is essentially based on Taqwa. Through Taqwa, brotherhood relationship will be more harmonious, more powerful and more in national strength. If we are believed in God, it is enough to acknowledge that God is the Creator? And this is what the Taqwa means as a human linkage between the gods and also between human beings. Unification of the ummah is the

main issue discussed among Islamic scholars, especially after the fall of the Islamic Caliphate in 1924. Various factors and solutions are bringing forward as an effort to restore the strength and glory of Islamic civilization.

Purpose of the study

This study is referring from a muslim and mujtahid scholar which living in 14H century, namely the Badi al-Zaman Said Nursi (1294-1379H/1877-1960M). Reformist ideas thought the philosophy of An-nursi was appropriate to be studied in detail due to the relevance and importance of not just limited to his time alone, but also significance when viewed in the context of present time, particularly in Malaysia and Indonesia situation. In general, the objective of this study is to review the philosophy theory of unification through the equalization of thought. Besides, it is to examine the relationship between tourism for future relationship between Malaysia and Indonesia and also to formulate model's relations between Malaysia and Indonesia as well as a guide for Ideology of Ummah Consolidation.

Design and methodology

Health tourism has been defined as visiting or having trip to any particular place or country in order to undergo some kind of medical treatment. In 2001, approximately 74 thousands tourists has received their medical facilities and treatment in this country. This kind of health tourism concept in Malaysia is getting popular and receives wider public attention because of advanced medical centre, the use of high technology medical equipments, low medical fee, expert and competent doctors. Moreover, health tourism consists of two main criteria. The first criteria are the hospital itself and treatment needed to cure particular illness or disease while the second criteria is the SPA healthcare (Solus Per Aqua) and sauna. According to World Health Organization (WHO) report, Malaysian's medical and health services were on the 49th place from 191 countries all over the world (as cited in The Star, August 2001). There are variety of private medical center which are all fully occupied with the sophisticated medical equipments and knowledgeable medical staff and officers. All of these hospitals or medical centres are also occupied with the advanced medical facilities to diagnose and treat any kind of disease or illness. Therefore, it is proven that Malaysia has great medical experts and advance technology facilities in this field. In addition, many of medical centre in Malaysia offer lower and competitive medical fee and cost as compared to other developed countries. Besides, there are also variety choices of luxurious and established SPA that offer traditional treatment and alternative therapy that in general, uses natural herbs as the main ingredients. As Malaysia rich with natural resources, hence it is easy to find herbs and natural ingredients that could be used for SPA treatment.

Findings and discussion

The development of medical tourism in Malaysia are reaching the quality and in high impact. There are many data to support this claim, in Table 1 for example, the value of medical tourism profit are increase from year to year start from 2000 to 2011. Reach in 2011 the total profit is RM 511 million.

Table 1. Medical tourism receipts in Malaysia from year 2000 to 2011

Year	Value (RM Million)	Growth (%)
2000	33	48.4
2001	44	35.7
2002	36	-18.7
2003	59	63.6
2004	105	78.2
2005	151	43.8
2006	204	35
2007	254	24.6
2008	299	17.8
2009	288	-3.7
2010	378	31.5
2011	511	34.9

While in Figure 1 the development of medical tourism in Malaysia 2011 shows that there are 57% of patients come from Indonesia, followed by India, Japan and Australia (contribute to 25%). This data prove that majority of the patients are coming from Indonesia.

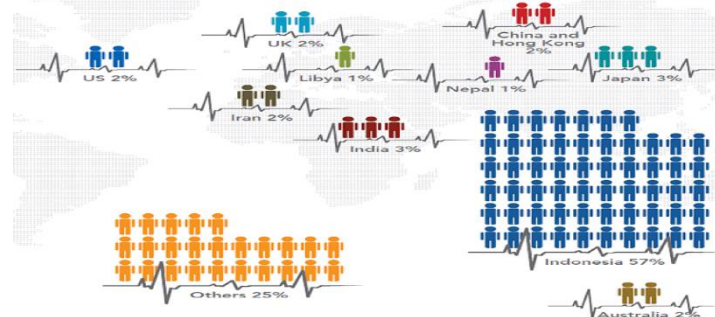


Figure 1. Medical tourism arrivals to Malaysia in 2011

This is most probably because of the price and quality of time provide by Medical-Tourism of Malaysia. Table 2 shows the treatment required by patients and the price (comparison) between other countries.

Table 2. Price of Selected Medical Procedures in the USA, Thailand, Singapore and Malaysia (in US Dollar)

Procedure	USA	Thailand	Singapore	Malaysia
Heart bypass	130,000	11,000	18,500	9,000
Heart valve replacement	160,000	10,000	12,500	9,000
Angioplasty	57,000	13,000	13,000	11,000
Hip replacement	43,000	12,000	12,000	10,000
Hysterectomy	20,000	4,500	6,000	3,000
Knee replacement	40,000	10,000	13,000	8,000
Spinal fusion	62,000	7,000	9,000	6,000

Conclusion

This research is a future attempt and effort to curb the social union, especially the relationship between Malaysia and Indonesia. The findings show that the integration of philosophical ideas and thoughts should be done to establish the central point so that Muslims can be united and remarkable. The example given is through the direct relationship of health tourism. The findings show that there is mutual understanding and relationship between these two countries where many Indonesians came to Malaysia to visit and get better medical treatment and services. Exchanging ideas and knowledge between two parties could be the beginning from the upcoming plans and agendas. Instead of a tourist hub due to the success achieved by the Malaysian health sector, of course, this success can be shared by Indonesia. If success is achieved soon, surely the bilateral relations between Malaysia and Indonesia are more brilliant.

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TIT EXPLORING HALAL FOOD PREFERENCES ACROSS AGE AND GENDER

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Abstract: *It is imperative, based on the religious restriction that Muslims should practically choose halal food as the only dietary lifestyle. This paper aims to investigate the gender and age differences in halal food consumption. Employing a quantitative research design, a total of 730 survey questionnaires was administered to sample population in Peninsular Malaysia. The samples were selected using stratified random sample technique. All participants were required to answer survey questionnaires related to their profile and attitude towards halal food. The result of this study shows that the majority of Muslims in Malaysia have high-level awareness in consuming halal food. For demographic characteristics focusing on the gender, a significant difference was found ($p < 0.05$). This research also identified that there was no significant difference in respondents' attitude towards halal food consumption based on age ($p > 0.05$). The practical implication is specifically for the halal food industry as they would be able to promote the halal culture referring to the findings of this particular study.*

Keywords: *Halal Industry, Halal Food, Behaviour, Halal Food Consumption, Quantitative.*

Introduction

Halal food is one of the common yet cardinal Islamic practices as the Muslims all over the world need to follow specific eating code of conduct called "Halal eating rules". This code of conduct covers the concepts of "safety", "hygiene" and the "wholesomeness" of food which promotes an excellent platform for healthy eating. Consideration of the place, the slaughtering process of the animals, and most importantly, the condition of these animals that would not endanger the health of human being are the primary focus of what Halal is all about (Golnaz, Zanalabiddin, Mad Nasir & Chiew, 2010).

The essential wisdom behind this particular Islamic command is the physical as well as psychological benefits of human being. In addition, it encompasses a sense of wholehearted submission to the divine rulings pertaining to human life. Al Ghazali (1058-1111) mentioned that people who did not preserve their abdomen have the potential to be involved in psychological problem such as negative personality (Khairani Zakariya, 2012; Zulkiple Abd Ghani & Nor Salimah Mansor, 2006). The importance of halal food in daily life has been explicitly mentioned in Islamic scriptures including Qur'an and Prophetic traditions; however, Muslim nowadays still have low awareness on halal food (Md Sawari, 2017).

Literature review

Gender and Age as Predictor of halal food preferences

Gender and age are two demographic characteristics associated with attitude toward halal food variables were special interest in this paper. According to Kiefer, Rathmanner and Kunze (2005) in dietary topic, gender-specific factor significantly contribute the decision-making. In 2005, Keifer Kiefer, Rathmanner and Kunze conducted study on the “Eating and dieting differences in men and women” have highlighted statement that man have a lower awareness and less knowledge of nutrition than women. They stated in the article page 194;

“The reasons for the different eating behaviours and the different attitudes towards nutrition can be found in psychological and socio-cultural factors. Prevalence of obesity is similar between the sexes, men are however more frequently overweight. Typically their body fat is distributed viscerally, which is associated with a higher risk of associated diseases. On the other hand visceral body fat can be reduced more easily and the potential benefits of weight loss are higher in people with visceral fat distribution”

Female is always aware and more alert in acquiring more knowledge related to dietary topic. This formula is also applied in the topic of halal food. This study revealed that Muslim youth female in Malaysia place a higher value on halal food awareness.

This result similar for age profile. Data from Md. Sawari (2017) study revealed that young age found to have more positive thought that they will eat halal food daily. Compare to the older people, they record lower mean rather than the youngster. This significant different similar with the finding research completed by Rodin in 1986. As one of the prominent researcher, Rodin (1986) suggest that the relationship between ability to perform an action significantly depend upon age group.

Branch and Newcombe (1986) and Sorce, Perotti, and Widrick (2005), discovered there are significant differences in the attitude across different ages. This result shows that age differences play roles in changing people attitude and thought.

Research Objectives

Referring to the statement mentioned above, it is very important to explore the halal food consumption awareness among Muslim in Malaysia. Specifically, this paper aims;

1. To examine the level of halal food consumption awareness among Muslim in Malaysia.
2. To investigate gender and age differences in the halal food consumption.

Methodology

This study is a quantitative research in nature. In this quantitative study, a total of 730 survey questionnaires have been completed to a sample of Muslim population that are living in Peninsular of Malaysia. The samples were selected using stratified random sample technique. All participants were required to answer survey questionnaires related to their profile and attitude toward halal food. The data were analysed using IBM SPSS 20.0 software. The study was tested with the analysis that related to descriptive analysis and test difference. A significant analysis was conducted to test the difference in the mean score for dependent variable which was the Muslim response towards attitude toward halal food. For the purposed

of comparison of the mean score, two significant test procedures were used by researcher; Independent-Samples T-Test procedure and One Way Analysis of Variance (ANOVA).

Finding and Discussion

The items were computed to acquire one standard mean and to conclude the overall halal food consumption awareness level among Muslim in Malaysia. Results from the analysis had indicated that Muslim s in Malaysia have a high level of awareness in consuming halal food (n=685, 93.8%). There is only some Muslim scored intermediate level of awareness (n=45, 6.2%). Remarkably, none of Muslim in Malaysia scored low level of awareness in consuming halal food. The results are shown in Table 1.

Table 1: Level of Halal Food Consumption Awareness

Level	Percentage %
Low	0%
Intermediate	6.2 %
High	93.8 %
Total (N)	100.0%

*Low=1.00 – 2.33, Intermediate= 2.34 – 3.66 and High= 3.67-5.00

Attitude and Gender

Table 2 shows the details of mean and SD differences for attitude toward halal food between male and female respondents. Male Muslim s scored higher (mean=3.974, SD=0.661) as compared to the female Muslim s (mean=3.712, SD=0.640). The mean difference between both scores is 0.262.

Table 2: The Mean and SD Differences for Attitude between Male and Female Respondents

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Attitude	Male	244	3.974	0.661	0.042
	Female	486	3.712	0.640	0.029

Independent samples t test was calculated to compare the attitude toward halal food mean score between male and female Muslim s in Malaysia. From this analysis, a significant difference of mean value was found between the two groups [t (728)=5.164, p< .05]. The mean value of the male group is 0.262 higher than the mean of the female group. The result indirect accepts the alternative hypothesis, i.e., Ha1: There is a significant difference in attitude toward halal food based on demographic characteristics. The descriptions of this result are shown in Table 3.

Table 3: Results of Independent-samples T-test for Attitude and Gender

Levene's Test for Equality of Variances				T-test for Equality of Means						
Attitude		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
									Equal variances assumed	.086
Equal variances not assumed			5.108	473.058	.000	.262	0.051	0.161	0.363	

Attitude and Age

A one-way ANOVA was calculated to compare the attitude of respondents with different age levels toward halal food. There is no significant difference of attitude was found among respondents with different age levels [$df(2, 727)=0.873, p=0.418$]. The details of the results are shown in Table 4

Table 4: One-way ANOVA for Attitude Based on Age

		Sum of Squares	df	Mean Square	F	Sig.
Attitude	Between Groups	0.756	2	0.378	0.873	0.418
	Within Groups	314.794	727	0.433		
	Total	315.55	729			

Results from this paper have shown that Muslim in Malaysia recorded a high level of awareness in halal food consumption. Muslim in Malaysia also expressed confidence in consuming all halal food in Malaysia.

The diversity responses in regards to the attitude towards halal food are discovered according to different demographic profiles, which indirectly show that demography can be one of the factors in "attitude change" towards halal food. This study has discovered that there was a significant difference in the attitude towards halal food consumption between male and female Muslims. Male respondents were more favourable towards halal food consumption compared to the female respondents. They have agreed that all halal foods in the market of Peninsular Malaysia are healthy, safe, and hygienic. Female respondents, on the one hand, were more critical and did not totally agreed with the statement that all halal foods in the market of Peninsular Malaysia are healthy, safe, and hygienic.

Despite of the significant difference in the attitude toward halal food found between different genders, no significant difference was discovered across different ages. This result is similar with a finding observed by Branch & Newcombe (1986), yet Sorce, Perotti, & Widrick (2005)

disagreed as they discovered there are significant differences in the attitude across different ages. From the result, it shows that age differences play roles in changing people attitude and thought. As mentioned by Lutfa and & Maliya (2008), age play a role in influencing people thought and feeling.

Overall, the result of this article shows that majority of Muslim in Malaysia have high-level awareness in consuming halal food. For demographic characteristic that focuses on the gender, a significant difference was found ($p < 0.05$). Next, this article discovers that there was no significant difference in attitude toward halal food based on age ($p > 0.05$). Muslims should practically choose halal food as the only dietary life style. All haram food is ultimately unacceptable.

Conclusion

This study found that the Muslim in Malaysia have a high-level of awareness in consuming the halal food. Even though based on the study had found that there was no significant difference in terms of attitude and ages, however, this study provides a foundation for further research especially in terms of exploring the attitude and gender of Muslim s in consuming the Halal food and their preferences. Hence, this study has contributed to the body of knowledge in respect to the Muslim 's consumption of Halal food. Moreover, it will contribute to the Halal Food Industry in which, the Muslim was their target market.

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INVESTIGATION ON THE EFFECTS OF PROFESSIONAL LEARNING COMMUNITY FOR TEACHERS' MPCK

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Abstract: *The purpose of this study is to organize professional learning community (PLC) by mathematics teacher educator so as to improve mathematical pedagogical content knowledge (MPCK) of primary school teachers. An internet platform system is established for the need of teachers to carry out mathematics instruction. The PLC develops this platform based on the cooperation of mathematics teacher educators and primary school teachers. Team of mathematics PLC consists of mathematics teacher educators and primary school teachers. In terms of mathematics PLC, the mathematics teacher educators help primary school teachers improve their MPCK. Major activities are effective strategies for mathematics instruction, including worked examples of life mathematics, children's schema of learning mathematics and instructional strategies for mathematics reading comprehension. An internet platform system also helps primary school teachers access the examples of effective mathematics instruction and share their video of mathematics instruction. Within one semester, these primary school teachers participate in two workshops and one conference. They adopt these remedial instruction strategies in classroom, especially for those students of low mathematics achievement. The MPCK evaluation of these primary schools reveals they have quite high performance. They also do reflections about their mathematics instruction. The results conclude that the PLC with internet platform system could improve their MPCK and proficiency with mathematics instruction. Based on the findings, some suggestions and recommendations are discussed for future research.*

Keywords: *Mathematics Instruction, Mathematical Pedagogical Content Knowledge (MPCK), Professional Learning Community (PLC), Teacher Educators*

Introduction

Many educators believe that subject matter knowledge is the most essential knowledge for teachers to provide effective learning experiences for their students. Numerous studies have provided some evidence in support of this belief, showing that a greater of student achievement growth is being assigned to a teacher with deeper content knowledge, and the evidence is most persuasive in mathematics (Tchoshanov, 2008). In terms of in-service teachers, professional development in promoting teaching is the responsibility of teachers. As described in the earlier literatures, findings on teachers' degrees completed and the number of coursework took were positively associated with student achievement, and the evidence was most persuasive in mathematics (Darling-Hammond, 2000). It suggested teachers' knowledge of mathematics was likely to have a strong influence on student achievement when that knowledge was directly relevant to their teaching.

Literature Review

Mathematical knowledge

The interest in subject matter knowledge initially gained prominent attention when Shulman (1987) introduced several dimensions of teacher knowledge as follows: (a) content knowledge, (b) general pedagogical knowledge, (c) curriculum knowledge, (d) pedagogical content knowledge, (e) knowledge of learners and their characteristics, (f) knowledge of educational contexts, and (g) knowledge of educational ends, purposes, and values. Building on Schwab's (1978) the structure of discipline, Shulman (1986) suggested two kinds of understanding of the subject matter knowledge that teachers need to have. These are 'knowing that' and 'knowing why'. The teacher needs to understand that something is so and also why it is so. "Knowing that" is the most basic level of subject-matter knowledge, also a basis for adequate pedagogical content knowledge, which includes declarative knowledge of rules, algorithms, procedures and concepts related to specific mathematical topics in the school curriculum. On the other hand, 'Knowing why' is knowledge which pertains to the underlying meaning and understanding of why things are the way they are. Similarly, drawing from Shulman's (1986) conceptualization of teacher subject matter knowledge, Ball (1991) claimed that subject matter knowledge incorporates an understanding of the intellectual fabric and essence of the subject matter itself.

Mathematical Pedagogical Content Knowledge (MPCK)

The evaluation of subject matter knowledge of teachers has become an important research field during the past decades, in particular with respect to mathematics teachers (Hill, Rowan, & Ball, 2005). Coinciding with Shulman's (1987) central dimensions of subject matter and pedagogical content knowledge, Ball and her colleagues proposed a special kind of knowledge required only for teaching mathematics "Mathematical knowledge for teaching (MKT)" (Ball, Thames, & Phelps, 2008; Hill, Rowan, & Ball, 2005).

It represented the professional knowledge of mathematics needed by teachers and asserted that such knowledge was different from that needed by other occupations. Rather than describing what teachers need to know based on what they need to teach or the curriculum they will use, MKT makes an explicit focus on the work of teachers. The work of the teacher includes interpreting the work of students and analyzing errors students make. Further, the teacher must be able to choose the best model example, or representation for a given situation, and to utilize other model examples and representations as needed (Hill, Rowan, & Ball, 2005). Ball, Thames, and Phelps (2008) proposed a diagram as a refinement to Shulman's categories (See Figure 1).

Domains of Mathematical Knowledge for Teaching

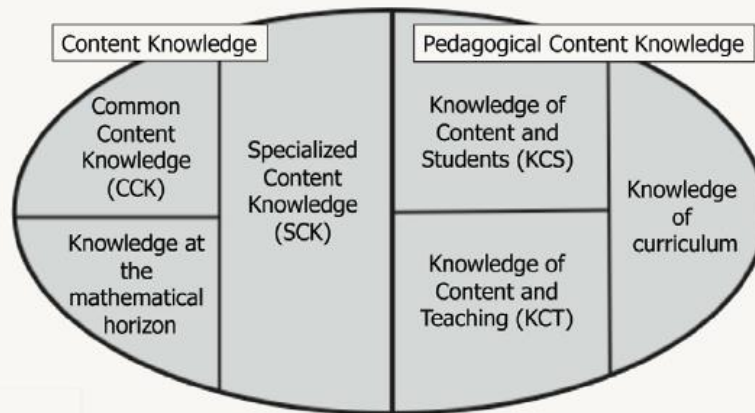


Figure 1: Domain Map for Mathematical Knowledge for Teaching

Adapted from “Content Knowledge for Teaching,” by Ball, Thames, and Phelps, 2008, p. 403. While the knowledge of the subject matter of mathematics refers to one’s depth and breadth of understanding of mathematical concepts and processes, a teacher’s pedagogical content knowledge is directly related to his or her ways of taking subject matter and making it accessible to students. Pedagogical content knowledge is not found in isolation as teachers must know how to use content knowledge in the tasks of teaching.

Organizations have long written about teacher knowledge consistent with ideas found within Ball et al.’s emerging theory: Teachers need several different kinds of mathematical knowledge—knowledge about the whole domain; deep, flexible knowledge about curriculum goals and about the important ideas that are central to their grade level; knowledge about the challenges students are likely to encounter in learning these ideas; knowledge about how the ideas can be represented to teach them effectively; and knowledge about how students’ understanding can be assessed (NCTM, 2000, p. 17).

Research on teacher knowledge and how it is structured has become an important research field during the past decades, in particular with respect to mathematics teachers (Hill, Rowan, & Ball, 2005). Drawing from Shulman’s (1987) conceptualization of subject matter knowledge, Schoenfeld and Kilpatrick (2008) established a framework that distinguished between two kinds of content-specific knowledge, namely mathematics content knowledge (MCK) and mathematics pedagogical content knowledge (MPCK). MCK includes fundamental mathematical definitions, concepts, algorithms, and procedures whereas MPCK comprises complex interactions between knowledge of generic pedagogy, a strong understanding of the discipline of mathematics and a sound grasp of the principles of mathematics specific pedagogy (Kwong et. al, 2007). Similarly, Senk et al. (2012) suggested two important reasons for studying and understanding the MCK and MPCK of pre-service teachers. “First, teachers’ knowledge influences the mathematics achievement of their students (Hill, Rowan, & Ball, 2005). Second, the knowledge that future teachers have acquired by the end of their final year of study may be a key indicator of the success of their teacher education program” (p. 129).

Profound Understanding of Fundamental Mathematics (PUFM)

Ball, Lubienski, and Mewborn (2001) found many teachers did not possess a fundamental understanding of mathematics. “An overview of many studies reveals pervasive weaknesses in U.S. teachers’ understanding of fundamental mathematical ideas and relationships” (Ball, Lubienski, & Mewborn, 2001, p. 444). Ma (1999) viewed mathematics as a discipline to be understood, not just learned. Ma (1999) introduced profound understanding of fundamental mathematics (PUFM) in her study and claimed this conceptualization of pedagogical content knowledge was used to analyze the pre-service teacher’s construction of knowledge about teaching mathematics. She further explained that a classroom led by a PUFM teacher should have the following four characteristics:

- (1) Connectedness: a teacher with profound understanding has a general intention to make connections among mathematical concepts and procedures,
- (2) Multiple Perspectives: those who have achieved profound understanding appreciate and can provide mathematical explanations for different facts of an idea and various approaches to a solution, as well as their advantages and disadvantages,
- (3) Basic Ideas: teachers with profound understanding revisit and reinforce ‘simple but powerful basic concepts and principles of mathematics, and
- (4) Longitudinal Coherence: teachers with profound understanding are ready at any time to exploit an opportunity to review crucial concepts that students have studied previously and are able to take opportunities to lay the proper foundation for what students will study later (Ma, 1999, p. 122).

Educators who possess PUFM are able to incorporate a variety of problem solving approaches which have a concrete connection to mathematical concepts and procedures. Furthermore, these teachers have a profound understanding of mathematics curriculum at and for the elementary level. These educators are aware that the curriculum taught to these students must be revisited and reinforced in the courses which they will take throughout their academic journey.

In her study, Ma argued that Chinese teachers were found to possess a PUFM but not American teachers. Ma suggests the development of PUFM takes time. “Chinese teachers develop PUFM during their teaching careers—stimulated by a concern for what to teach and how to teach it, inspired and supported by their colleagues and teaching materials” (Ma, 1999, p. 143). She indicates that PUFM does not and cannot merely develop during Chinese teacher preparation. The same holds true of pre-service programs in the U.S. Knowledge consistent with PUFM cannot be learned entirely within what pre-service programs are able to offer future teachers (NCTM, 2000). The best pre-service teacher education programs can prepare future teachers to be learners who will learn and develop throughout their teaching careers.

Professional Learning Community for Mathematics Instruction

Literature shows that one feature of successful professional development models is the ability to create community (Cobb, McClain, Lamberg, & Dean, 2003; Franke & Kazemi, 2001; Grossman, Wineburg, & Woolworth, 2001). Chapman (2014) considered a shift from within- school, to between- school and beyond- school to improve educational systems is needed. This shift aims at making schools become better place for students, teachers, and is definitely complicated by the challenge of working across organizational, geographical and professional boundaries. Sprinthall, Reiman, and Thies-Sprinthall (1996) classified teacher

professional development into craft, expert, and interactive models in which the interactive model describes that teachers' knowledge grows when external sources of information lead to new experiences in the classroom, thus enhancing professional development. Here, an external source of information, which could be the consequence of participation in a network or community (Macià & García, 2016). A professional community provides an opportunity for teachers to do reflection that has been considered as an essential component of teacher professional learning (Chamoso & Cáceres, 2009; Clarke & Hollingsworth, 2002; Schön, 1987).

National Council of Teachers of Mathematics (NCTM) addressed that the usage of technology in mathematics lessons is a necessity and that technology must be adapted to the teaching-learning process (NCTM, 2000). Li (2003) pointed that face-to-face and online learning in a professional development program is able to complement each other. An asynchronous learning community is relevantly more suitable for PLC since the participant teachers are often busy and located in different schools. Asynchronous learning has been widely used in in-service training programs (Asensio-Pérez et al., 2017; Khine, Yeap, & Lok, 2003; Li, 2003; Loving, Schroeder, Kang, Shimek, & Herbert, 2007; Maor, 2003). An asynchronous learning environment is beneficial for busy teachers to get helpful perspectives shared from others. Loving et al. (2007) utilized blogs to help launch a science and mathematics teacher professional development platform for sharing resources and ideas for teachers. Their research revealed that blogs seemed to benefit teachers in terms of integrating technology into their teaching practices. Also, they found face-to-face and online learning can complement each other, and the findings are agree with those of Li (2003).

Our project invited in-service teachers from remote area, rural and urban primary schools in Taiwan. In addition to face-to-face meetings, we accordingly built a platform for collecting teaching materials and ideas from teachers in different schools in Taiwan. Importantly, the analyzed test data of each examination of each participant teacher and some teaching videos taped from some participants are put in the platform as practice materials for increasing the opportunity of reflecting their own teaching practice.

Research Design

Teachers in the PLC

There are 74 teachers from 5 five primary schools participating in the PLC for mathematics instruction. In terms of these teachers, there are 16 male and 58 female. The PLC is operated for one year in which there are two semesters. In this study, there were four components as to improve mathematical pedagogical content knowledge (MPCK). They were life mathematics in classroom, strategies for problem solving and mathematics reading comprehension, guidance of schema-based instruction and scaffolding. All the theoretical foundation and practical examples were scheduled in the workshops. From August 2014 to 2015 July, these teachers in PLC for mathematics instruction participate in two joint workshops for lesson study. As to each joint workshop, it is totally three days. In addition, there were two workshops in each primary school during each semester. In the workshop, the teacher educators explain the theoretical foundations and practical case studies as to the four components to improve mathematical pedagogical content knowledge (MPCK). Moreover,

teachers also do lesson study together so as to share the knowledge and experiences of mathematics instruction.

There are totally 74 teachers participating in the PLC of mathematics instruction. In the beginning, they take the MPCK questionnaire. When they participate in the PLC for one year, they take the same MPCK questionnaire. The repeated measure of MPCK is to evaluate the effects of PLC on teachers' MPCK.

Questionnaire of MPCK

The questionnaire of mathematical pedagogical content knowledge (MPCK) consists of six dimensions according to the related literatures of mathematics teaching knowledge. The questionnaire is four-point Likert scale. The coding and linguistic variables are 1 = strongly disagree 2 = disagree 3 = agree and 4 = strongly agree. These dimensions are mathematics content knowledge (MCK), students' cognition knowledge (SCK), mathematics instruction knowledge (MIK), mathematics instruction practice (MIP), mathematics assessment knowledge (MAK) and teacher professional responsibility (TPR). The validity has been confirmed based factor analysis and experts. The Cronbach reliability, which is one of internal consistency indices, with respect to each dimension is between 0.81 and 0.90. It reveals the acceptance of validity and reliability.

Results and Discussions

Results

Based on the purpose of this study, mean comparisons in accordance with the Pre-test and Post-test of MPCK questionnaire is analyzed. As shown in Table 1 and Figure 2, t-test for mean comparisons with respective to each dimension reveal there are significant differences between mean of pre-test and post-test. Moreover, means of post-test are higher than those of pre-test. It indicates the professional activities for mathematics instruction in the PLC could promote teachers' perception of MPCK.

Table 1: Mean Test on MPCK between Pre-test and Post-test

Dimensions	Mean of Pre-test	Mean of Post-test	t-test
MCK	2.9817	2.9985	2.732**
SCK	2.7774	2.7993	6.175***
MIK	2.9009	2.9332	9.267***
MIP	2.9474	2.9798	5.217***
MAK	2.9223	2.9339	3.792***
TPR	3.1434	3.1526	2.862**

p<.01 *p<.001

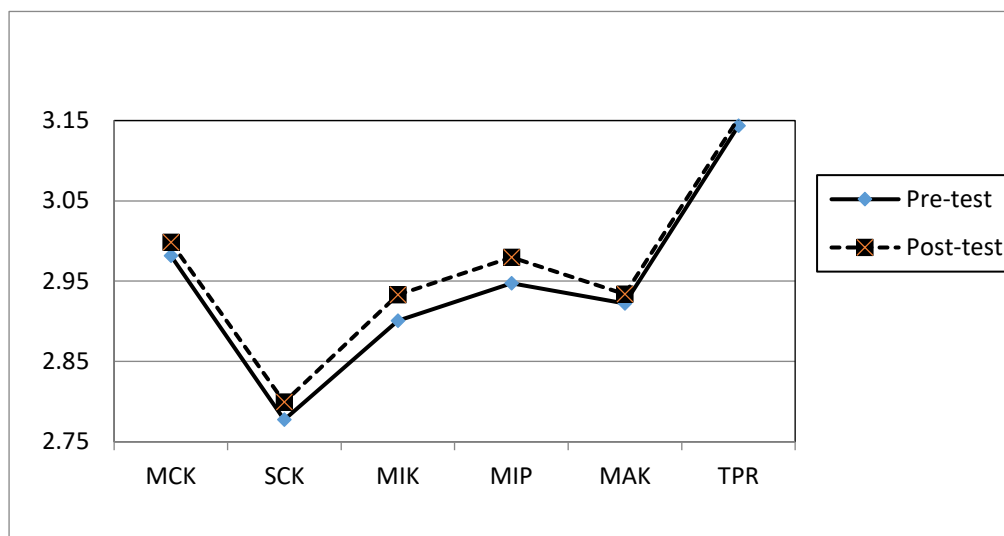


Figure 2: Line Chart for Mean Score of MPCK

Discussions

Professional learning community nowadays is the core for teachers' professional development. The professional learning community for mathematics instruction help foster collaborative learning among colleagues within the environment to improve knowledge of mathematics instruction. Little is known about the PLC effects as to the collaboration of teacher educators and primary school teachers. This study shows the positive effects of PLC, which is organized by teacher educators, on the MPCK perception for primary school teachers. Further research could investigate PLC effects on practical instruction and analyze students' mathematics achievement.

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PERCEPTION OF POLISAS ESL LEARNERS BASED ON THEIR ENGLISH USE FOR DAILY COMMUNICATION

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Abstract: *The teaching of English as a second language (ESL) today takes place in a wide variety of contexts with learners coming from different language background. Educational institutions in Malaysia have always focused on promoting the quality of English language. Alas, the English language used among polytechnic students is generally not at a satisfying level although English proficiency subjects are made compulsory to all students in almost every semester of their studies throughout their diploma courses. This paper is set to investigate the patterns of English language use among students of Politeknik Sultan Haji Ahmad Shah (POLISAS) Kuantan Pahang, and their perception towards the use of the target language in their daily activities. An earlier study by Che Lah and Kaur (2003) reported the students generally have a positive attitude towards English and believed that the mastery of the four skills would benefit them. For this study, 60 set of questionnaires were distributed to third semester students from five departments in Polisas. The data collected were then analysed and the results indicated that the respondents use English language in both the social and academic domain. The findings also implied that the students in this institution of higher learning are more inclined towards instrumental goals – passing examinations and future career development – in their learning of English. The paper concludes with the overall summary and implications of the study.*

Keywords: *Students, Language Use, Preference*

Introduction

The teaching of English as a second language (ESL) today takes place in a wide variety of contexts: in private and public institutions, with learners coming from different language backgrounds. Every ESL classroom is influenced by various contextual factors. These include the role of English in the society, linguistic and cultural attitudes toward ESL, the educational institution itself and the students' background.

In Malaysia, English is used to access the vast amount of information currently available in English and also to contribute to this knowledge base. As far as government policy is concerned, English is viewed as vital for the nation's growth. Although it may not be the medium of instruction in many public universities, accessing key information in a great variety of fields is often dependent on having reading ability in English. McKay (2002) points out that *"the widespread use of English in a variety of political and intellectual areas makes it*

imperative for any country wishing to access the global community for economic development to have access to it”.

Educational institutions in Malaysia have always focused on promoting the quality of English language programmes for their respective students to enhance their ability to communicate fluently in English. A better understanding of language learners can have a beneficial effect on the process of attempting to help them in learning English as a foreign language. Examining learners’ patterns of language use, attitudes and training preferences will enable us to cater for their needs and to foster proficiency in the English language class.

Statement of the Problem

In recent years, language teaching has become more and more learner-centred. Learners’ needs and interests were taken into consideration in designing a course. Bearing in mind the influence of different social and cultural factors on how language learners learn, an analysis of their language use and preferences will make teachers more aware of their needs and will facilitate teachers design a more effective and efficient language course.

There are a number of studies which involved gathering data on learners’ views on their patterns of language use, their perception of their English language ability and their ranking of training preferences for language skills. Smith’s (1983) study looked at the attitudes of Asian students towards English in order to find out about their needs and feelings. Over 825 participants from 12 universities and colleges took part in the survey. The researcher found that the reasons for studying English and the skills desired are instrumental in nature.

In the Malaysian context, Tan (1994) investigated the use of English in selected domains among undergraduates at a local university. Her study attempted to establish the patterns of English language use by the good and the weak students. Her findings showed that in the education domain, students use less English most of the time and only for reading purposes. In entertainment and mass media domains, more English is used. Tan’s study also indicated that young Malaysian students perceived English to be important for the fulfilment of their personal and academic needs. Thus English appears to serve utilitarian needs for individuals who are about to embark upon careers or to engage in academic pursuits.

A study by Che Lah and Kaur (2003) aimed at documenting English language use among undergraduates at another public university and also at documenting their ranking of English language use pertaining to the four language skills; listening, speaking, reading and writing. The researchers reported that the students generally had a positive attitude towards English and believed that the mastery of the four skills would benefit them instrumentally in their academic pursuits and future career developments.

Furthermore, I Shen-Zhu (2015), found that the passiveness of polytechnic in language learning classroom as a normal situation for English teachers. “‘Put up your hands if you agree.’ No answer. ‘Then raise your hands if you disagree. ‘No response. ‘Are you awake?’ Still silent”. The silent situation or one way communication is the main challenge for the ESL teachers in educating their students. Students choose to keep silent due to some reasons. Some students

were struggling with their anxiety towards the English language, feeling unsafe due to low self-confident and the nightmare of being in the English class.

Since, researches on English language use pertaining to POLISAS students is still lacking, therefore, this study aims to contribute to the literature in the field by investigating the use of English among language learners in polytechnics, specifically POLISAS where English is slowly taking place to be the medium of instruction.

The Objectives

The present study aims to examine the patterns of English language use among semester three students, their perception of their language abilities and training preferences at POLISAS. This study seeks to answer the following research questions:

- a) What is the frequency of English language use in the learners' daily and academic activities?
- b) How do the learners perceive their English language ability in the four language skills of listening, reading, speaking and writing?

The findings of this study would be of value for instructors to understand their learners' needs and training preferences so that they can design English courses that can more effectively meet the requirements of their students.

Scope and Limitations of the Study

There are many factors that influence ESL learning. However for the purpose of this study, the focus is mainly on Affective Strategies as one of the factors that may affect learning. Therefore factors such as intelligence, personality, cognitive style, age, ethnic, gender or environment factors are not included or thoroughly discussed. The study is limited to 60 third semester students from five departments in POLISAS; therefore they do not represent other Polytechnic students in the country. The limitation of this study pertains to the results based on the responses of the questionnaires given only.

Literature review

English Language Proficiency among Malaysian Students

Employability skills of fresh graduates have constantly received considerable attention in the local media. Lack of English language proficiency has often been cited as one of the major factors contributing to graduate unemployment (Sharif, 2005). Jawhar (2002) stated that in the private sector, graduates are becoming unemployable as a result of lack of proficiency in the English language. Various surveys have been carried out on employers in relevant industries to gauge whether graduates are meeting industry needs and the recurring theme that emerged from these surveys has been the lack of English language skills among fresh graduates and workers (MoHE, 2008; Tneh, 2008; The World Bank, 2005; Ambigaphaty & Aniswal, 2005; Sibat, 2005). In general, these studies implied that the majority of graduates and workers were limited users of English especially in writing and speaking.

Academics and the government have expressed their concern over the deteriorating level of English proficiency among the students in Malaysian schools and universities (Badioze Zaman, 1998). In 2000, the Malaysian Ministry of Education introduced the Malaysian University English Tests (MUET) with the objective of enhancing English language ability of pre-university students. This was followed by the implementation of the teaching of science and mathematics in English in secondary schools in 2003 with the objective of enhancing the students' English proficiency when they enter universities or the job markets. Findings from studies conducted by the Malaysian Ministry of Higher Education MoHE (2006) and Pawanchik (2006) however, revealed that more than 50 % of MUET scores were either in Band 1 (extremely limited user), 2 (limited user) or 3 (modest user).

Studies on the mastery of the four skills (listening, speaking, reading and writing) and reading habits indicated that although students perceived English to be important for their academic needs, the language was mostly used for reading purposes only (Tan cited in Othman, 2005; Kaur and Thiyagarajah (1999)). In ranking the importance of the skills, students ranked writing as their least competent skill and regarded speaking and writing as the most important skills needed to master the language (Othman, 2005). Pandian as cited by Giridharan and Enriquez (2002) on the reading habits of students in Malaysia revealed that 80.1 % of university students were *reluctant readers of English language materials*. The lack of proficiency in the writing skills as required in the workplace is demonstrated by a study conducted by Stapa and Mohd Jais (2005) where students stated that the English programme that they went through before their practical training was inadequate in preparing them for workplace writing tasks.

Tong (2003) in a study on identifying essential learning skills in students' engineering education stated that the majority of employers expressed dissatisfaction with students' communication abilities. This ranged from failure in both written and oral communication skills to presentational and other work-specific communication skills such as informal discussions, public speeches and interviews. According to Riemer (2002), the concept of English for Special Purposes (ESP), will be achieved more in the education of engineering students by focusing on the learners' attention on the particular terminology and communication skills required in the workplace. Attributes identified for English proficiency of engineering students are: 1) spoken language fluency, 2) written language fluency, 3) regional/national dialects, 4) technical terminology, and 5) professional jargon. The author also suggested that engineering exercises incorporate oral and written communication skills throughout the curriculum. This includes presentation and communications as part of the assessment process. Meanwhile Curry, Sherry and Tunney (2003) reported that oral communication skill was ranked as the most important transferable skill, ahead of presentation and writing skills. This finding is consistent with another study (Kwok, 2004) where students recognized the importance and the need to develop oral and written communication skills.

In the Malaysian polytechnic education system, English course consists of two different syllabi. The first syllabus namely English for Specific Purposes (ESP) was designed to students who were enrolled before 2010, while the second syllabus that is Communicative English (CE) which has been used until now. The course content prepares students with study skills, information processing skills, reading skills, and oral communication skills. Other skills in these modules are report writing, job hunting, and description of object/product specification.

These skills will initially be required during a mandatory one-semester industrial attachment programme with either government agencies or private organizations. Information collected from Malaysian polytechnic graduates through the Graduate Tracer Studies (2004 to 2008) confirmed the concerns expressed by the employers when the respondents admitted that they lacked skills to converse and write in English. Responses from open-ended questions obtained from the graduates on the quality of teaching and learning in the polytechnics indicated their disappointment with the teaching of English in polytechnics. The findings of the Tracer Studies clearly showed that the teaching and learning of the English language is, thus far, not effective in producing graduates with an acceptable level of English proficiency as required by the industry. Yasruddin .A (2010) revealed the ability and frequency of using the English language of the polytechnic engineering students who went for one –semester industrial training as a low level. This study has identified the learning gap between the acquired and required English language skills attributes, such as understanding the technical documents, the use of grammar, vocabulary, sentence structure, writing report and questioning for clarification.

3.0 Methodology

This section provides a description for subjects, instrumentation, data collection and data analysis.

3.1 The Subjects

The respondents in the present study were 60 ESL learners who were in semester one of various courses of Department of Commerce POLISAS who took DUE 3012 Communicative English 2. The students came from different language backgrounds and cultures, i.e. Chinese, Malay, and Indian.

3.2 The Instrumentation

A questionnaire which consisted of various statements on learners' views of their English language needs was administered. Using a 4-point Likert scale (1="never" to 4="very often"), the respondents were asked how frequent they used English in their daily and academic activities. In addition, they had to rate their language proficiency in various categories using a 4-point Likert scale (1="poor" to 4="excellent"). Learners were also asked to rank the language skills in order of their training preference.

3.3 Analysis of Data

The data obtained from the questionnaire were analysed in terms of frequency distribution, means and rank order. The means are simply the average of the responses with 1="never or poor," 2="sometimes or adequate," 3="quite often or good" and 4="very often or excellent." The standard deviation is a sort of average of distance of each response from the mean. Results on each item in the questionnaire are presented in tabular form.

4.0 Results and Discussion

4.1 English Language Usage

In this section of the questionnaire, the subjects had to respond to 14 statements about the frequency of English language use in their daily and college activities. These questions were broadly divided according to the four commonly accepted language skills of listening, speaking, reading and writing.

Table 1: Number of Respondents

Gender	Frequency	Percent
F	43	71.7
M	17	28.3
Total	60	100.0

Table 1 shows the number of respondents. Of 60 respondents, 43 are female students and 17 are male students.

As for the analysis of data, a reference by Creswell (2005) is used as a guideline.

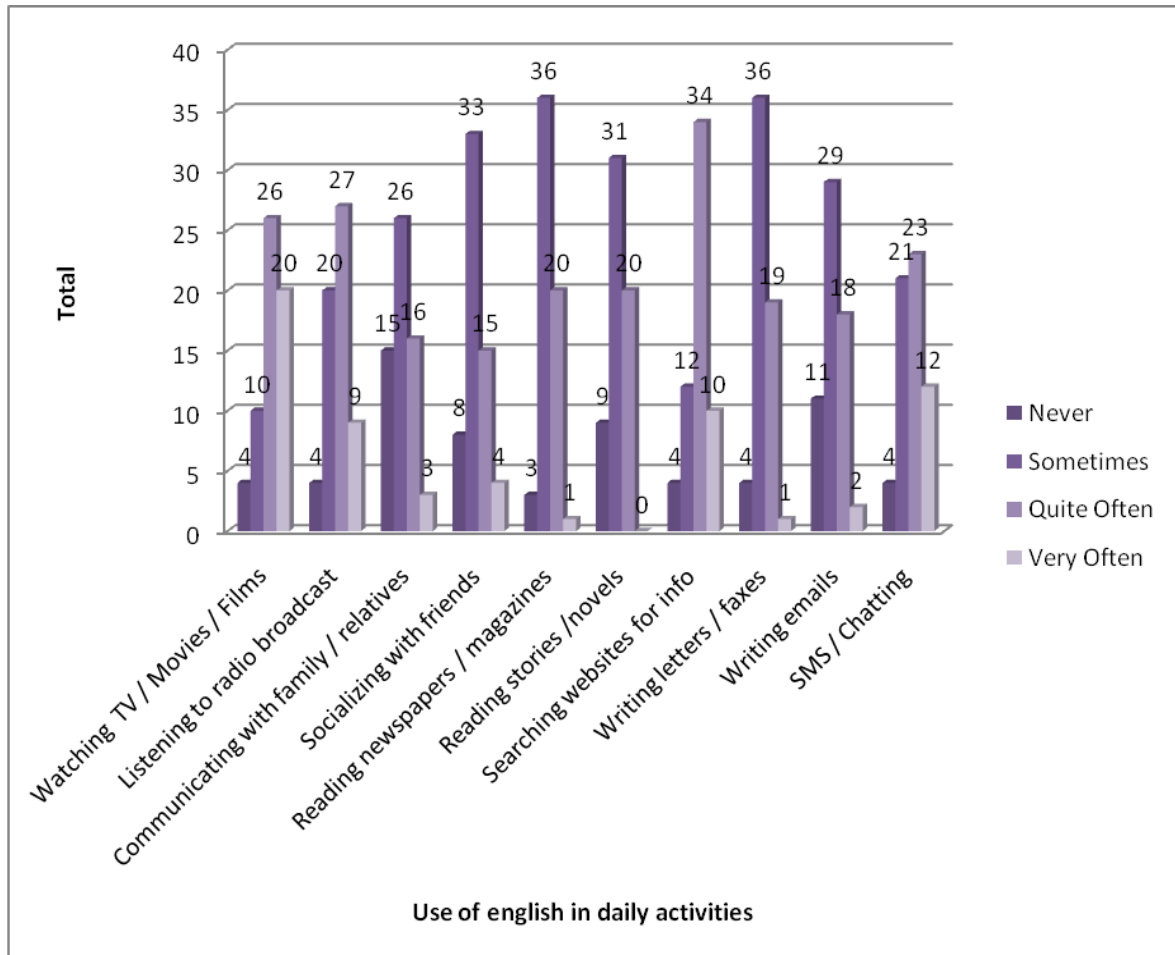
Mean Range	Interpretation
1.00 – 1.80	Highly unsatisfactory
1.81 – 2.60	Unsatisfactory
2.61 – 3.40	Moderate
3.41 – 4.20	Satisfactory
4.21 – 5.00	Highly satisfactory

Table 2: My use of English in daily activities

	Never		Sometimes		Quite Often		Very Often	
	N	%	N	%	N	%	N	%
Watching TV / Movies / Films	4	6.7	10	16.67	26	43.33	20	33.33
Listening to radio broadcast	4	6.7	20	33.33	27	45.00	9	15.00
Communicating with family / relatives	15	25.0	26	43.33	16	26.67	3	5.00
Socializing with friends	8	13.3	33	55.00	15	25.00	4	6.67
Reading newspapers / magazines	3	5.00	36	60.00	20	33.33	1	1.67
Reading stories / novels	9	15	31	51.67	20	33.33	0	0.00
Searching websites for info	4	6.67	12	20.00	34	56.67	10	16.67
Writing letters / faxes	4	6.67	36	60.00	19	31.67	1	1.67
Writing emails	11	18.33	29	48.33	18	30.00	2	3.33
SMS / Chatting	4	6.67	21	35.00	23	38.33	12	20.00

Table 2 shows the number of respondents (N) and its percentage (%). Based on the table, it is shown that the use of English is notable (33%) when they are watching TV, movies or films. However, it is interesting to note that this activity is passive in nature, where only listening activity is taking place and it does not require the respondents to actively use the target language. Other activities that engage the respondents with more English language use includes SMS/ Chatting (20%) and searching information in websites (16%). The table also indicates that the respondents do not use English at all when it comes to reading stories/ novels and only one respondent reads English newspaper and write letters/ faxes respectively. The data in Table 1 is further clearly shown in Chart 1.

Chart 1: My use of English in daily activities



	Mean	Std. Deviation
Watching TV / Movies / Films	3.03	0.882
Listening to radio broadcast	2.68	0.813
Communicating with family / relatives	2.12	0.846
Socializing with friends	2.25	0.773
Reading newspapers / magazines	2.32	0.596
Reading stories / novels	2.18	0.676
Searching websites for info	2.83	0.785
Writing letters / faxes	2.28	0.613
Writing emails	2.18	0.770
SMS / Chatting	2.72	0.865

Based on Table 3, it is clear that communicating with family members in English are the least frequent activities carried out by the respondents. This could be attributed to the fact that the language used in the respondents' home is their respective mother tongue, i.e. Chinese, Bahasa Malaysia, Kadazan etc. Apart from that, reading stories/novels and writing emails are also least favored by the respondents.

In contrast, the most frequent activity where learners engaged in English is when they watched television, videos or films (M = 3.03). Surfing the internet for information seems to be another frequent activity for many learners (M = 2.83). The third most frequent daily activity in which the learners engaged in English is when they listen to radio broadcast (M = 2.68).

Table 4: My use of English for college activities

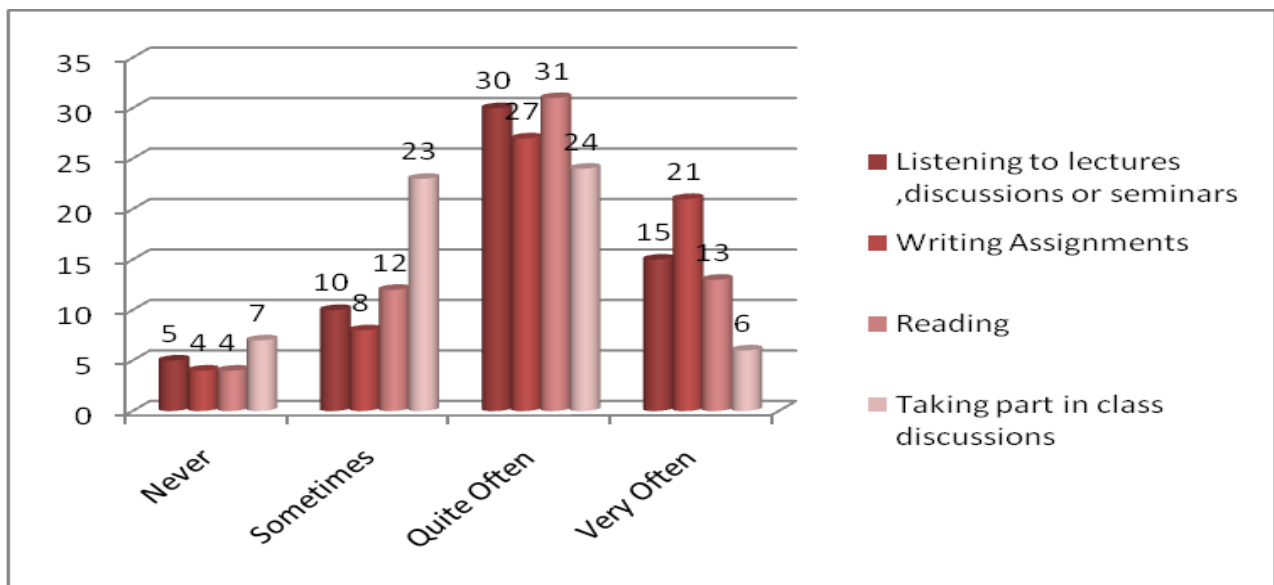


Table 4: My use of English for college activities

	Never		Sometimes		Quite Often		Very Often	
	N	%	N	%	N	%	N	%
Listening to lectures ,discussions or seminars	5	8.33	10	16.67	30	50.00	15	25.00
Writing Assignments	4	6.67	8	13.33	27	45.00	21	35.00
Reading	4	6.67	12	20.00	31	51.67	13	21.67
Taking part in class discussions	7	11.67	23	38.33	24	40.00	6	10.00

Table 5: Statistics of English use for college activities

	Mean	Std. Deviation
Listening to lectures ,discussions or seminars	2.92	0.869
Writing Assignments	3.08	0.869
Reading	2.88	0.825
Taking part in class discussions	2.48	0.833

Table 3 presents information on how often the learners used English in their college activities. From the table, it can be seen that the most frequent college activities that the learners participated in are writing assignments ($M = 3.08$) and listening to lectures ($M = 2.92$). This finding is consistent with the fact that listening to lectures in English as the medium of instruction is English and most assignments are needed to be written in English. The least frequent college activities carried out in English by the learners is taking part in class discussions. This result seems to suggest that more speaking activities should be conducted for the learners so that they can get more practice in these areas.

Perceptions of English Language Ability

Next, the learners' perception of their English language proficiency for everyday communication was examined. Table 6 and 7 display their responses. On average the learners rated their listening skills as good ($M = 2.57$). This is followed by their reading skills ($M = 2.68$) writing ($M = 2.45$), and speaking ($M = 2.21$). As a whole, the majority of the learners rated their proficiency as adequate for the four skills in everyday communication.

Table 6: My English language ability for everyday communication

	Poor		Adequate		Good		Excellent	
	N	%	N	%	N	%	N	%
Reading	5.0	8.33	22.0	36.67	20.0	33.33	13.0	21.67
Writing	4.0	6.67	30.0	50.00	21.0	35.00	5.0	8.33
Speaking	3.0	5.00	35.0	58.33	20.0	33.33	2.0	3.33
Listening	4.0	6.67	18.0	30.00	28.0	46.67	10.0	16.67

Table 7: Statistics of English use for college activities

	Mean	Std. Deviation
Reading	2.68	0.911
Writing	2.45	0.746
Speaking	2.35	0.633
Listening	2.73	0.821

Responses with respect to the learners' perception of their English proficiency for academic purposes are shown in Table 8 and 9. The results are comparable with the responses in Table 7. Listening skills received the highest mean rating ($M = 2.73$), followed by reading skills ($M = 2.70$), writing skills ($M = 2.68$), and speaking skills ($M = 2.42$). The majority of the learners perceived their English proficiency for academic purposes as adequate in the four skills.

Table 8: My English proficiency for academic purpose

	Poor		Adequate		Good		Excellent	
	N	%	N	%	N	%	N	%
Reading	5.0	8.33	18.0	30.00	27.0	45.00	10.0	16.67
Writing	2.0	3.33	20.0	33.33	33.0	55.00	5.0	8.33
Speaking	3.0	5	29.0	48.33	28.0	46.67	0	0.00
Listening	4.0	6.67	17.0	28.33	30.0	50.00	9.0	15.00

Table 9: Statistics of English use for academic purpose

	Mean	Std. Deviation
Reading	2.70	0.850
Writing	2.68	0.676
Speaking	2.42	0.591
Listening	2.73	0.800

2.0 Conclusion

This study is exploratory in nature and due to the small number (60) of respondents in the survey, it is difficult to make strong recommendations for changes in how teaching and learning of English should be carried out. Nevertheless, some conclusions can be drawn.

This study found that the learners' patterns of English language use were in accord with findings from previous studies by Tan (1994) and Che Lah and Kaur (2003). For daily activities, English was often used for entertainment purposes like watching television and movies. For academic activities, a large percentage of the respondents used English to write assignments. Since the respondents of this study were advancing to the medium of instruction in English, it is natural that their second-most frequent academic activity was listening to lectures in English.

Data from the survey also indicated that when learners were asked to rate their English language proficiency for everyday communication and academic purposes, they ranked speaking as their least competent skill. Given the information gathered from the survey, a strong implication for this study is that speaking and writing skills should be given the highest priority in the curriculum. Doing so would provide the learners with the skills they need to pursue their academic studies. In making decisions with regard to the type of activities that should be conducted in a language classroom, teachers should take into account learners' diversities. *Contextualizing language within the learners' domain of study could make the language-learning experience more relevant and meaningful, thereby increasing the learners' motivation to learn* (Othman, 2005).

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BRAND EVANGELISM AMONG UNIVERSITY STUDENTS: A STUDY ON ANTECEDENTS

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Abstract: *The role of the brand in higher education has been considered as very important. The brand is possibly the most important connection a prospective student has with an institution. The brand of a University carries with it a promise of a particular level of service and student outcomes. In the case of education, the service is more than a simple set of tangible features but is a complex bundle of benefits that satisfy customer's needs. As universities around the world are expanding their marketing campaign, prospective students undertake a complex consumer decision making process when it comes to selecting a university to attend, and branding becomes a means to simplify their selection process. In today's highly connected marketplace, contemporary organizations like higher education institutions are also paying careful attention to a relatively smaller, but highly influential, group of consumers called brand evangelists who embrace their brands intensely, actively disseminate brand related experiences to others, attempt to recruit others to experience the brand, and dissuade others from consuming rival brands. Hence this study attempt to study on the antecedents of brand evangelism among university students in Malaysia. Specifically, this study examines the relationship between customer orientation, competitor orientation, interfunctional coordination, brand orientation and perceived quality, university reputation and emotional environment with brand evangelism. A study focused on public and private Higher Education Institutions (HEIs) in East Coast of Peninsular Malaysia. Samples of 593 university students were collected via survey questionnaire. The study utilized Structural Equation Modeling statistical technique to test the study hypotheses. Results shown that customer orientation, brand orientation and perceived quality, university reputation and Emotional Environment were positively effect on brand evangelism among students in university. Nevertheless, customer orientation and interfunctional coordination were not significantly related to brand evangelism.*

Keywords: *Brand Evangelism, Customer Orientation, Competitor Orientation, Brand Orientation, Interfunctional Coordination, Higher Education*

Introduction

The role of the brand in higher education has been considered as very important. The brand is possibly the most important connection a prospective student has with an institution. The brand of a university carries with it a promise of a particular level of service and student

outcomes. In the case of education, the service is more than a simple set of tangible features but is a complex bundle of benefits that satisfy customer's needs. Higher Education (HE) is increasingly in demand. The Malaysian Government has the ambition to become a regional education hub, aiming to have 100 thousand international students by 2020. To achieve this vision, the government has taken all the necessary actions to prepare the groundwork for Malaysian universities to improve their education quality and establishing several new divisions within the Ministry of Higher Education (MOHE) and through strategic planning. Arguably, the only thing that can connect a prospective student with a university is the brand. Branding is an important issue that needs to be addressed, along with marketing strategy to ensure the message reaches its target.

Branding and marketing in higher education are still in their early stages and require more attention from institutions, scholars and researchers to search for deeper understanding through both theoretical and empirical studies. Research is however limited in the area of 'University' branding, market orientation and brand evangelism. Moreover, there is virtually less existent in the area of brand evangelism in a higher education sector especially from customer perspective (Riza Casidy, 2013). Therefore, suffice it to say that brand evangelism will play a role in a student's choice of universities. Hence, research is needed in order to fill this gap by contributing to the empirical works by examining the relationship between customer orientation, competitor orientation, interfunctional coordination, brand orientation and perceived quality, university reputation and emotional environment with brand evangelism in the Malaysian higher education sector. This study employed a quantitative approach by using a self-administered questionnaire. This research paper begins with a brief review of relevant significant literature, followed by hypotheses to answer the research aims. Next, followed by the presentation of research methodology and the results of statistical tests. Finally, we present the conclusion and implications and limitations and future research suggestions.

Literature Review

Brand Evangelism. Brand evangelism is conceptualized in this study as an intense form of supportive brand related behaviors that includes purchasing the brand, providing positive referrals regarding the brand, and issuing disparaging comments about opposing brands (Becerra and Korgaonkar, 2013). However, systematic research on brand evangelism is limited especially in higher education sector. Matzler, Pitcher and Hemetsberger (2007) described brand evangelism as "a more active and committed way of spreading positive opinions and trying fervently to convince or persuade others to get engaged with the same brand." Brand evangelists are likely to demonstrate approach avoidance relationships (Park,

Eisingerich and Park 2013, Schmitt, 2013), that is, consumers may demonstrate active, pro brand behaviors toward a brand they feel close to or attached with and strong, anti-brand behaviors toward a brand they feel averse to or distance from (Park, Eisingerich and Park 2013). While Scarpi (2010) conceptualized brand evangelism in terms of word of mouth behavior that stems from psychological and emotional attachment with a brand. A study by Sri Vandayuli and Widayati (2015) on commercial bank customers found that brand trust, brand identification, brand involvement and brand commitment have positive effect on brand evangelism.

Customer orientation. Customer orientation is defined as all the activities involved in acquiring information about the customers in the target market and disseminating it throughout the business (Narver and Slater, 1990). Faculties are assumed to understand the HEIs' target markets thoroughly, and be capable of creating and providing superior value, over time. A faculty that subscribes to this approach in practice would collect information about the environment which students inhabit (e.g. lifestyle factors), would adapt teaching methods to accommodate students' particular needs, and would be attentive and responsive to their interests and points of view. Through this approach, it would then be possible to be more innovative and implement improvements for future students based on their anticipated needs.

Competitor orientation. The HEI and Faculty managers who aim to fully understand the strengths and weaknesses, as well as the capabilities and potential, of competing HEIs, seem to internalise this element of MO. Awareness of the importance of competitor activity and the monitoring of developments in competing HEIs can have a positive impact on decision making, particularly through the development of initiatives; the development of additional services for students. Awareness of the importance of competitor activity and the monitoring of developments in competing HEIs can have a positive impact on decisionmaking, particularly through the development of initiatives: the development of additional services for students.

Interfunctional coordination. The core belief which needs to be shared by all members of the HEI is that creating superior value for target customers is very significant for the success of a HEI in a competitive marketplace. This can only be achieved, however, through the integration and coordination of the HEI's resources. Attracting student customers and sustaining recruitment should not be solely the responsibility of faculty management, but is the responsibility of everyone in the university community. Faculties should have full access to information about the competition, i.e. the market environment, the community and so forth, in order to achieve this.

Based on the basis of previous literature, a conceptual model for the present study were developed (Figure 1). Therefore, the following hypotheses are proposed: i) Customer orientation has a positive impact on brand evangelism, ii) Competitor orientation has a positive impact on brand evangelism and iii) Interfunctional coordination has a positive impact on brand evangelism, iv) brand orientation has a positive impact on brand evangelism and v) Perceived quality, university reputation and emotional environment has a positive impact on brand evangelism.

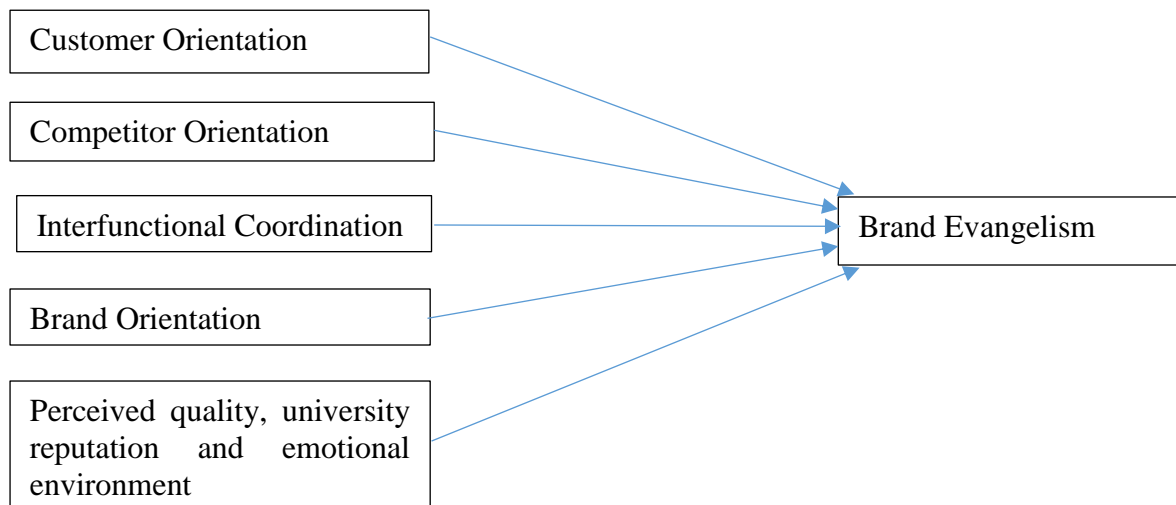


Figure 1: The Research Model

Methodology

This study aims to examine the relationship between customer orientation, competitor orientation, interfunctional coordination, brand orientation and perceived quality, university reputation and emotional environment on brand evangelism among undergraduate students. The data was collected via questionnaire survey. The study used well established measures from existing studies. The study employed a probability sampling since the statistics of students is available from the universities. The data gathered were coded using SPSS version 20 and utilized Partial Least Squares Structural Equation Modeling statistical technique to test the study hypotheses.

Analysis and Results

Preliminary Analysis. The collected data were screened before to data analysis. Item and multivariate outliers were assessed in this research because the data may distort the statistical results. The data were also investigated for the potential of common method bias (CMB) by using The Harman's one factor test. The results showed that the largest variance explained by an individual factor was 45%. Indicating that CMB was not a significant problem in this research because the value is less than 50%.

Profile Overview. Demographic details of the 593 participants are depicted in Table 1. 67% were females and participants were mostly 18-25 years old (95%). Majority of the students involved in this study are Malays (97%), 10 students are Indians and 6 students are Chinese. Majority of them are from year 2 and 3 in their study.

Table 1: Demographic profile

		Total	
		N	%
Gender	Male	196	33.1
	Female	397	66.9
Age	18 – 21	306	51.6
	22 – 25	282	47.55
	26 – 29	4	0.67
	30 – 33	1	0.17
Race	Malay	576	97.1
	Indian	10	1.7
	Chinese	6	1
	Others	1	0.2
Level of study	Certificate	2	0.3
	Diploma	334	56.3
	Bachelor	180	30.4
	Master	30	5.1
	PhD	47	7.9
Faculty	Accountancy	91	15.3
	Entrepreneur & Buss	46	7.8
	Buss & Management	129	21.8
	Computer Science & Math	55	9.3
	Language Study	2	0.3
	Islamic Study	1	0.2
	Engineering	129	21.8
	Others	140	23.6
Years of study	First Year	130	21.9
	Second Year	139	23.4
	Third Year	212	35.8
	Fourth Year	112	18.9
Total		593	100

Evaluation of Measurement Model. The reliability and validity of constructs were evaluated in the measurement model using SmartPLS version 3.0 software developed by Ringle, Wende and Becker (2015). Composite reliability values were calculated to evaluate internal consistency of each construct. By referring to Table 2, composite reliability values ranged from 0.933 to 0.960. As these values are greater than the cut-off point of 0.70, suggested by Gefen, Straub and Boudreau (2000), construct internal consistency reliability was supported for all constructs involved in this study. The convergent validity was evaluated by calculating the indicator loading values and the average variance extracted (AVE) values. Table 1 depicted results where factor loadings values supported by Chin (1998) as recommended threshold level of 0.6. All the values were above than 0.6 which indicate the convergent validity.

Table 2: Reliability and Convergent Validity

Construct	Indicator	Loading	AVE	CR			
Customer Orientation	CO2	0.722	0.649	0.960			
	CO3	0.781					
	CO4	0.799					
	CO5	0.796					
	CO6	0.808					
	CO7	0.815					
	CO8	0.812					
	CO9	0.829					
	CO10	0.831					
	CO11	0.854					
	CO12	0.785					
	CO13	0.829					
	CO14	0.807					
	Competitor Orientation	COMP1			0.807	0.680	0.944
COMP 2		0.810					
COMP 3		0.811					
COMP 4		0.861					
COMP 5		0.860					
COMP 6		0.835					
COMP 8		0.769					
COMP 9		0.839					
Interfunctional Coordination		IFC1	0.795	0.635	0.933		
	IFC3	0.830					
	IFC4	0.833					
	IFC5	0.817					
	IFC6	0.728					
	IFC8	0.707					
	IFC9	0.825					
	Brand Orientation	BO1	0.821			0.694	0.958
		BO2	0.824				
BO3		0.826					
BO4		0.775					
BO5		0.838					
BO6		0.848					
BO7		0.873					
BO8		0.857					
BO9		0.850					
BO10		0.816					
perceived quality, university reputation and emotional environment	PUE1	0.720	0.620	0.947			
	PUE2	0.728					
	PUE3	0.810					
	PUE4	0.803					
	PUE5	0.804					
	PUE6	0.828					
	PUE7	0.805					
	PUE8	0.789					
	PUE9	0.775					
	PUE10	0.791					
	PUE11	0.802					
Brand Evangelism	BE1	0.84	0.704	0.960			
	BE2	0.855					
	BE3	0.826					
	BE4	0.783					
	BE6	0.816					
	BE7	0.868					

	BE8	0.864		
	BE9	0.831		
	BE10	0.806		
	BE11	0.890		

The convergent validity also can be assessed through average variance extracted (AVE) and composite reliability (CR). As these loadings exceeded the recommended threshold value of 0.50, these show that the associated indicators have much in common, that is captured by the assigned constructs. The discriminant validity with Fornell-Larcker criterion was assessed. Overall, the square root of the AVEs for BE (0.839), BRAND_O (0.833), CUST_O (0.806), COMP_O (0.824), IFC (0.797) and PUE (0.787) were all higher than the correlations of these constructs with other latent variables in the path model (Table 3). Hence, the results of this study confirmed that the Fornell-Larcker's criterion was met.

Table 3: The Discriminant Validity

Construct	BE	BRAND_O	COMP_O	CUST_O	IFC	PUE
BE	0.839					
BRAND_O	0.799	0.833				
COMP_O	0.726	0.815	0.824			
CUST_O	0.647	0.721	0.806	0.806		
IFC	0.745	0.834	0.795	0.736	0.797	
PUE	0.815	0.826	0.710	0.649	0.773	0.787

Evaluation of Structural Model. The structural model of the research framework was evaluated. Figure 2 presents the results of the structural model for the present study. Before interpreting the path coefficients, the structural model was examined for the collinearity issue. A related measure of collinearity was the variance inflation factor (VIF). In the context of PLS-SEM, a tolerance value of 0.20 or lower and a VIF value of 5 and higher, respectively, indicated a potential collinearity problem (Hair, Ringle and Sarstedt, 2011). There is no multicollinearity problem among the exogenous variable found in this study, since the VIF values are below the threshold value of 5. In addition, the model was evaluated also by calculating coefficients of determination (R^2), which indicates the amount of variance in dependent variables explained by the independent variables. Thus, a larger R^2 value increases the predictive ability of the structural model (Hair et al. 2014). R^2 values of 0.75, 0.50, and 0.25 for endogenous latent variables can be respectively described as substantial, moderate, and weak (Hair, Hunt, Ringle and Sarstedt, 2014). Following the guideline, the R^2 values of brand evangelism (BE) was 0.720 can be considered moderate.

Hypothesis Tests. For testing the hypothesized relationships, PLS was used to calculate the t -values of all paths and loadings via bootstrapping. Table 4 shows the summary of hypotheses testing for this study. Structural model results revealed that three hypotheses have significant relationship with their respective endogenous variables. The path coefficient between COMP_O and BE was statistically significant at 1% significance level ($\beta=0.324$, $t=2.364$)

which suggests support for H2. H4 also supported, noting that the path coefficient between BO and BE was statistically significant at 1% significance level ($\beta=0.440$, $t=3.681$). H5 also supported in this study, stated that perceived quality, university reputation and emotional environment has a positive impact on brand evangelism. Unfortunately, H1 and h3 were nor supported in this study.

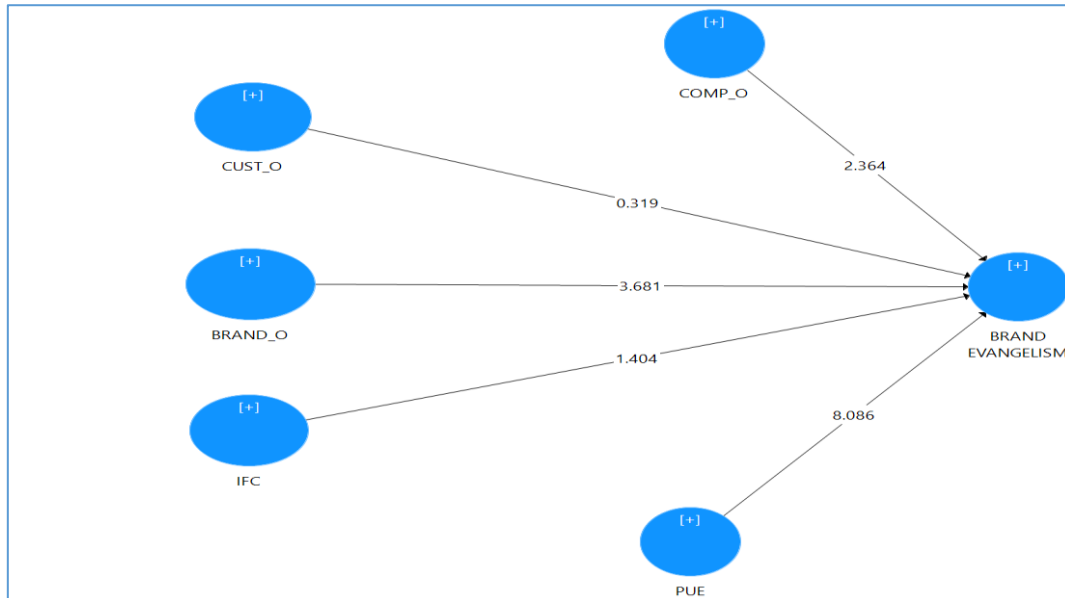


Figure 2: The Structural Results

H	Relationship	Results
H1	CUST_O=>BE	Not Supported, $\beta=0.06$, $t=0.319$, $p<0.01$
H2	COMP_O=>BE	Supported, $\beta=0.324$, $t=2.364$, $p<0.01$
H3	IFC=>BE	Not Supported, $\beta=0.440$, $t=1.404$, $p<0.01$
H4	BO=>BE	Supported, $\beta=0.440$, $t=3.681$, $p<0.01$
H5	PUE=>BE	Supported, $\beta=0.440$, $t=8.086$, $p<0.01$

Table 4: Hypotheses Testing Results

Conclusions

The aim of this study was to examines the relationship between customer orientation, competitor orientation, interfunctional coordination, brand orientation and perceived quality, university reputation and emotional environment with brand evangelism. It is hoped that this study has contributed to extending knowledge in the field of brand evangelism antecedents. The results of the structural model showed that both competitor orientation, brand orientation and university quality, reputation and emotional environment play an important role among brand evangelist (student). This shows that competitor orientation activities and brand

orientation activities implemented by university form positive referrals regarding the university and positive word of mouth. The findings also offer some interesting implication for top management of university. It implies that the importance of implementing the competitor oriented activities such as responds positively to other universities' new initiatives and developments, and regularly discusses competitors' strengths and strategies.

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THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND MARITAL SATISFACTION ON QUALITY OF MARRIAGE AMONG MARRIED COUPLES IN SELANGOR

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Abstract: *This study aims to identify the types of personality traits, level of marital satisfaction and quality of marriage and the relationship between personality traits and marital satisfaction among married people in Selangor. Respondents of this study were 110 married people in urban, suburban and rural areas in Selangor. This study used a set of questionnaires to get the data which consisted of three instruments: Personality Big Five Factor Inventory (BFI), Kansas Marital Satisfaction Scale (KMSS), and Dyadic Adjustment Scale (DAS). The results showed that types of personality among married people in Selangor had the high level of openness to experience urban ($M = 33.28$), suburban ($M=33.43$) and rural area ($M=32.41$). Meanwhile, level of marital satisfaction among married people had the highest score in a rural area with the highest level of consensus ($M=53.00$). The score for quality of marriage was the highest in the urban area with the highest conflict management level ($M=19.72$) compared to urban and suburban areas. The findings also indicated that there are significant relationships between personality types and marital satisfaction among married people in urban, suburban and rural areas in Selangor. The implication of study has been discussed in the context of a marriage relationship and the personality types of people.*

Keywords: *Personality Traits, Marital Satisfaction, Quality Of Marriage*

Introduction

Marriage is a socially or ritually recognized union or legal contract between spouses that establishes rights and obligations between them and their children and between them and their in-laws (Haviland, Prins, McBride and Walrath, 2011). The definition of marriage varies according to different cultures, but it is principally an institution in which interpersonal relationships, usually intimate and sexual, are acknowledged.

According to Selim (2015), the first purpose of marriage is companionship. Marriage is God's designed relationship for male and female, paired in marriage relationships where they enjoy intimacy and procreate children, achieving prosperity and continuity of man's existence on the earth. Life after marriage is very happy and meaningful for couples. Husband and wife will work together to achieve their marital goals and necessarily want happiness as a family.

However, transitioning into the married lifestyle can be exciting yet stressful. The happiness of a family starts from the personality trait of the spouse. It is because personality traits shape the quality of their relationship. While from the quality of the marriage it will result in the satisfaction of marriage.

One of the determinant of quality of relationship was personality (Farooqi, 2014). In the Five Factor Model, neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness are five basic dimensions of personality (McCrae and John, 1992). The level of each personality whether it is low or high will influence the quality of the marital relationship. Then, the quality of marriage will determine the level of marital satisfaction of married couples.

Literature review

Marriage and personality

Marriage is a union between a man and a woman. It will also unite two different personalities into one relationship which mean their quality of marriage will be determine by this. For more than sixty years, personality variables have been a major focus of research studying couples' relationship to explain and predict relationship quality and stability (Schneewind and Gerhard, 2002). Therefore, to understand an individual's marital adjustment, the personality of both spouses should be considered, as evidence by significant partner effect (Bouchard, Lussier and Sabourin, 1999). So, it is clear that personality of both spouses will affect the marriage itself and will determine the marital satisfaction of marriage couples.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability. The other is understanding how the various parts of a person come together as a whole (<http://www.apa.org>). The relationship between personality characteristics and quality of marriage can be measured by several methods. The method which is often used is using the Five Factor Model proposed by McCrae and John (1992). The five factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

A study by Shamoradi, Maleki, Maleki, Shamoradi and Entesar Founamy (2014) found that there was a positive correlation between agreeableness and conscientiousness with marital satisfaction and there was a negative correlation between neuroticism and marital satisfaction. There is also a significant correlation between some of the personality characteristics with marital satisfaction. Meanwhile, Furukawa, Hori, Azuma and Nakano (2002) have implemented a study that deepens the relationship between the personalities of the spouse to the relationship marriage. They found that the wife had a high score conscientiousness describes their marriage relationship as more prosperous and stable. Wives who get high scores in stages agreeableness is happier because of lack of control husband. While the husband shows the extent of extraversion is important to make a marriage more prosperous and happy.

However, a study by Gattis, Berns, Simpson and Christensen (2004) show a high degree of neuroticism, the level of agreeableness low and low levels of conscientiousness are contributing factors to dissatisfaction with the marriage. According to their research, it was found that the existence of neuroticism characteristics is significant in pairs which are unhappy when compared to a happy couple.

Marital satisfaction among married couples

According to Amato, David, Alan and Stacy (2003), most recently spouses' satisfaction is seen as just one component of the multidimensional concept of marital quality. According to Frisco and Williams (2003) it is often found that perceived inequality in the division of household labor is negatively associated with reported marital satisfaction, especially for wives. It should be noted, however, that both the division of household labor and its subjective assessment are strongly dependent on the social context.

Hughes, Galinsky and Morris (1992) showed that family incompatibility and non-specific job increased marital tension and decreased marital companionship. The problems have also multiplied with the associated withdrawal of support system within the family and the breaking up of the joint family. However, this may have accorded greater independence to many of the working couples. A rethinking over some issues of significance is important in this context. Bradbury, Fincham and Beach (2000) stated marital satisfaction as a general sense of favorability toward the marital relationship.

Furthermore, Greenstein (2009) found out the association between marital satisfaction and female employment is likely to be mediated by the way in which the husband and wife participate in housework. In general, the wife's additional work outside the home should require a change in the division of household labor, as by. Correspondingly, frictions caused by the adjustment to the division of labor or a failure to cope with them may reduce the subjective well-being of the married couple.

Methodology

Method and participants

The study employed a survey method to obtain the data which a set of questionnaire has been distributed to respondents.

Measures

Four instruments were used in this study. First, Big Five Personality Inventory by Paul Costa and Robert McCrae in 1970. This inventory has 44-items that measure an individual on the Big Five Factors which are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to experience. The reliability for this instrument is .83. This inventory uses a Likert scale where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree.

Second, the Kansas Marital Satisfaction Scale (KMMS) is a 3-item self-report instrument designed to measure marital quality. Items are rated on a 7-point Likert scale, ranging from 1 (extremely dissatisfied) to 7 (extremely satisfied). Total score range from 3 to 21, with high scores meaning better marital quality (Schumm, Nichols, Schectman, and Grigsby, 1983). Third, to measure the level of marital satisfaction of married couples, researchers use Dyadic Adjustment Scale Inventory (DAS). This inventory has 32 items and was developed by G. Spanier (1976). According to Spanier (1976), DAS includes the following four subscales which are Dyadic Consensus (degree to which respondent agrees with partner), Dyadic Satisfaction (degree to which respondent feels satisfied with partner), Affection Expression (degree to which respondent agrees with partner regarding emotional affection) and

Dyadic Cohesion (degree to which respondent and partner participate in activities together). The DAS is a well-known index with questions pertaining to marital satisfaction, cohesion, the level of consensus, and affectionate expression (e.g., “Do you confide in your spouse?”; “How often do you and your spouse quarrel?”) (Claxton, O’Rourke, Smith & DeLongis, 2011).

Results

Data collected were analyzed using Statistical Package for Social Science (SPSS). Descriptive statistics in the form of frequency, percentage, average, mean, standard deviation, maximum, and minimum used for describing information aimed at describing background, family context, level of five dimensions of personality, as well as level respondents' quality of marriage

Types of Personality Traits among Married Couples in Urban, Suburban and Rural Areas.

Table 1 present the mean and standard deviation for personality traits of married people in urban, suburban and rural area.

Table 1: Mean and standard deviation for personality traits of married people in urban, suburban and rural area.

	Urban		Suburban		Rural	
	M	SD	M	SD	M	SD
Extraversion	28.09	3.95	28.22	4.10	26.71	2.82
Agreeableness	32.83	4.58	32.48	3.83	30.53	3.95
Conscientiousness	30.87	4.88	31.65	3.52	28.65	4.40
Neuroticism	22.15	4.64	21.52	3.33	22.53	4.23
Openness to experience	33.28	3.54	33.43	4.15	32.41	4.96

The highest traits in urban area is openness to experience M=33.28, followed by agreeableness M=32.83, conscientiousness M=30.87, extraversion M=28.09, and the lowest rank is neuroticism M=22.15. Meanwhile, for highest traits in suburban area also openness to experience M=33.43, followed by agreeableness M=32.48, conscientiousness M=31.65, extraversion M=28.22, and the lowest is neuroticism M=21.52. For rural area the highest personality traits is openness to experience that indicates M=32.41, followed by agreeableness M=30.53, conscientiousness M=28.65, extraversion M=26.71, and the lowest rank is neuroticism M=22.53.

The Level of Marital Satisfaction in Urban, Suburban and Rural Areas in Selangor

In the table 2 show the distribution of construct for Dyadic Adjustment Scale (DAS). It consists of consensus subscale, cohesion subscale, affection expression subscale and satisfaction subscale.

Table 2: Level of marital satisfaction in urban, suburban and rural areas in Selangor

	Consensus	Affection expression	Satisfaction	Cohesion	Total score marital satisfaction
Urban					
Mean	50.21	9.51	30.21	19.77	109.70
Std. deviation	8.91	1.99	7.21	7.21	16.52
Suburban					
Mean	50.35	9.39	25.83	18.67	104.24
Std. deviation	8.89	2.27	4.68	3.92	13.52
Rural					
Mean	53.00	9.53	29.18	18.29	110.00
Std. deviation	16.16	1.59	4.48	4.50	19.51

In urban area, the highest component of marital satisfaction is Consensus subscale $M=50.21$ and the least one is Affection Expression $M=9.51$. There is not much differences with result in suburban area. In suburban area, the highest component of marital satisfaction is Consensus subscale $M=50.35$ and the least one is Affection Expression $M=9.39$. Meanwhile in rural area, the highest component of marital satisfaction is Consensus subscale $M=53.00$ and the least one is Affection Expression $M=9.53$. Overall, Consensus is highest subscale and the least subscale is Affection Expression among married couples in urban, suburban and rural area in Selangor. The highest total score of marital satisfaction among married couple in Selangor is married couples in rural area $M=110.00$, followed by marital satisfaction in urban area $M=109.70$, and the least rank is marital satisfaction in suburban $M=104.24$. This shows that mostly married couples in rural areas are have high satisfaction than married couples in urban and suburban area in Selangor.

Score of Quality of Marriage

The table below show the mean and score of conflict management level of married people according to urban, suburban and rural areas in Selangor.

Table 3: Quality of marriage in urban, suburban and rural area.

Area	Mean	Standard deviation	Conflict management level
Urban	16.04	3.68	19.72
Suburban	15.72	3.46	19.18
Rural	15.29	4.71	20

According to the table, the mean score for quality of marriage of couples in urban area are the highest $M=16.04$, followed by married couples in suburban with $M=15.72$. The least rank is married couples in rural area with $M=15.29$. Most of married couples in urban, suburban and rural area have high score of conflict management level. The highest score of married couples in rural area is 20, followed by married couple in urban area with 19.72. The least rank but still can be assume as high score is married couples in suburban area with score 19.18. Therefore, the score of quality of marriage among married couple in rural area in Selangor is the highest and the least one is married couples in suburban area.

The relationship between personality and marital satisfaction

The table below shows the correlation of personality traits and marital satisfaction among married people in urban, suburban and rural areas in Selangor.

Table 4: The relationship between personality and marital satisfaction among married people in urban, suburban and rural area in Selangor.

		Personality	Marital Satisfaction
Personality	Pearson Correlation	1	.195*
	Sig. (2-tailed) N	110	.041 110
Marital Satisfaction	Pearson Correlation	.195*	1
	Sig. (2-tailed) N	.041 110	110

*Correlation is significant at the 0.05 level (2-tailed)

The table below shows the correlation of Personality traits of married couples and their Marital Satisfaction in urban, suburban and rural areas in Selangor. There is significant relationship between personality traits and marital satisfaction among married couples in Selangor. This H_0 is accepted because there is a significant correlation between Personality traits and Marital Satisfaction of married couples in Selangor. The correlation between two variables is significant at 0.05 level.

Discussion

According to the result, personality traits in urban, suburban and rural areas shows slightly similar results. The highest personality traits among married people particularly in suburban area with the type of openness to experience and the least personality traits is Neuroticism. Hence, this result can be relate to the finding by Oishi (2015), people with high in openness to experiences tend to live in the city. Along with the development around it, the minds of the

community are also growing and more openness. Individual with high in openness tend to be more adventurous, creative, and open to try new thing. Meanwhile, low in Neuroticism are tend to be more stable and emotionally irrepensible (John & Srivastava, 1999).

Dyadic Adjustment Scale is consists of consensus subscale, cohesion subscale, affection expression subscale and satisfaction subscale. Overall, consensus is highest level subscale and the least subscale is affection expression among married couples in urban, suburban and rural area in Selangor. Therefore, it's proved that married couples who lived in rural areas have high commitment, communication, conflict resolution, and interaction between spouses, have more leisure time together and have high intimacy and external support. In addition, married couples who lived in rural are still maintain and practices their values in relationship. They are appreciates their spouses more.

The score of quality of marriage among married couple in rural area in Selangor is the highest. Married couples who lived in rural are still maintain and practices their values in relationship. Quality life of marriage leads to high marital satisfaction. Married couples in rural areas also have high conflict management level which are they emphasizes on relationship and holding back their emotions. They are emphasized on their family and will solve any conflict with a smooth way and avoid divorce. Personality traits is a stable trait in an individual that can affect human behavior. These features will also affect the adaptation of patterns, manufacturing decisions, pattern communication and management conflicts between couples.

According to the result, correlation between personality and marital satisfaction is significant. Therefore, the results of this study are consistent with the previous study by Shahmoradi et al., (2014) proving that these internal factors will directly or indirectly affect the quality of marriage. Understanding the role of personality on intimate relationships such as marriage requires specialized knowledge and skills so that if there is any incompatibility between the couple in this aspect of the interior, the effort to adjust or modify should be done immediately by the couple involved.

Recommendation for Future Research

For future researches, studies across other ethnic groups are also encouraged so that differences and similarities about factors affecting the quality of marriage can be determined. It is also recommended to use qualitative or a combination of qualitative and quantitative approaches. It is used to increase understanding of the role of personality in the marriage.

Conclusion

Personality is a very important factor in affecting the quality of husbands and wives. This study examines the influence of five different personality dimensions on quality of marriage to marital satisfaction. Married couples need to know and understand the effect of each dimension of personality. In marriage relationship, adjustments should be made if the personality of the two couples is incompatible. Compatibility of personality levels such as extraversion, openness to experience, agreeableness, and conscientiousness for both partners may enhance the intimate relationships while high level of neuroticism should be avoided. Hence, this issue need to be highlight and discuss during the couples attend the pre-marital course. One of the content in

this course should emphasize this issue by giving the information and skills to handle and manage the personality of couple.

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COMPUTER ANXIETY OF THE DIGITAL TECHNOLOGIES ACCEPTANCE IN SAUDI ARABIA

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Abstract: *This research focus of this research was to address the applicability of TAM. A total of 886 Science teachers were drawn from a stratified sample randomly, consisting of 338 male Science teachers and 548 female Science teachers. The instrument were developed to collect data; the instrument was a questionnaire adopted from four previous studies. Teachers' use of digital technologies in teaching and learning is influenced by several factors, namely schools' computer anxiety (CA). This research would further assert that CA on Science educators is negatively correlated to PE with regards to digital technology usage. The study found that the intention to use (IU) influenced Science teachers' actual use (AU) of digital technologies in primary schools. But perceived usefulness (PU) seems to not influence Science teachers' intentions to apply digital technologies in primary schools. Science teachers are more likely to be concerned with the ease of use in digital technology in making decisions to use the technology for teaching, as opposed to how digital technology would facilitate better education and learning through their use. The research proposed an extension to the TAM model that accounts for the utilization of the unified model within the CA, PE, PU, IU and AU contexts. The results showed that the TAM structure directly impacts the CA, PE, PU, IU and AU contexts. These results demonstrate the success of the proposed extension in achieving the objectives of this study. This study will contribute to decision-making to disseminate digital technologies adoption among Science teachers in the primary schools and is beneficial to specialists in teacher training, and those in charge of their training in digital technologies.*

Keywords: *Computer Anxiety, Science Teachers, Digital Technology, Technology acceptance model (TAM), Structural Equation Modeling (SEM)*

1. Introduction

In this age, the fields of science, technology and the utilisation of computer applications have become an important aspect in the development of nations. In that pursuit nations started to compete in the field of science and technology, while also helping the upcoming generation

to acquire and learn how to deal with technologies and computers, and benefit from them, thus raising a generation characterised with objective thinking, creativity and productivity (Al-Humayli, 2005). In light of that, it has become an obligation upon the education institutions to utilise their available resources in order to adapt with the world of tomorrow, in which

information and the strength of the accompanying technologies in transmitting that information will become the main factor in achieving economic growth and sustaining public welfare on the local, national and global arenas (Al-Musa & Al-Mubarak, 2005).

Education is categorised in the forefront of the social structure in contemporary societies that gave attention to utilising technology and communication. This is to be able to meet the educational and developmental needs of the society, where information and technology became one of the most primary resources for the educational process (Lal, 2003). These changes in information and communication technology have obliged the education process to change quickly in order to keep pace with the changes of contemporary times (Abu Dali, 2001).

Also, the novelties of this age made it necessary for the teacher to be well-acquainted with computers and technology, having become a tangible educational reality, in order to benefit from the best educational and pedagogical practices (Abbas, 2002). This is what a group of studies had suggested, such as that of Al-Tameemi (2008), Baljoun (2006) and Al-Zahrani (2006), where they recommended that effective training programs are provided for teachers, emphasising the importance of making the teachers aware of the technological advances and the importance of utilising them in teaching and general life.

The sixteenth national conference for computers and technology in 2001 held in Riyadh has recommended the importance of utilising contemporary technologies in the curricula and teaching methods, while benefiting from the experience of advanced nations in that regard, and conducting more studies and research in this field (Al-Ma`rifah, 2002).

Despite the great importance of contemporary technology, the utilisation and benefiting from it is almost non-existent, especially in the primary levels of education (Al-Mugheerah, 1989). The world, particularly the Arab societies, faces ever-increasing and accelerating challenges as a result of the swift advancement in numerous fields. This advancement in the fields of knowledge and technology, which have dominated all sectors of life and coincided with advancements in education and with the updating in the ways teaching is conducted, had caused instructional technology to be incorporated into the fields of teaching and primary education.

The teacher possesses the main role in making the teaching and educational process a success, and in directing it towards achieving the goals. It is he who interprets the curriculum into a tangible reality which he can notice and measure its effect. And with the advancements in science and technology during this era of widespread knowledge, the role of the teacher has evolved, now focusing on giving the opportunity to the learner to participate in the educational process, become independent seekers of knowledge and acquire critical thinking skills in evaluating the credibility of information vastly available to them.

According to Yusuf (1998), the "Instructional Technology helps the teacher in facilitating the teaching process since it tackles the over all usage of oral explanation for long periods of time which leaves a negative psychological impact on both the learner and the teacher" (p. 157).

Digital technologies are considered to be an offspring of instructional technology. Instructional technology has been defined by Lowther, Russell and Smaldino, (2008) as the specific use and knowledge of tools and crafts in education, and it can encompass tools such as the Internet, hardware and computers. These fit nicely into the categorisation of digital technologies, as will

be seen. Digital technology is akin to educational technology, defined by Lever-Duffy et al., as "any technology used by educators in support of the teaching and learning process" (2011, p. 394). However, looking at a broader understanding of educational technology, one is given a more diverse outlook of what it actually entails, scaling from any media being applied in the classroom to exclusively referring to the application of computers and their peripherals in the teaching experience (Lever-Duffy et al., 2011, p. 5). Fathullah (2004) mentioned that studies showed the importance of using digital technology and their role in making the teaching process successful. These studies affirmed that the student acquires 40% of his/her information through the sense of hearing, 30% through the sense of sight and 30% through the other senses. Uthman (2009) mentions that the great challenge that our schools face nowadays is how can the schools reform to deal with the requirements of the future, including the utilisation of different technologies in an effective manner, gaining a place in what is known as the information super highway. Generally, in order for the public education schools to be equipped to implement technological outputs effectively, they should possess a good infrastructure, a flexible education system and an effective administration. Furthermore, the education policy of the Kingdom of Saudi Arabia states in article 201 of the Ministry of Education (1995) that the educational authorities are obliged to provide visual, acoustic and practical digital technological facilities for the schools, colleges and institutes to facilitate achieving the educational objectives. Al-`Anzi (2004) mentions that the future projects of educational development are part of the plans of the Ministry of Education; and in addition to the projects and programs which have been achieved and implemented, and the advancement that has taken place, the Ministry of Education seeks to present the best through numerous fields, the most prominent of which are the total incorporation of technology into education, electronic education programs, thinking development programs and also establishing an education television station.

Digital technologies are indispensable in the course of implementing instructional technology. Many contemporary definitions of digital technologies have been given in sources such as the writings of Shelly and Vermaat (2012). Hollander (2010) defined digital technologies as tools that utilize a discrete method such as letters or numbers to pass on information, the alternative of which is the analogue system that instead utilizes a continuous method to pass on information. Digital technologies encompass a wide range of applications, from fields as diverse as special needs learning, notwithstanding education particularly. The applications of digital technologies in the education process can effectively be applied in the teaching of Science, such as the Internet, Multimedia technology, Smart board, Video, E-Book, E-Learning, The LCD projector, Digital Camera, Digital Overhead Projector, etc, stating that Science teachers' meaningful use of varied digital technologies in the classroom can influence students' Science learning outcomes positively.

Hail is a city in Saudi Arabia with a total population of 886 primary Science teachers. The primary schools in Hail offer Science education to children ages 6 to 12. The schools are equipped with various digital technologies such as the Internet, Multimedia technology, Smart board, Video, E-Book, E-Learning, Distant learning, The LCD projector, Digital Camera, Digital Overhead Projector, Audiotapes, Photographs, Screens for viewing, CD players, 3D models, Computer sets, Educational games, Laptop, Pictures, Illustrations and DVD players. The provision of these technologies to Hail primary schools was the result of the Saudi Ministry

of Education realization of the importance of utilizing digital technologies in the classroom and the tremendous benefits they bring to the education of primary school students, especially in terms of Science learning. The Ministry has started to emphasise to schools and teachers the importance of utilising these technologies for the improvement of the quality of teaching and learning by dedicating special rooms for learning facilities providing teachers with vocational training in the usage of computers and updating their knowledge with all that is new in the field of instructional and digital technologies. In addition, the school administration and the Education Supervision Centre in the city of Hail also encourage teachers to use digital technology for instructional purposes.

This research sought to identify the use of digital technologies in teaching Science subject in public primary schools in the city of Hail. The study focused on public schools and on the viewpoint of Science teachers. Indeed, the desired educational development cannot be achieved without detailed studies of the status quo to find out the challenges and difficulties, and to present a clear vision in proper planning to reach satisfactory educational output.

2. Theoretical framework and hypotheses

2.1. *Technology acceptance model*

The goal of TAM is to provide "An explanation of the determinants of technology acceptance that is generally capable of explaining user behaviour across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified" (Davis, 1989, p. 985). The Technology Acceptance Model (TAM) can be defined as an information system theory that models how users come to accept and use a computer-based technology. It was developed by Davis (1986) to explain computer-usage behaviour. What is suggested in the model is that numerous factors influence users' decision on how and when to use a new software package when they are presented with such.

The Technology Acceptance Model (TAM) was developed by Davis to explain computer-usage behaviour. The original (TAM) has two core constructs, perceived usefulness (PU), which means "The degree to which a Science teacher believes that using digital technologies would enhance his or her teaching quality and performance and student learning" (Masrom & Hussein, 2008, p. 52), and perceived ease of use (PEU) (Masrom et al., 2008) defined as "The

degree to which a person believes that using a particular system would be free from effort" (p. 52). These two constructs influence Science teachers' intention to use instructional digital technologies (IU) (Masrom et al., 2008) which is defined as "The measure of the strength of the Science teacher's intention to use digital technologies" (p. 52), and their actual use of instructional digital technologies (AU), which means that which is measured in terms of the frequency in use of digital technologies (how often) and volume of use of digital technologies use (how much) by the Science teachers, as adopted from Davis (1989).

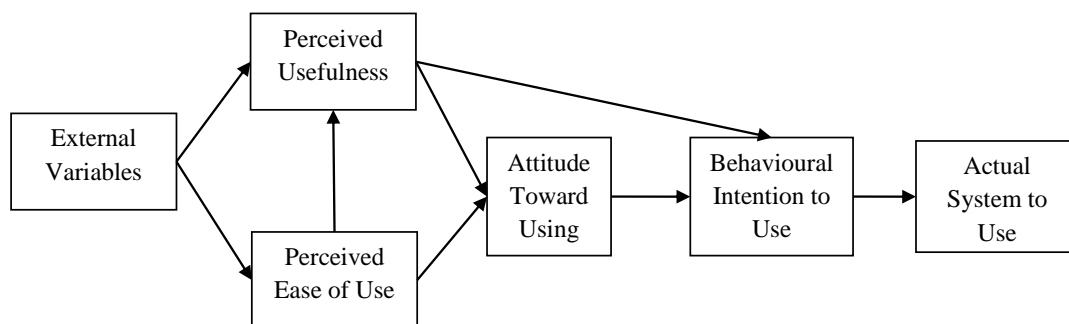
Despite the usefulness and ease of use of TAM, critics of the theory have pointed out its limitation in explaining more complex technology adoption phenomena, especially those dealing with teachers' technology use in the school and classroom contexts. They argue that

teachers' use of technology cannot be simplified into a phenomenon that is merely explained by two factors: perceived usefulness and perceived ease of use. Among other things, studies show that teachers' use of digital technologies in teaching and learning is influenced by a myriad of factors, namely schools' management support, computer anxiety and enjoyment. As observed by Ang, Davies & Finlay (2001), the fact that management support has been investigated in several studies linking its influence to IT use supports this claim.

Concerning computer anxiety, it has been supported by Venkatesh (2000) that computer anxiety has a negative influence on the perceived ease of use of a system, whereas the perceived enjoyment of using a system is argued to positively influence the perceived ease of use and the perceived usefulness (Yi & Hwang, 2003).

Figure 1: The Technology Acceptance Model.

Source: (Davis, Bagozzi & Warshaw, 1989)



2.2 Research Questions

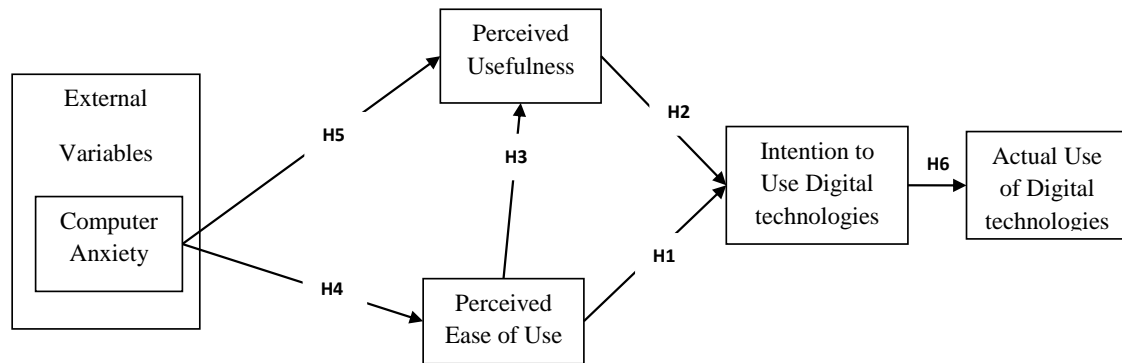
1. Is Hail primary Science teachers' actual use of digital technologies in Hail influenced by intention to use digital technologies?
2. Is Hail primary Science teachers' intention to use digital technologies influenced by perceived ease of use, perceived usefulness?
3. Is Hail primary Science teachers' perceived usefulness of using digital technologies influenced by perceived ease of use and computer anxiety?
4. Is Hail primary Science teachers' perceived ease of use of using digital technologies influenced by computer anxiety?

2.3. Perceived Computer Anxiety

As mentioned by Compeau, Higgins and Huff (1995), computer anxiety is the individual's tendency to be apprehensive, phobic, and uneasy towards present or futuristic use of computers generally. It has further been observed that computer anxiety has a negative influence on the perceived ease of use of a system (Venkatesh, 2000). Igarria and Iivari (1995) offered empirical evidence supporting the belief that computer anxiety is negatively related to perceived usefulness. Therefore, it is hypothesized in this study that computer anxiety will influence teachers' use of digital technologies in teaching Science.

The hypothesized model of teachers' intention to use digital technology and actual use of digital technologies in primary schools in Hail is illustrated in Figure 2.

Figure 2: Computer Anxiety Of The Digital Technologies Acceptance In Saudi Arabia



Based on the six hypotheses postulating the relationships among computer anxiety, perceived ease of use, perceived usefulness, intention to use digital technologies and actual use of digital technologies are tested in the study. The hypotheses were as follows:

- H1 Perceived Ease of Use has a positive effect on Intention to Use digital technologies.
- H2 Perceived Usefulness has a positive effect on Intention to Use digital technologies.
- H3 Perceived Ease of Use has a positive impact on Perceived Usefulness of digital technologies.
- H4 Computer Anxiety has a negative effect on Perceived Ease of Use digital technologies.
- H5 Computer Anxiety has a negative effect on Perceived Usefulness of digital technologies.
- H6 Intention to use digital technologies has a positive influence on Actual use of digital technologies.

3. Research methodology

3.1 Sampling And Data Collection

The study sample is limited to teachers in public primary schools in Hail, under the Supervision of the Department of Education in Hail. This study is confined to using a questionnaire which shall be distributed amongst the teachers of the science subject in the government primary education schools.

This research is purely quantitative in nature employing a cross-sectional survey to collect data. The data collected from a stratified sample randomly drawn from a population of 886 science teachers, consisting of 338 male science teachers and 548 female science teachers. The reason for employing a cross-sectional survey is to gain current data from the respondent science teachers in the primary schools for boys and girls in the city of Hail at a specific point in time.

The respondent teachers will be 350 science teachers, representing 40% of the total population of science teachers in Hail. The sample size of 350 was determined using Morgan and Krejcie's (1970) table of sample size, where for a population of 900, a minimum of 269 should be

selected. Therefore, the sample size of 350 for this study is more than adequate, stratified on one structure, which is gender. The respondents will be selected using stratified random sampling in order to ensure representativeness of the population. (i) The respondent must be a teacher of science in a primary school in the city of Hail, and (ii) The respondent must not be among those teachers participating in the pilot study.

The instrument is a questionnaire adopted from three studies (Chatzoglou, Sarigiannidis, Vraimaki & Diamantidis, 2009); Masrom et al., (2008); and Davis (1989) and Alshammari (2015) to collect data from science teachers in primary schools in the city of Hail. The questionnaire consists of 4 variables to be measured in the study: (i) computer anxiety, (ii) perceived usefulness, (iii) perceived ease of use, (iv) teachers' intention to use digital technologies and (v) actual use of digital technologies.

The questionnaire consists of the section contains 37 items that measure the 5 research constructs examined in the hypothesized SEM model.

4. Data Analysis And Results

4.1 Confirmatory factor analysis

Table 1

The questionnaire constructs and operational definition.

Constructs	Operational definition	Items	References
Computer Anxiety	The tendency of the Science teacher in primary schools in Hail to feel uneasy, apprehensive and phobic towards current or future use of computers and other digital technologies in general	6	Compeau et al., (1995) and Chatzoglou et al., (2009).
Perceived Usefulness	The degree to which a science teacher believes that using digital technologies would enhance his or her teaching quality and performance and student learning	9	Davis (1989) and Masrom et al., (2008).
Perceived Ease of Use	The degree to which a science teacher believes that using digital technologies would be free from effort	5	Davis (1989) and Masrom et al., (2008).
Intention to Use Digital Technologies	The measure of the strength of the science teacher's intention to use digital technologies	9	Davis (1989) and Masrom et al., (2008).
Actual use of digital technologies	The terms of Science teachers' frequency of using digital technologies (how often) and volume of use of digital technologies (how much) by the Science teachers	8	Davis (1989).

Prior to running Structural Equation Modeling, the data were first screened for the analysis. The mean scores from the 5 Likert scales ranged from 1.26 to 4.02. The standard deviations ranged from .625 to 1.698, indicating a narrow spread of items around the means. The Cronbach's alpha (internal consistency) for the 31 items based on the 4 variables was .94. The descriptive statistics of the items are presented in table 2.

Table 2

Items Distribution of Enjoyment, Perceived Usefulness, Perceived Ease of Use and Intention to Use Digital Technologies.

Construct	Items	Mean	Std. deviation	Skewness	Kurtosis	Loadings	CMI N/DF	GFI	CFI	CR	AVE
Computer	CA1	1.29	.625	2.548	7.544	.606	.442	1.000	1.000	.92	.76
	CA2	1.28	.643	2.852	9.016	.825					
Anxiety	CA3	1.27	.656	2.967	9.541	.900					
	CA4	1.34	.798	2.602	6.012	.669					
	CA5	1.26	.631	3.234	12.279	-					
Perceived	CA6	1.37	.844	2.542	5.794	-					
	PU1	3.73	1.278	-1.349	.631	.858	1.143	.997	1.000	.94	.80
Usefulness	PU2	3.70	1.266	-1.329	.594	-					
	PU3	3.63	1.287	-1.281	.349	-					
	PU4	3.66	1.302	-1.253	.301	-					
	PU5	3.67	1.263	-1.341	.579	-					
	PU6	3.65	1.275	-1.307	.459	.969					
	PU7	3.71	1.263	-1.364	.674	.954					
	PU8	3.66	1.314	-1.223	.225	.936					
	PU9	3.56	1.400	-1.040	-.364	-					
	Perceived	PE1	3.50	.880	-.953	-.062	-	-	1.000	1.000	.95
Ease of Use	PE2	3.20	1.089	-.696	-.749	-					
	PE3	3.67	.733	-1.300	1.375	.907					
	PE4	3.72	.717	-1.258	1.448	.955					
	PE5	3.72	.685	-1.806	3.082	.718					
Intention to Use Digital Technology	IU1	3.60	1.115	-1.287	.922	-	.633	.996	1.000	.95	.81
	IU2	3.80	1.101	-1.439	1.585	.917					
	IU3	3.85	1.133	-1.427	1.472	-					
	IU4	4.02	1.069	-1.674	2.616	.900					
	IU5	3.80	1.061	-1.537	2.057	-					
	IU6	3.92	1.089	-1.563	2.132	.909					
	IU7	3.94	1.097	-1.609	2.234	-					
	IU8	3.89	1.118	-1.548	1.898	.917					
	IU9	3.90	1.069	-1.664	2.486	.919					
Actual use of digital Technology	AU1	2.80	1.439	-.293	-1.638	.954	1.341	.996	.999	.82	.53
	AU2	2.97	1.558	-.303	-1.603	.871					
	AU3	2.98	1.493	-.399	-1.502	.656					
	AU4	3.75	1.251	-1.253	.584	-					
	AU5	3.24	1.504	-.607	-1.219	.874					
	AU6	3.16	1.516	-.532	-1.345	-					
	AU7	2.56	1.561	.104	-1.802	-					
	AU8	2.68	1.698	.134	-1.798	-					

4.2 The Metric Model

This study applied a two-step structural equation modeling using AMOS software version (20.0) to test the research hypotheses. In the first step, the study assessed the validity

of the (5) measurement models via a confirmatory factor analysis (CFA) of enjoyment, perceived usefulness, perceived ease of use and intention to use digital technologies. The second step examined the good-fit of the proposed structural model using a full-fledged SEM.

The study adopted the maximum likelihood estimation (MLE) in generating estimates of the full-fledged model. After the model was estimated, a set of accepted criteria was applied to evaluate its goodness of fit. The measures, based on the conventionally accepted criteria for deciding what constitutes a good fit model, included (i) the consistency of the hypothesized model with the collected data, (ii) reasonableness of the estimates, and (iii) proportion of variance of the endogenous variables accounted for by the exogenous variables (Nur, 2012).

The analyses are presented according to single-group analysis of confirmatory factor analysis (CFA) and structural equation modeling (SEM) from the data collected from 330 science teachers in primary schools in Hail. CFA was used in this study to examine the relationships between the observed variables and the underlying latent variables, and more specifically, to validate the measurement models.

Based on the CFA results of the measurement models, a full-fledged structural model of science teachers in primary schools in Hail acceptance of digital technologies was then drawn. In line with some of the best practices in the use of the structural equation modeling, this study adopted the two-phase modeling. This involves specifying and fitting of the measurement model prior to doing same for the full-fledged structural model. The advantage of doing so, according to Hair et al. (2006) is that the fitting of the structural model is easier. Shown below in Figure 3 is the measurement model of the latent variables.

Step 1: The Sem Is The Testing Of Confirmatory Factor Analysis Of Science Teachers' Acceptance Of Digital Technologies In The Primary Schools Of Hail

The results were carefully assessed. This was done by comparing the values obtained from the analysis with the set of recommended criteria. The results produced a chi-square value = 2207.571, $df=619$, CMIN/df of 2.017, TLI value of .875 and CFI of .884 were above the threshold of .90, the RMSEA value of .088 was the accepted value of $< .08$.

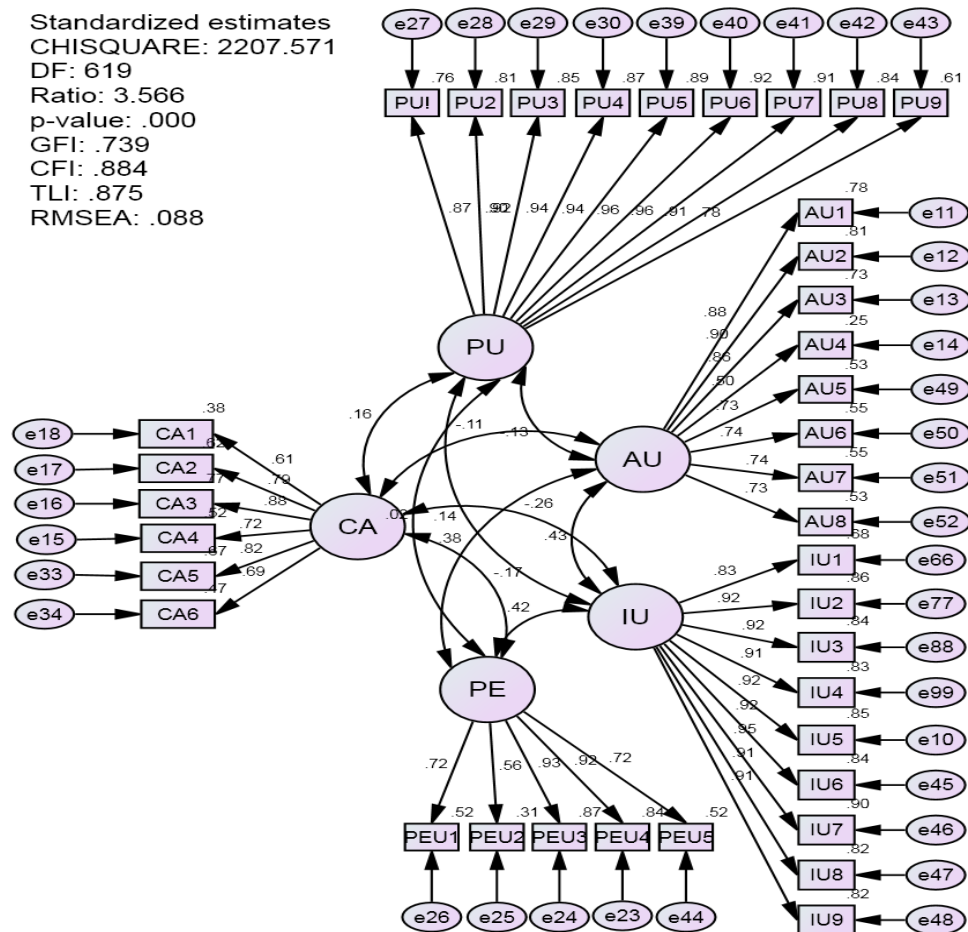


Figure 3: The SEM is the Testing of CFA of Science Teachers' Acceptance of Digital Technologies in the Primary Schools

Step 2: The Proposed Structural Model Of Science Teachers' Acceptance Of Digital Technologies In The Primary Schools Of Hail

The hypothesized model was estimated by applying Analysis of Structures (AMOS, Version 20.0) adopting the maximum likelihood estimation (MLE) on the data collected. The results of the model were assessed using the goodness of fit indices and reasonableness of parameter estimates. Next, the squared multiple correlation (SMC) of the indicators were also examined.

The results were carefully assessed. This was done by comparing the values obtained from the analysis with the set of recommended criteria. The results produced a chi-square value = 2255.214, df=363, CMIN/df of 2.017, TLI value of .873 and CFI of .881 were above the threshold of .90, the RMSEA value of .089 was the accepted value of < .08.

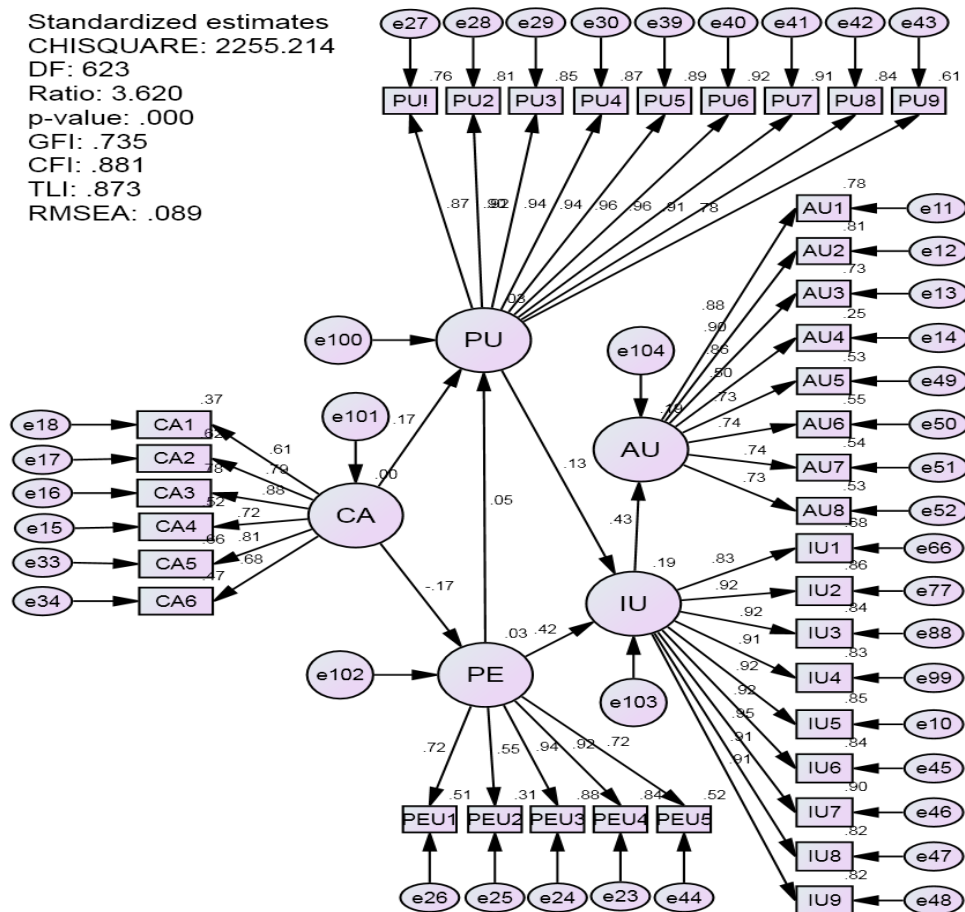


Figure 4: The Proposed Structural Model Of Science Teachers' Actual Use Of Digital Technologies In Primary Schools In Hail

Step 3: The Final Structural Model Of Science Teachers' Acceptance Of Digital Technologies In The Primary Schools Of Hail

The results of the final model indicated that the overall fit of the structural model was adequate and satisfied the recommended criteria with a chi-square value= 747.896, df = 369 and CMIN/df = 1.730. The TLI value of .953 and CFI value of .957, were above the threshold of .90.

Furthermore, RMSEA = .056 showed a reasonable error of estimation. The statistical results supported the consistency of the data with the hypothesized model, therefore, supporting the claim that the structural model fit the data. Since the model was adequate, the individual parameters were evaluated and the path co-efficients estimated. The estimation of path relationships was analyzed according to the hypothesized model of the study. Table 4.19 provides the results of structural equation model analysis.

The hypothesized model was estimated by applying Analysis of Structures (AMOS, Version 20.0) adopting the maximum likelihood estimation (MLE) on the data collected. The results of the model were assessed using the goodness of fit indices and reasonableness of parameter estimates. Next, the squared multiple correlation (SMC) of the indicators were also examined. Following a successful fitting of the measurement model, fitting of the structural model should

be easier. The structural model in this study was a higher order full-fledged model. Based on the theoretical framework complemented by empirical findings, the structural relationship among the latent variables used to fit the measurement model is assessed. This is to test their individual statistical significance and overall model fit.

The results were carefully assessed. This was done by comparing the values obtained from the analysis with the set of recommended criteria. The results produced a chi-square value = 256.590, df=98, Ratio of 1.619, GFI value of .928 and CFI of .983 were above the threshold of .90, but the RMSEA value of .043 was slightly above the accepted value of < .05. Furthermore, the model modifications indicated the existence of cross-loading and error covariance. The MI results revealed 4 items with a high value of error covariance.

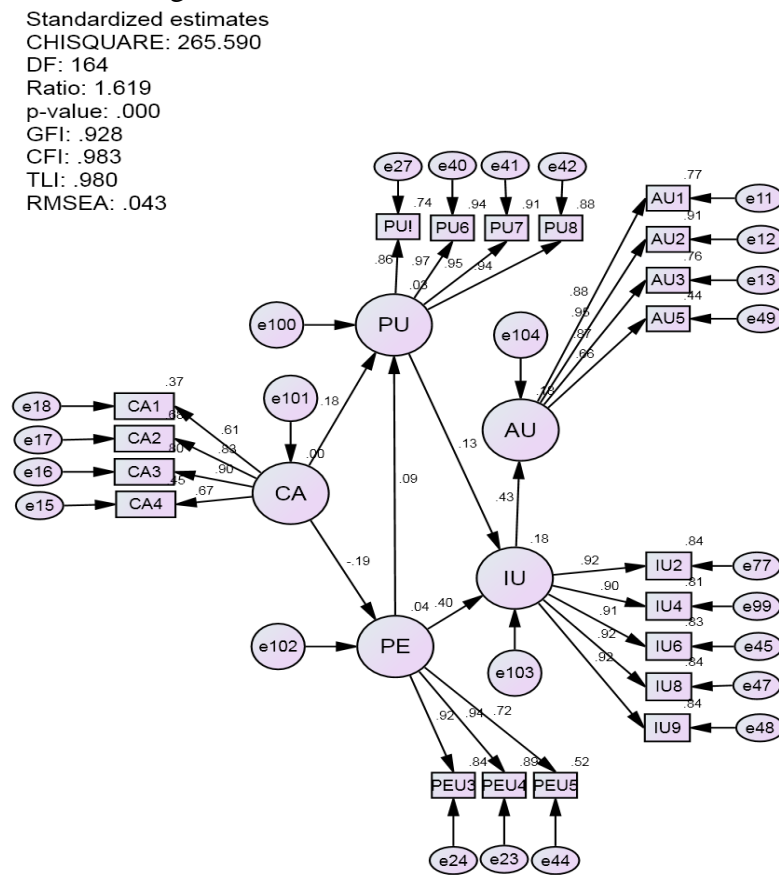


Figure 5: Research structural model

The statistical results supported the consistency of the data with the hypothesized model, therefore supporting the claim that the structural model fit the data. Since the model was adequate, the individual parameters were evaluated and the path coefficients estimated. The estimation of path relationships was analyzed according to the hypothesized model of the study. Table 4 provides the results of structural equation model analysis.

Table 4: Direct Effects, Correlations And Residuals For The Structural Model Of Science Teachers' Acceptance Of Digital Tecnologies In Primary Schools In Hail.

Hypothesis	Parameter	Standardized Estimate	Critical Ratio	Remarks
H1	PE --> IU	-.394	7.236	Accepted
H2	PU --> IU	-.049	-.494	Dropped
H3	PE --> PU	.011	.294	Dropped
H4	CA --> PE	-.208	-3.343	Accepted
H5	CA --> PU	.112	2.950	Dropped
H6	IU --> AU	.428	7.754	Accepted

Note. CA (Computer Anxiety), PU (Perceived Usefulness), PE (Perceived Ease of Use), IU (Intention to Use), AU (actual use).

Furthermore, the path coefficient values resulted from the final model did not significantly show slightly change upon estimation. Figure 5 shows the final model after removing path relationship between PU <--> IU, PE <--> PU and CA <--> PU.

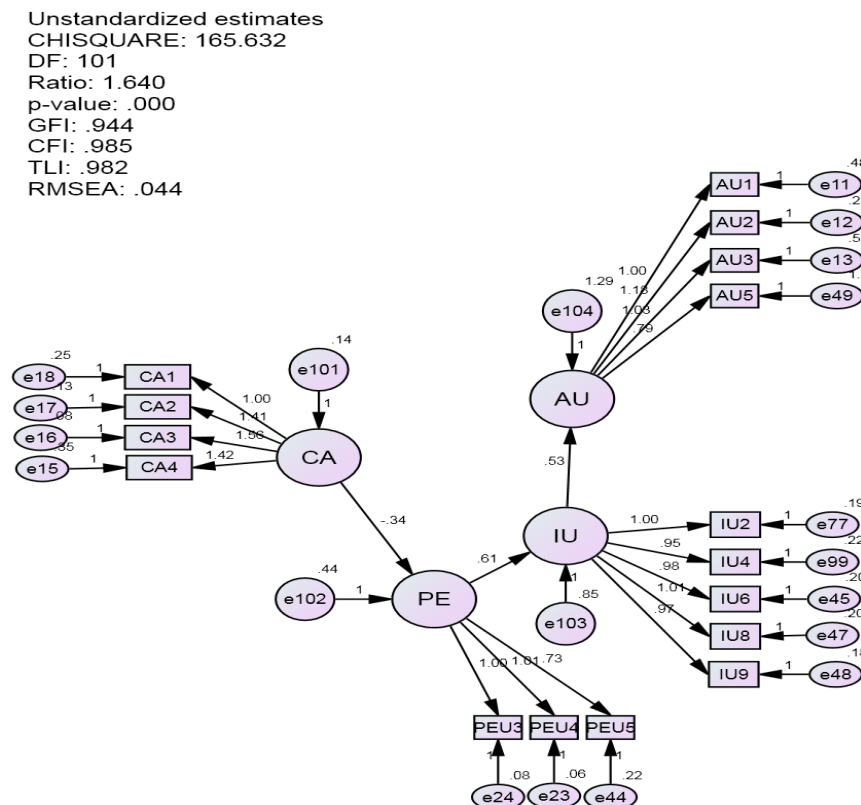


Figure 5: The Final Structural Model

4.3. The Structural Model: Discussion

The study found that perceived ease of use (PEU) to influence science teachers' intentions in making use of digital technologies in primary schools. These factors were found to be major statistical and practical determiners of science teachers' intentions to exploit digital technologies (IU), with the recording path coefficient with intention to use resting at (.394) for PE – IU. But perceived usefulness (PU) seems to not influence science teachers' intentions to

apply digital technologies in primary schools. These factors were found to be no significant predictors of science teachers' intention to use digital technologies (IU). The presented coefficients imply that science teachers' perception of benefits of digital technology explained a significant amount of their respective decision to use digital technology for teaching and learning than their perception of digital technologies' ease of use and enjoyment. In the context of the present study, this may be interpreted as follows; science teachers are more likely to be concerned with the ease of use in digital technology. This is particularly significant in light of the fact that with regards to the primary school context, science teachers are required to achieve instructional objectives and curriculum goals by all viable means and methods.

Info far as the computer anxiety construct is concerned, a mere one of the two causal relationships is found to be valid. Firstly, a negative correlation (- 0.20) exists between computer anxiety and perceived ease of use, as affirmed by Igbaria and Iivari (1995). This relationship is possibly derived by existing the phenomenon science teachers experiencing anxiety and fear regarding the use of digital technologies, as it is difficult for them to realize or understand the science teachers of learning method by digital technology.

Table 5: The Result of Analysis for The Revised Model and Final Model

Endogenous Variables	Determinants	Revised Model		Final Model	
		SMC	Direct	SMC	Direct
AU	-	.183		.181	
	IU		.428		.426
IU	-	.196		.187	
	PE		.394		.397
	PU		-.049		-
PE	-	.054		.035	
	CA		-.208		-.187
PU	-	.701		.687	
	CA		.112		-
	PE		.011		-

Note. SMC (Squared Multiple Correlation).

As far as perceived ease of use is concerned, its positive link to intention has been confirmed in a number of other studies also discovered (Moon & Kim, 2001; Liu & Wei, 2003). These findings assert that in the case the trainee has realized the easiness of a training program; the individual would then comprehend its on-the-job usefulness and acquire intent to use it (Chatzoglou, et al., 2009). In general however, these direct relationships between the enjoyment and ease of use with intention have been found to be statistically significant. Interestingly enough, the relationship of highest magnitude is that which exists between enjoyment and ease of use (0.732). The second more important relationship seems to be situated between intention to use and actual use (0.428), while the third in ranking may be found between ease of use and intention (0.394).

When digital technology promises to provide assistance towards this end and produce benefits, teachers are willing to make use of it even though it may require some measure of extra effort. In this study, the results have once more established the efficacy of the core TAM which constructs perceived ease of use as determiners of users' intentions to effectively utilize digital technology in achieving their purpose. This discovery is consistent with results of prior conducted research on enjoyment directly affecting employees' intentions to utilize web-based training, while learning that goal orientation holds the strongest indirect impact on employees' intention. (Chatzoglou et al., 2009). All these direct relationships standing between ease of use, and usefulness with intention reflect statistical import (Chatzoglou et al., 2009).

The coefficients indicate that enjoyment significantly explained Hail science teachers' perceptions of digital technology efficacy and utility. This discovery is consistent with results of previous research on the positive influence of enjoyment on users' perceptions of benefits of digital technology use (Yi et al., 2003; Davis, et al, 1992). In other words, science teachers would not perceive that digital technology would enhance their performance or aid them in performing their tasks if they did not receive a measure of enjoyment from their respective primary schools to integrate digital technologies into the instructional process. In the long term however, this lack of support would likely decrease science teachers' perceived usefulness as the benefits of making using of it are not realized.

The current findings have several implications theoretically, methodologically and practically to the body of knowledge. First in terms of theory, the current study has extended TAM following confirmed results regarding the effects of three additional variables on science teachers' acceptance and utilization of digital technology. Management support, computer anxiety and enjoyment, in addition to the core constructs of perceived ease of use, perceived usefulness, intention to use and actual use are shown to be significant determinants of digital technology acceptance among science teachers teaching at Hail primary schools

Secondly, the contribution of this work rests in several areas of implementation and empirical analysis; where in implementation the study examined the viability of the TAM model which was established in a western culture, while explaining a similar case in a non-western culture. The extension was comprised of decomposing the technical source dimension of the facilitating condition construct of the TAM structure variable. The current work validated the TAM measures as developed by its authors, in addition to supporting the interrelationships among key constructs in a technology acceptance model.

The empirical analysis of this research contributed to knowledge in this area of research. The research utilized a structural equation analytical technique that permits a concurrent assessment of the adequacy of the measurement model and the conceptual model. Specifically speaking, the research employed confirmatory factor analysis in order to validate the measurement model with a higher-order structure incorporated into the proposed research model. The current research utilized two types by means of SEM technique; namely measurement and structural weights invariance using the covariance structure analysis, and the mean and covariance structure analysis, to effectively examine the impact of moderators on the research model.

The current findings, however, have addressed these weaknesses. Management support, computer anxiety and enjoyment were found to be antecedent factors of perceived ease of use (PEU), perceived usefulness (PU), intention to use (IU) and actual use in the proposed model; all affecting teachers' actual use of digital technology in the future. Extending TAM by including these variables has produced a more comprehensive and holistic explanation of the factors determining science teachers' acceptance of digital technologies. Based on the existing literature, lack of confidence and lack of primary school support were reported as key barriers to science teachers' digital technology utilization in the primary schools. The study then brought these three factors under investigation while asserting that the removal of such barriers would promote digital technology acceptance and utilization. The results appear to support this assumption, as primary school support and teachers' management support, computer anxiety and enjoyment were found to influence digital technology acceptance. In overall, the findings have extended current the understanding on digital technology acceptance beyond the constructs of the original TAM.

The current study applied structural equation modelling (SEM) in analyzing the proposed model. A two-step SEM was used in the study, first to test the factorial validity of each construct prior to testing the structural model, and secondly to test the adequacy of the structural model. Applying measurement model analysis enabled the study to identify the main indicators of the latent variable, while further examining the compatibility of the model with the data collected from the sample. Being a robust technique, SEM was not only able to analyze the factorial validity of the contracts, but also examined direct effects of all 2 constructs PU and PE to the endogenous variable in the model of Intention to use digital technologies in the primary school in Hail (IU).

In addition, in terms of the measurement of the digital technology construct, the study made use of an operational definition of digital technology which embraced a broad range of technological utilities relevant to the needs of science teachers in primary school settings. Previous studies only measured science teachers' use of specific technological tools which in truth may have not represented science teachers' actual need for digital technologies. In the primary school context, it requires various digital technology facilities for science teachers to professionally accomplish their instructional tasks. Examining specific technological tools would not comprehensively address science teachers' acceptance of technology. As such, the present study has contributed towards a greater understanding of digital technology acceptance among science teachers by having broadly defined the digital technology construct to include myriad tools, devices, software applications and the Internet.

5. Conclusions and recommendations

5.1. Conclusions

In conclusion, the author presents how the current research objectives have been realized in light of the previous elaborated discussion of results and the nature of the Hail primary school, as within the study.

The research proposed an extension to the TAM model that accounts for the utilization of the unified model within the CA, PE, PU, IU and AU contexts. The results showed that the TAM structure directly impact the CA, PE, PU, IU and AU contexts. These results demonstrate the success of the proposed extension in achieving the objectives of this study.

The primary focus of this research was to address the applicability of the TAM, which was established in the context of a western culture or developed nation, upon other non-western cultures or developing nations. The general perception is that most technologies that are designed and produced in developed countries are culturally-biased and geared in favour of developed countries' social and cultural configurations (Straub, Loch, & Hill 2001). This bias may apprehend the applicability of such technologies upon their transfer to other differing or culturally diverse societies. Therefore, where the digital technologies are minimized based on ICT distribution; it is acceptable that the TAM model may be used for predicting technology acceptance in a non-western nation such as Saudi Arabia.

5.2. Recommendations

Based on the current findings, the study makes the following recommendations for directions in future research. Since it is a highly complex phenomenon involving a complex interplay of internal and external variables, science teachers' acceptance and utilization of digital technology can be further assessed and examined by including more variables relevant to the context in which it is assessed. Variables such as political intervention, primary schools, science teachers and cultural norms may be able to explain some of the variances unaccounted for in this study. Involving more diverse variables would yield a better understanding of the underlying factors influencing digital technology acceptance among science teachers.

The results of this study have major implications. The extended TAM model is applicable to a non-western nation as much as it is compatible with a western nation. Nevertheless, there is still a prevailing need for further research, and a need for examining other possible variables that might provide more power and depth in explaining the use of digital technologies in non-western countries.

Our study depends on a cross-sectional survey of respondents through structured questionnaires. Legris, Ingham & Collette (2001) suggested that the influence of some factors on the intention of using information technology varies at different stages in the implementation process. A longitudinal study would be more informative in investigating the problem of individual acceptance of digital technologies. The relevance of certain constructs in our model may therefore be scrutinized carefully in the future.

Future research should also look into the manner in which digital technologies are being used in the classroom, and whether teachers possess the requisite knowledge and skills to integrate digital technologies into the various science subjects they teach. Having digital technologies facilities in schools and equipping science teachers with digital technology skills alone are insufficient to guarantee the teachers' uptake, not to mention the success and proliferation of digital technologies use. Finally, further research on teacher's characteristics in this context should receive more attention.

Enjoyment refers to the extent to which the activity of using a computer system is perceived to be personally enjoyable in its own respect aside from the relative intrinsic value of the technology (Davis et al., 1992). Prior research suggested enjoyment as a factor towards behavioural intention (Davis et al., 1992) and as a factor for ease of use (Venkatesh, 2000). According to Davis et al. (1992), extrinsic motivation refers to the performance of an activity for the reason that it is perceived to be instrumental in achieving valued outcomes that are distinct from the activity itself. In contrast however, intrinsic motivation refers to carrying out an activity with no obvious reinforcement besides the performance of the activity alone. Davis et al. classified enjoyment as form of intrinsic motivation and perceived usefulness as a form of extrinsic motivation. Later, Venkatesh (2000) conceptualized enjoyment as the antecedent to ease of use, whose effects grow over time as users accrue more experience with the system. The specific effect of enjoyment on ease of use however, has been unfortunately overlooked in a web-based context. Moon, et al., (2001) examined a conceptually similar yet distinctive intrinsic motivation construct.

The results of the study clearly point to the important roles of variables such as enjoyment in influencing the decision to use digital technology and subsequent actual use. The model effectively illustrates the underlying relationships between these motivational variables and existing TAM variables, while providing insights into how the acceptance and use of digital technology may be further facilitated. As application-specific enjoyment has been found to be a strong determinant of perceived usefulness and intention to use. The findings identify important sources for enhancing individual confidence in using digital technology by means of enjoyment. For the successful acceptance of technology, researchers and practitioners should actively pursue various means to facilitate and encourage individuals to enjoy their use of digital technologies.

Appendix A: Questionnaire items

<i>Computer Anxiety:</i>	1= Strongly Agree to 5= Strongly Disagree
CA1	I feel apprehensive about using computers.
CA2	I feel apprehensive about using the Smart Board.
CA3	I feel apprehensive about using the LCD projector.
CA4	I hesitate to use computers because I fear making technical mistakes I cannot correct.
CA5	I find computers intimidating.
CA6	I fear using digital technologies to teach Science because they may break down.
<i>Perceived Usefulness:</i>	1= Strongly Agree to 5= Strongly Disagree
PU1	Using computers in teaching science enables me to accomplish tasks more quickly.
PU2	Using digital technologies improves my classroom explanation of science concepts.
PU3	Using digital technologies enhances my general teaching effectiveness.
PU4	Using digital technologies makes it easier to teach science concepts .
PU5	I find digital technologies useful in teaching science.
PU6	Using digital technologies helps me to achieve the objectives of the science subject.
PU7	Using digital technologies enhances students' learning.
PU8	Using digital technologies makes my teaching process more interesting.
PU9	Using digital technologies motivates students' engagement in the classroom.
<i>Perceived Ease of Use:</i>	1= Very Easy to 5= Very Difficult
PE1	Operating digital technologies is easy for me.
PE2	I find it easy to get digital technologies to do what I want them to do.
PE3	I find digital technologies to be flexible to interact with.
PE4	I find digital technologies easy to use.
PE5	Handling digital technologies in the science classroom is easy.
<i>Intention to Use Digital Technologies:</i>	1= Daily to 5= Never
IU1	I will use digital technologies to create instructional materials.
IU2	I will use digital technologies to improve my science teaching performance.
IU3	I will use digital technologies to enhance my teaching effectiveness.
IU4	I will use digital technologies to make it easier for students to understand science.
IU5	I will use digital technologies to improve the quality of science teaching.
IU6	I will use digital technologies to help me to achieve the objectives of the science subject.
IU7	I will use digital technologies to enhance students' learning.
IU8	I will use digital technologies to make my teaching process more interesting.
IU9	I will use digital technologies to increase students' engagement in the classroom.
<i>Actual Use of Digital Technologies:</i>	1= Daily to 5= Never

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PERANAN IBUBAPA TERHADAP PEMUPUKAN AMALAN AKTIVITI SENAMAN DALAM KALANGAN KANAK- KANAK

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Abstrak: *Kajian dijalankan untuk mengenal pasti peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak. Rekabentuk kajian menggunakan kaedah tinjauan. Responden kajian terdiri daripada 150 orang ibu bapa (Ibu=51;Bapa=99) di daerah Kuala Selangor. Instrumen yang digunakan untuk mengumpul data adalah Soal selidik. Data yang telah dikumpul dianalisis dengan menggunakan Program Statistic Package For The Social Science (SPSS). Statistik deskriptif dan inferensi digunakan untuk menjawab soalan kajian. Statistik deskriptif seperti Peratus, Min, dan Sisihan Piawai, Manakala statistik Inferensi seperti Ujian -t dan Anova sehalu. Dapatan kajian menunjukkan bahawa item "Saya memastikan anak melakukan aktiviti fizikal setiap hari" mencatatkan nilai min paling tinggi ($M=3.72;SP=1.02$). Keputusan ujian ANOVA pula, menunjukkan bahawa terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman berdasarkan umur ($F[3,146]=2.81,p<0.05$) dan bangsa ($F[2,147]=6.01,p<0.05$). Keputusan Ujian-t pula menunjukkan tidak terdapat perbezaan yang signifikan peranan ibubapa terhadap pemupukan amalan aktiviti senaman berdasarkan jantina ($t[77.51]=-1.18,p>0.05$). Keputusan ujian ANOVA juga menunjukkan tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan senaman berdasarkan tahap pendidikan tertinggi ($F[5,144]=2.07,p>0.05$). Kesimpulannya, ibu bapa perlu ada kesedaran untuk melakukan amalan aktiviti senaman supaya mudah bagi mereka untuk memainkan peranan dalam memupuk amalan gaya hidup sihat dalam kalangan kanak-kanak, misalnya memupuk amalan aktiviti senaman yang boleh memberikan manfaat kepada aspek kesihatan.*

Kata Kunci: *Peranan Ibu Bapa, Gaya Hidup Sihat, Amalan Aktiviti Senaman, Kanak-Kanak Tadika.*

Pengenalan

Amalan gaya hidup sihat adalah satu corak kehidupan yang seimbang dalam aspek fizikal dan mental untuk menjamin kehidupan yang sejahtera. Dengan perkembangan pesat pembangunan negara, corak kehidupan manusia juga telah berubah. Secara tidak langsungnya, fenomena ini telah menjurus kepada masalah lebih berat badan dan obesiti manusia tanpa mengira kanak-kanak atau orang dewasa. Di samping itu, hampir 30 peratus kanak-kanak dan remaja berusia 6 hingga 17 tahun mengalami masalah berat badan berlebihan dan obesity (Persatuan Pemakanan Malaysia, 2017).

Faktor yang menyebabkan kanak-kanak prasekolah mengalami masalah lebih berat badan dan obesiti adalah termasuk faktor kekurangan aktiviti fizikal, masa tidur pendek, peningkatan

dalam masa skrin, pengambilan minumann yang manis dan pengambilan makanan yang tidak sihat (te Velde SJ, van Nassau F, Uijtdewilligen L, et al. 2012, Monasta L, Batty GD, Cattaneo A, et al. 2010).

Amalan aktiviti senaman amat penting dan ibu bapa perlu memainkan peranan memupuk amalan tersebut dalam kalangan anak-anak mereka. Di Australia, ibu yang bekerja sepenuh masa lebih cenderung melibatkan diri dalam aktiviti fizikal dan masa skrin yang terhad terhadap anak mereka (K. Hamilton, C. E. Thomson, K.M. White, 2013). Ibu biasanya akan meluangkan masa yang lebih banyak dengan anak-anak berbanding bapa, ini boleh dikatakan bahawa sikap ibu terhadap gaya hidup yang sihat dan aktif akan mempengaruhi penyertaan anak-anak mereka dalam aktiviti sukan (Sayer et al, 2004). Manakala kanak-kanak dari keluarga yang sosioekonominya rendah pula didapati jarang menyertai aktiviti sukan yang (Voss et al, 2008). Sebaliknya, kanak-kanak dari keluarga yang sosioekonomi lebih tinggi akan lebih banyak menyertai dalam aktiviti sukan kerana mereka dapat menerima sokongan logistik dan kewangan yang lebih tinggi.

Dengan amalan pemakanan yang tidak seimbang dan kurang melakukan aktiviti fizikal, sudah pastinya seseorang itu akan menghadapi masalah melebihi berat badan atau obesiti. Bagi mengatasi masalah obesiti ini, peranan ibu bapa tidak boleh dilupakan. Hal ini kerana mereka adalah individu yang paling penting dalam usaha mendidik anak memupuk amalan gaya hidup sihat. Ini bertepatan dengan pernyataan bahawa ibu bapa sebagai sasaran ejen perubahan adalah strategi yang paling berjaya dalam membendung masalah obesiti kanak-kanak. Tambahan pula, amalan gaya hidup sihat seperti aktiviti senaman seharusnya dipupuk sejak kecil lagi agar kanak-kanak dapat mengamalkannya sepanjang hayat hidup mereka (Collins CE, Okely AD, Morgan PJ, et al, 2011 & Golan M, 2011 & Hendrie, G, A., Brindal, E, et al, 2012). Bak kata pepatah, “Melentur buluh biarlah dari rebungunya”, amalan berfaedah ini wajar dipupuk oleh ibu bapa terhadap anak-anak mereka sejak zaman kanak-kanak lagi.

Ibu bapa digalakkan supaya memastikan anak mengamalkan amalan gaya hidup sihat seperti melakukan aktiviti senaman. Selain itu, ibu bapa perlu menjadi satu teladan yang baik kepada anak mereka kerana biasanya anak akan mengikut tingkahlaku ibu bapa mereka. Jadi, amalan ini adalah elemen yang penting dan ibu bapa perlu memainkan peranan dalam memupuk gaya hidup sihat seperti melakukan aktiviti senaman dalam kalangan kanak-kanak. Hal ini bertepatan dengan teori akhlak oleh Imam al Gahazli, (1980) dalam kitab “Ihya Ulumuddin”. Dalam teori tersebut, beliau menyatakan bahawa “setiap bayi itu dilahirkan dalam bentuk yang suci dan bersih. Terpulanglah kepada ibu bapanya untuk menjadikannya Yahudi, Nasrani dan Majusi.” Sekiranya kanak-kanak dididik untuk melakukan amalan yang baik secara kerap, lama-kelamaan amalan tersebut akan menjadi satu adat kebiasaan dalam kehidupan. Justeru itu, penyelidik ingin menjalankan satu kajian tentang peranan ibu bapa terhadap pemupukan amalan gaya hidup sihat khususnya tentang aktiviti senaman dalam kalangan kanak-kanak di daerah Kuala Selangor.

Objektif Kajian

Kajian ini mempunyai dua objektif kajian seperti berikut:

- 1.4.1 Untuk mengenal pasti peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak.

1.4.2 Untuk mengenal pasti perbezaan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak berdasarkan faktor demografi.

Hipotesis Kajian

- Ho1.2: Tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak di daerah Kuala Selangor berdasarkan faktor jantina.
- Ho1.2: Tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak di daerah Kuala Selangor berdasarkan umur.
- Ho1.2: Tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak di daerah Kuala Selangor berdasarkan bangsa.
- Ho1.2: Tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak di daerah Kuala Selangor berdasarkan tahap pendidikan.

Metodologi Kajian

Kajian ini menggunakan kaedah tinjauan. Kajian tinjauan ini dijalankan dengan menggunakan kaedah kuantitatif kerana penyelidik mengumpul maklumat daripada responden dengan bersifat objektif dan numerik untuk di analisis bagi mengkaji tujuan kajian. Jumlah responden yang terlibat adalah seramai 150 orang ibu bapa.

Persampelan kajian ini adalah dalam kategori persampelan rawak di mana kaedah persampelan berstrata (*stratified sampling method*) telah dipilih oleh penyelidik untuk menjalankan proses pengumpulan data kajian.

Soal Selidik digunakan sebagai instrument kajian dan telah diedarkan kepada 150 orang ibu bapa untuk mendapatkan maklumat tentang peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak.

Borang soal selidik yang dibina meliputi 3 bahagian, iaitu Bahagian A adalah maklumat demografi responden. Ia meliputi jantina, umur, bangsa dan tahap pendidikan tertinggi. Bahagian B mengandungi 10 soalan mengenai peranan ibu bapa terhadap amalan aktiviti senaman kanak-kanak. Responden telah menjawab soal selidik dengan merujuk kepada Skala Likert yang telah dibina oleh penyelidik. Terdapat 5 skala yang telah digunakan seperti 5-Sangat setuju, 4-Setuju, 3-Agak setuju, 2-Tidak setuju dan 1-Sangat tidak setuju.

Interpretasi Min

Jadual 1 : Interpretasi Skor Min	
Tahap	Min
Rendah	1.00-2.33
Sederhana	2.34 – 3.66
Tinggi	3.6

Jadual 1 menjelaskan interpretasi min. Berdasarkan jadual tersebut, jika skor min berada diantara 1.00 hingga 2.33 menunjukkan tahap rendah. Skor min berada diantara 2.34 hingga 3.66 menunjukkan tahap sederhana. Seterusnya skor min yang berada diantara 3.6 ke atas menunjukkan tahap tinggi. Interpretasi min digunakan untuk melihat tahap peranan ibubapa dalam memupuk amalan aktiviti senaman dalam kalangan kanak-kanak.

Kesahan Kajian

Pengukuran kesahan dapat memastikan ukuran atau indikator yang digunakan dalam sesuatu penyelidikan mengandungi semua ciri atau gagasan yang baru berada dalam konsep yang diukur itu (Jasmi, K. A., 2012). Jadi, penyelidik telah membina item soal selidik terlebih dahulu. Kemudian, item soal selidik yang telah dibina itu dinilai oleh 2 orang pakar penilai instrumen kajian untuk mendapatkan komen sama ada item-item dalam borang soal selidik tepat dari segi bahasa dan kesesuaiannya.

Kebolehpercayaan Kajian

Bagi menguji kesahan dan kebolehpercayaan instrumen kajian, penyelidik telah menjalankan kajian rintis setelah pengubahsuaian dan penambahbaikan dilakukan ke atas soal selidik. Sebenarnya, kajian rintis dijalankan adalah bertujuan menguji kebolehpercayaan item-item dalam soal selidik sebelum kajian sebenar dijalankan. Ia juga memastikan item-item dalam soal selidik yang telah dibina adalah tepat dan sesuai dengan tujuan kajian penyelidik. Selain itu, proses kajian rintis dijalankan membolehkan penyelidik mengesan sebarang masalah yang akan timbul semasa mengedarkan soal selidik kepada responden serta memastikan penggunaan bahasa, struktur ayat dan isi kandungannya adalah jelas nyata sehingga tidak menimbulkan kesalahfahaman atau kekeliruan dan kesulitan kepada responden dan penyelidik. Tambahan pula, penyelidik juga dapat meramal jumlah masa yang diperlukan oleh responden untuk menjawab borang soal selidik.

Penyelidik mengemas kini dan menghantar borang soal selidik kepada 30 responden, iaitu ibu bapa di Kuala Lumpur. Dalam masa dua minggu, penyelidik berjaya mengumpul kembali semua borang soal selidik tersebut. Hasil daripada analisis kajian rintis tersebut, penyelidik telah mendapat nilai indeks kebolehpercayaan yang tinggi seperti ditunjukkan di dalam Jadual 2, di mana nilai *Alpha Cronbach* bagi soal selidik Bahagian B (Amalan aktiviti senaman) adalah 0.85. Ini menunjukkan bahawa soalan-soalan dalam soal selidik ini mempunyai kebolehpercayaan yang tinggi dan boleh diterima kerana nilai indeks kebolehpercayaan yang paling minimum ialah 0.7.

Jadual 2: Nilai Kebolehpercayaan Soal Selidik.

Bil	Soal Selidik	Nilai Alpha Cronbach
1	Amalan aktiviti Senaman	0.85

Dapatan Kajian
Demografi Responden
Jantina

Jadual 2: Jantina

Jantina	Kekerapan	Peratus (%)
Lelaki	51	34
Perempuan	99	66
Jumlah	150	100

Merujuk kepada Jadual 2 di atas, terdapat seramai 150 orang ibu bapa Kuala Selangor menyertai kajian ini. Daripada 150 orang responden tersebut, 51 (34%) orang adalah lelaki manakala selebihnya, iaitu 99 (66 %) adalah perempuan.

Umur

Jadual 3: Umur

Umur	Kekerapan	Peratus (%)
20 – 29 Tahun	38	25.3
30 – 39 Tahun	76	50.7
40 – 49 Tahun	33	22.0
50 – 59 Tahun	3	2.0
60 ke atas	0	0.0
Jumlah	150	100

Berdasarkan Jadual 3, daripada 150 orang responden yang menyertai kajian ini, majoriti responden berada dalam lingkungan umur 30 hingga 49 tahun, iaitu seramai 76 (50.7%) orang. Terdapat 38 (25.3%) orang responden pula yang berada dalam lingkungan umur 20 hingga 29 tahun. Dalam lingkungan umur 40-49 tahun, terdapat seramai 33 (22%) orang responden manakala hanya 3 (2%) orang yang berada dalam lingkungan umur 50 hingga 59 tahun. Seterusnya, tidak terdapat responden yang berumur lebih daripada 60 tahun.

Bangsa

Jadual 4: Bangsa.

Bangsa	Kekerapan	Peratus (%)
Melayu	40	26.7
Cina	60	40.0
India	50	33.3
Lain-lain	0	0
Jumlah	150	100

Berdasarkan kepada Jadual 4 di atas, didapati kebanyakan responden terdiri daripada bangsa Cina, iaitu mencatatkan sebanyak 60 (40%) orang kemudian diikuti oleh bangsa India dan bangsa Melayu dengan seramai 50 (33.3%) orang dan 40 (26.7%) orang masing-masing. Maka, tidak terdapat responden berbangsa selain daripada bangsa Melayu, Cina dan India yang menyertai kajian ini.

Tahap Pendidikan Tertinggi

Jadual 5: Tahap Pendidikan Tertinggi.

Tahap Pendidikan Tertinggi	Kekerapan	Peratus (%)
Sekolah Rendah	0	0.0
PMR/PT3	24	16.0
SPM	72	48.0
STPM	21	14.0
Diploma	21	14.0
Sarjana Muda (Degree)	11	7.3
Sarjana (Master)	1	0.7
Lain-lain	0	0.0
Jumlah	150	100

Merujuk kepada Jadual 5 di atas, majoriti responden memiliki Sijil Pelajaran Malaysia (SPM), iaitu seramai 72 (48%) orang. Seterusnya, terdapat seramai 24 (16%) orang responden memiliki Penilaian Menengah Rendah (PMR) atau Pentaksiran Tingkatan 3 (PT3). Responden yang memiliki Sijil Tinggi Persekolahan Malaysia (STPM) dan Diploma mencatatkan bilangan yang sama, iaitu seramai 21 (14%) orang. Kemudian, terdapat 11 (7.3%) orang yang memiliki Ijazah Sarjana Muda (*Degree*). Terdapat hanya seorang (0.7%) yang memiliki Ijazah Sarjana (Master). Seterusnya, tidak terdapat seorangpun responden diperingkat sekolah rendah dan lain – lain, selain daripada PMR/PT3, SPM, STPM, Diploma, Degree dan Master.

Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Di Daerah Kuala Selangor

Jadual 6: Analisis Statistik Deskriptif Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman

No	Item	SP	M	IM
1.	Saya memastikan anak melakukan aktiviti fizikal setiap hari.	1.02	3.72	Tinggi
2.	Saya memastikan anak melakukan senaman sekurang-kurangnya 3-5 kali seminggu untuk aktiviti aerobik. (aktiviti kecergasan)	1.05	3.47	Sederhana
3.	Saya memastikan anak melakukan senaman sekurang-kurangnya 3-5 kali seminggu untuk aktiviti rekreasi. (menunggang basikal, mendaki gunung, sukaneka, yoga...)	1.04	3.27	Sederhana
4.	Saya memastikan anak melakukan senaman sekurang-kurangnya 2-3 kali seminggu untuk aktiviti fleksibiliti. (pemanasan badan)	1.00	3.41	Sederhana
5.	Saya memastikan anak melakukan senaman sekurang-kurangnya 2-3 kali seminggu untuk aktiviti kekuatan.	1.02	3.34	Sederhana
6.	Saya memastikan anak memanaskan badan sebelum bersenam.	0.93	3.65	Sederhana
7.	Saya memastikan anak melakukan senaman mengikut tahap kesesuaian	0.88	3.68	Tinggi

SP – Sisihan Piawai; M- Min, I – Interpretasi Min

Merujuk kepada Jadual 6 di atas, terdapat 10 item yang berkaitan dengan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak di daerah Kuala Selangor. Item “*Saya memastikan anak melakukan aktiviti fizikal setiap hari*” mencatatkan nilai min paling tinggi, iaitu M=3.72, SP=1.02 diikuti dengan item “*Saya membawa anak pergi ke taman rekreasi pada hujung minggu*” dan item “*Saya memastikan anak melakukan*

senaman mengikut tahap kesesuaian kesihatan badan juga mencatatkan nilai min tinggi, iaitu $M=3.69$, $SP=1.06$ dan $M=3.68$, $SP=0.88$. Seterusnya, item “Saya memastikan anak memanaskan badan sebelum bersenam”, item “Saya membawa anak menyertai aktiviti fizikal yang dianjurkan di luar rumah”, item “Saya memastikan anak melakukan senaman sekurang-kurangnya 3-5 kali seminggu untuk aktiviti aerobik (aktiviti kecergasan)”, item “Saya memastikan anak melakukan senaman sekurang-kurangnya 2-3 kali seminggu untuk aktiviti fleksibiliti (pemanasan badan)” dan item “Saya memastikan anak melakukan senaman sekurang-kurangnya 2-3 kali seminggu untuk aktiviti kekuatan” pula mempunyai nilai min sederhana, yakni $M=3.65$, $SP=0.93$; $M=3.50$, $SP=1.04$; $M=3.47$, $SP=1.05$; $M=3.41$, $SP=1.00$ dan $M=3.34$, $SP=1.02$ diikuti dengan item “Saya memastikan anak melakukan senaman sekurang-kurangnya 3-5 kali seminggu untuk aktiviti rekreasi. (menunggang basikal, mendaki gunung, sukaneka, yoga...)” dan item “Saya memastikan anak melakukan senaman di rumah apabila tidak dapat bersenam di luar” mencatatkan nilai min sederhana yang sama, iaitu $M=3.27$, $SP=1.04$ dan $SP=0.92$.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Jantina

Jadual 7: Ujian-t Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Berdasarkan Jantina.

Jantina	Min	Sisihan Piawai	Perbezaan Min	Nilai t	Sig.
Lelaki	3.38	0.94	-0.18	-1.18	0.2
Perempuan			3.56		0.68

$P > 0.05$

Berdasarkan Jadual 7 di atas, nilai min responden lelaki ialah 3.38 dan nilai min responden perempuan ialah 3.56 manakala perbezaan min ialah -0.18. Keputusan menunjukkan bahawa tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak berdasarkan jantina $t(-1.18) = p > 0.05$.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Umur

Jadual 8: Ujian Anova Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Berdasarkan Umur.

	Perbezaan Variance	Darjah Kebebasan	Mean Square	F	Sig
Antara Kumpulan	4.95	3	1.65	2.81	0.04
Dalam Kumpulan	85.76	146	0.59		
Jumlah	90.70	149			

$*p < 0.05$

Berdasarkan Jadual 8 di atas, nilai F ialah 2.81 manakala nilai sig. ialah 0.04. Keputusan ujian ANOVA menunjukkan bahawa terdapat perbezaan yang signifikan peranan ibu bapa terhadap

pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak berdasarkan umur F (3,146) = 2.81 $p < 0.05$.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Bangsa

Jadual 9: Ujian Anova Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Berdasarkan Bangsa.

	Perbezaan variance (SS)	Darjah Kebebasan (df)	Mean Square	F	Sig
Antara Kumpulan	5.57	2	2.78	4.81	0.01
Dalam Kumpulan	85.13	147	0.58		
Jumlah	90.70	149			

* $P < 0.05$

Berdasarkan Jadual 9 di atas, nilai F ialah 4.81 manakala nilai *sig.* ialah 0.01. Keputusan ujian ANOVA menunjukkan bahawa terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak berdasarkan bangsa F (2,147) = 4.81 $p < 0.05$.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Tahap Pendidikan Tertinggi

Jadual 10: Ujian Anova Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Berdasarkan Tahap Pendidikan Tertinggi.

	Perbezaan Variance (SS)	Darjah Kebebasan (df)	Mean Square	F	Sig.
Antara Kumpulan	6.09	5	1.22	2.07	0.07
Dalam Kumpulan	84.61	144	0.59		
Jumlah	90.10	149			

$P > 0.05$

Berdasarkan Jadual 10 di atas, nilai F ialah 2.07 manakala nilai *sig.* ialah 0.07. Keputusan ujian ANOVA menunjukkan bahawa tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak berdasarkan tahap pendidikan tertinggi F (5,144) = 2.07 $p > 0.05$.

Perbincangan

Peranan Ibu Bapa Ke Atas Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak

Bagi membincangkan peranan ibu bapa ke atas pemupukan amalan aktiviti senaman kanak-kanak di daerah Kuala Selangor, terdapat 3 item yang mempunyai nilai min yang tinggi. Item “Saya memastikan anak melakukan aktiviti fizikal setiap hari” mencatatkan nilai min paling tinggi, iaitu $M=3.72$, $SP=1.02$. Ini merujuk kepada ibu bapa daerah Kuala Selangor amat mementingkan aktiviti fizikal yang dilakukan oleh anak mereka setiap hari kerana aktiviti fizikal membawa pelbagai faedah kepada seseorang secara keseluruhan di mana selari dengan pernyataan Amirullah Mohd Arshad & Hamidah Ishak (2012) telah memberikan penerangan tentang faedah melakukan aktiviti fizikal dari aspek kesihatan tubuh badan, sosial, emosi dan dapat mengurangkan penyakit kronik. Faedah daripada aktiviti fizikal yang didapati daripada Program Komuniti Sihat Perkasa Negara (KOSPEN), iaitu membantu mengawal berat badan, mengurangkan paras gula darah (tingkatkan sensitiviti insulin), meningkatkan peredaran darah, menurunkan kadar kolesterol dan meningkatkan paras HDL, tidur lena dan mengurangkan tekanan atau stress. Lebih-lebih lagi, Katzmarzyk, P. T., et al. (2015) mendapati bahawa kekurangan melakukan aktiviti fizikal sederhana hingga kuat (*Moderate To Vigorous Physical Activity - MVPA*) dan menonton televisyen dalam kadar tinggi merupakan faktor yang mempunyai hubungan rapat dengan masalah obesiti menjelaskan sebab item ini mencatatkan nilai min yang paling tinggi dalam analisis statistik deskriptif peranan ibu bapa terhadap pemupukan amalan aktiviti senaman dalam kalangan kanak-kanak.

Item “Saya membawa anak pergi ke taman rekreasi pada hujung minggu” dan item “Saya memastikan anak melakukan senaman mengikut tahap kesesuaian kesihatan badan” juga mencatatkan nilai min tinggi, iaitu $M=3.69$, $SP=1.06$ dan $M=3.68$, $SP=0.88$. Jelasnya, ibu bapa daerah Kuala Selangor akan memastikan anak mereka melakukan aktiviti fizikal atau aktiviti senaman pada hujung minggu di mana majoriti ibu bapa tidak bekerja pada hujung minggu, maka mereka mempunyai masa lapang untuk memupuk anak mereka mengamalkan amalan aktiviti senaman. Tambahan pula, ibu bapa daerah Kuala Selangor juga mengambil kira tahap kesesuaian kesihatan anak mereka dalam menjalani sebarang aktiviti fizikal atau senaman agar mendatangkan kesan yang positif. Melakukan aktiviti senaman mengikut kesesuaian badan adalah selari dengan saranan oleh WHO dalam “*Global Recommendations on Physical Activity for Health*”, aktiviti fizikal disarankan kepada tiga kategori kumpulan umur yang berbeza-beza. Ibu bapa perlu mengetahui bahawa tahap keupayaan setiap orang untuk melakukan aktiviti fizikal dan senaman adalah berbeza-beza.

Pendek kata, ibu bapa memang merupakan orang yang terpenting dalam usaha memupuk amalan gaya hidup sihat dalam kalangan kanak-kanak. Hal ini dapat dibuktikan dengan sokongan Campbell KJ, Crawford PA, & Ball K (2006) terhadap pernyataan bahawa keluarga adalah tempat untuk mengembangkan tingkah laku sihat semasa anak masih kecil lagi. Walau bagaimanapun, pemupukan amalan gaya hidup sihat adalah tanggungjawab setiap orang. Kerjasama antara ahli profesional, ibu bapa dan pakar dijangka akan memimpin intervensi bagi mempromosi gaya hidup sihat dan mengelakkan lebihan berat badan dalam kalangan kanak-kanak (Lemelin et al, 2012).

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Jantina

Keputusan menunjukkan bahawa tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman berdasarkan jantina dengan nilainya, [$t(-1.18) = p > 0.05$]. Ini menunjukkan bahawa faktor jantina tidak mempengaruhi ibu bapa memainkan peranan dalam usaha memupuk amalan aktiviti senaman terhadap kanak-kanak. Walaubagaimanapun, hasil kajian Hamilton, K., Thomson, C. E. & White, K, M (2013) faktor psikososial dan demografi mempengaruhi peranan ibu bapa membuat keputusan dalam memastikan anak mereka terlibat dalam tingkah laku pencegahan kesihatan, misalnya mengamalkan gaya hidup yang sihat. Kajian Vollmer, Rachel L. (2018) pula, untuk memahami bagaimana bapa kanak-kanak prasekolah mengenal pasti kelebihan berat badan dan obesiti kanak-kanak, menyiasat bagaimana bapa mempengaruhi atau cuba mempengaruhi pemakanan dan kelakuan aktiviti fizikal anak serta meneroka peranan yang dimainkan oleh bapa dalam membuat keputusan mengenai status berat anaknya. Hasil kajian menunjukkan bahawa terdapat 4 tema daripada maklum balas kajian, iaitu penyebab obesiti kanak-kanak, pencegahan atau strategi rawatan, kenal pasti kanak-kanak lebih berat badan dan halangan-halangan untuk mengubah tingkah laku.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Umur

Keputusan ujian ANOVA juga menunjukkan terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman berdasarkan umur dengan nilainya, [$F(3,146) = 2.81 p < 0.05$]. Ini merujuk kepada tahap umur juga memainkan peranan penting dalam memupuk amalan aktiviti senaman kanak-kanak. Ini berkemungkinan orang yang lebih dewasa juga mempunyai pengalaman dan lebih berminat untuk melibatkan diri dalam urusan senaman kesihatan kanak-kanak. Justeru, faktor umur juga akan mempengaruhi ibu bapa dalam memainkan peranan mereka untuk memupuk kanak-kanak mengamalkan amalan gaya hidup sihat seperti melakukan aktiviti senaman.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Bangsa

Keputusan ujian ANOVA perbezaan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman berdasarkan bangsa di mana nilainya ialah [$F(2,147) = 4.81 p < 0.05$]. Ini menunjukkan bangsa turut memainkan peranan penting dalam memupuk amalan aktiviti senaman dalam kalangan kanak-kanak. Ini berkemungkinan setiap bangsa mengetahui tentang kepentingan amalan aktiviti senaman dalam kalangan kanak-kanak.

Kajian Asfour, Lila et al. (2015) pula menilai hubungan antara keselamatan makanan dan pengambilan pemakanan kanak-kanak, tingkah laku tidak aktif dan indeks jisim badan (BMI) dan potensi kesederhanaan oleh keahlian subkumpulan etnik. Sebanyak 28 pusat penjagaan kanak-kanak subsidi di Miami-Dade County, FL terlibat dalam kajian ini. Hasil kajian menunjukkan terdapat hubungan yang signifikan ($P < 0.05$) antara keselamatan makanan dan pengambilan buah/sayur-sayuran kanak-kanak, pengambilan makanan tidak sihat dan tingkah laku sedentari tetapi tidak terdapat hubungan signifikan dengan persentil BMI. Dengan keselamatan makanan yang lebih tinggi, orang *Haitians* melaporkan lebih banyak pengambilan buah/sayur-sayuran dan kelakuan sedentari. Justeru, aspek pelbagai bangsa (Melayu, Cina dan

India) dalam Malaysia juga memberi pengaruh terhadap peranan ibu bapa dalam usaha memupuk amalan gaya hidup sihat dalam kalangan kanak-kanak.

Perbezaan Peranan Ibu Bapa Terhadap Pemupukan Amalan Aktiviti Senaman Dalam Kalangan Kanak-Kanak Berdasarkan Tahap Pendidikan Tertinggi

Namun demikian, keputusan ujian ANOVA menunjukkan bahawa tidak terdapat perbezaan yang signifikan peranan ibu bapa terhadap pemupukan amalan aktiviti senaman berdasarkan tahap pendidikan tertinggi di mana nilainya ialah $F [(5,144) = 2.07 p > 0.05]$. Ini menunjukkan bahawa tahap pendidikan tertinggi ibu bapa tidak mempengaruhi ibu bapa memainkan peranan penting dalam usaha memupuk amalan aktiviti senaman terhadap kanak-kanak. Tahap pendidikan akan mempengaruhi ibu bapa dalam pengetahuan mereka tentang amalan gaya hidup sihat terhadap kanak-kanak. Misalnya, kajian Dinkel, D., et al. (2017) mendapati bahawa keluarga yang menyertai dalam program intervensi “Keluarga Sihat” menunjukkan peningkatan yang signifikan dalam bidang pengetahuan pemakanan dan efikasi sendiri semasa membuat pilihan makanan yang sihat, melibatkan diri dalam aktiviti fizikal serta mengurangkan pengambilan minuman yang manis. Maka, ibu bapa seharusnya mempunyai tahap pengetahuan tentang amalan gaya hidup sihat terhadap kanak-kanak. Sementara, *Projek Lund Overweight and Obesity Preschool Study (LOOPS)* yang dikaji oleh Önnerrfält, J., et al (2012) menunjukkan intervensi berasaskan keluarga dapat memberikan informasi berguna berkenaan bagaimana membina intervensi efektif untuk mempengaruhi perkembangan berat badan yang tidak sihat bagi mencegah kesan negatif obesiti yang bersifat jangka panjang. Justeru, tahap pendidikan tertinggi ibu bapa juga memberi pengaruh terhadap peranan mereka sebagai ibu bapa dalam usaha memupuk amalan gaya hidup sihat terhadap kanak-kanak.

Kesimpulan

Amalan gaya hidup sihat akan mendatangkan banyak faedah kepada seseorang. Individu yang mengamalkan amalan gaya hidup sihat seperti melakukan aktiviti fizikal dan sebagainya akan sentiasa sihat dan cergas lalu mencegah penyakit-penyakit yang berbahaya. Jelasnya, amalan gaya hidup sihat amat penting dalam kehidupan seseorang. Bak kata pepatah “sediakan payung sebelum hujan”, setiap orang wajar mengamalkan amalan gaya hidup sihat supaya “badan cergas, minda cerdas”. Dalam hal ini, ibu bapa perlu memainkan peranan mereka agar kanak-kanak dapat mengamalkan aktiviti yang sihat sejak kecil lagi.

Sekiranya ibu bapa memainkan peranan dan tanggungjawab masing-masing dengan baik, kanak-kanak yang sihat fizikal serta mental mesti dapat dibentuk lalu menjadi pemimpin negara yang berkaliber. Maka, amalan gaya hidup sihat, terutamanya amalan aktiviti senaman kesihatan mesti dipupuk dalam kalangan kanak-kanak sejak kecil lagi supaya mereka dapat menjadikan amalan gaya hidup sihat sebagai satu kebiasaan dalam kehidupan sehingga mereka menjadi orang dewasa seperti “melentur buluh biarlah dari rebungunya”.

Dalam kajian ini, penyelidik mendapati bahawa ibu bapa amat menitikberatkan kanak-kanak melakukan aktiviti fizikal setiap hari dari segi amalan aktiviti senaman kanak-kanak. Maka, tanpa mengira ibu atau bapa harus memainkan peranan penting dalam pemupukan amalan gaya hidup sihat dalam kalangan kanak-kanak. Selain itu, ibu bapa yang muda atau tua juga perlu memainkan peranan mereka sebagai ibu bapa dalam pemupukan amalan gaya hidup sihat

kanak-kanak. Tambahan pula, negara Malaysia yang mempunyai keunikan multi etnik bermakna ibu bapa yang berbangsa Melayu, Cina ataupun India juga wajar melaksanakan tanggungjawab mereka dalam usaha pemupukan amalan gaya hidup sihat dalam kalangan kanak-kanak. Dalam memainkan peranan ibu bapa terhadap pemupukan amalan gaya hidup sihat kanak-kanak, ibu bapa wajar sentiasa menambahkan ilmu pengetahuan tentang amalan gaya hidup sihat dari semasa ke semasa supaya memberi pendedahan awal amalan gaya hidup sihat yang betul kepada kanak-kanak.

Justeru, peranan ibu bapa memang penting dalam pemupukan amalan gaya hidup sihat kanak-kanak tanpa mengira aspek jantina, umur, bangsa dan tahap pendidikan tertinggi mereka kerana mereka adalah orang yang terdekat dengan kanak-kanak dan mudah memberi pengaruh sama ada positif atau negatif terhadap kanak-kanak.

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KOKURIKULUM SEBAGAI PERANTARA ANTARA KESEDARAN KENDIRI DAN SAHSIAH PELAJAR

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Abstrak: Artikel ini membincangkan mengenai kokurikulum sebagai perantara antara kesedaran sendiri dan sahsiah pelajar. Artikel ini juga membincangkan mengenai hubungan antara kesedaran sendiri dan sahsiah pelajar. Pelajar yang terlibat dengan aktiviti kokurikulum mampu membentuk sahsiah diri khususnya dari aspek berfikiran positif, cekap peribadi dan cergas fizikal. Pelajar juga akan mampu menyedari kelebihan dan kekurangan diri apabila terlibat dengan aktiviti kokurikulum. Data dianalisis menggunakan kaedah Model Persamaan Struktural atau Structural Equation Modelling (SEM). Dapatan kajian menunjukkan terdapatnya hubungan yang signifikan antara kesedaran sendiri dan sahsiah pelajar serta kokurikulum bersifat perantara antara kesedaran sendiri dan sahsiah pelajar.

Kata Kunci : Kokurikulum, Kesedaran Kendiri Dan Sahsiah Diri

Pengenalan

Kokurikulum ialah pembelajaran yang dilakukan selepas waktu persekolahan. Aktiviti kokurikulum juga lazimnya dilakukan selepas waktu pembelajaran formal. Setiap aktiviti yang dilakukan melibatkan aspek kognitif, afektif dan psikomotor. Ketiga-tiga aspek tersebut membolehkan pelajar yang dihasilkan akan mencakupi aspek-aspek penting dalam pembinaan pelajar pelajar yang bersifat holistik. Penekanan kepada melahirkan pelajar yang mempunyai 'minda kelas pertama' juga adalah merupakan hasrat kerajaan sejajar dengan agenda utama negara dalam Rancangan Malaysia ke-9 (RMK 9, 2006). Justeru, dalam mencapai hasrat kerajaan ini, pelbagai usaha dan penambahbaikan dalam sistem pendidikan negara untuk melahirkan pelajar yang berketerampilan dipergiatkan.

Pada masa kini, tuntutan dalam bidang pekerjaan adalah kepada pelajar yang tidak hanya memiliki ilmu pengetahuan bahkan harus juga mempunyai keterampilan dan kewibawaan diri yang tinggi. Pelajar masa kini, dituntut untuk menguasai pelbagai kemahiran dan mempunyai personaliti yang baik. Penguasaan kemahiran yang tinggi dan personaliti yang baik membolehkan pelajar mempunyai daya tahan yang tinggi, bijak menyesuaikan diri mengikut keperluan serta mampu mengurus tekanan dengan baik.

Pelajar yang mempunyai daya tahan dan sahsiah yang tinggi akan dapat menyesuaikan diri dengan sebarang tekanan. Pelajar sebegini akan mampu menguasai persekitaran dan bijak dalam membuat keputusan. Perkara ini akan menjadi mudah apabila mereka melangkah ke alam pekerjaan. Situasi ini akan menyebabkan produktiviti dan kualiti kerja pelajar meningkat dengan baik dan mampu berdaya saing diperingkat antarabangsa (Azali Mohamed, 2007).

Selain itu, aktiviti kokurikulum menyumbang kepada pembentukan sahsiah yang baik dalam diri pelajar. Pelajar yang terlibat dengan aktiviti kokurikulum akan lebih berpotensi untuk mengasah dan mengembangkan bakat serta meningkatkan kemahiran insaniah mereka. Chin *et al.*, (2005) menyokong pernyataan yang menyatakan kokurikulum mampu memberi impak yang positif kepada pelajar. Oleh itu, penglibatan aktiviti kokurikulum kepada pelajar adalah penting untuk manfaat dan kebaikan diri mereka bagi membina persekitaran yang baik. Kesenambungan penglibatan pelajar dalam pelbagai aktiviti kokurikulum membolehkan mereka menghubungkan ilmu yang diperolehi secara formal di dalam kelas kepada praktikaliti dan tindakan yang boleh disesuaikan mengikut keadaan semasa.

Terdapat Lapan prinsip utama di dalam kursus kokurikulum yang telah dikenalpasti oleh Kementerian Pengajian Tinggi (Jamaludin *et al.*, 2009).) iaitu kebudayaan, sukan, daya usaha dan inovasi, pengucapan awam, kesukarelawanan, keusahawanan, khidmat komuniti, dan kepimpinan.

Kebudayaan ialah aktiviti yang melibatkan dan memberi peluang kepada pelajar untuk menguasai bidang kesenian yang akan membina jati diri, perwatakan dan keperibadian yang dibina dalam diri pelajar secara tidak langsung. Dengan penguasaan kemahiran ini membolehkan mereka menjadi seorang yang pakar dalam bidang kesenian dan kebudayaan. Perkembangan ini secara tidak langsung membantu negara dalam mempromosikan kesenian dan kebudayaan warisan bangsa. Secara tidak langsung, pelajar yang terlibat akan lebih memahami budaya setempat dan masyarakat agar sifat hormat menghormati antara satu sama lain dapat di pupuk dan diperkukuhkan di dalam diri mereka

Sukan merupakan aktiviti kokurikulum yang melibatkan pergerakan fizikal seperti sukan tenis, bola baling, futsal, bola tampar, bola sepak, bola jaring dan sebagainya. Aktiviti sukan boleh dibahagikan kepada skala kecil dan skala besar iaitu penglibatan secara individu dan berkumpulan. Penglibatan pelajar dalam aktiviti sukan boleh dipertingkatkan seiring dengan kelayakan mereka dalam sukan yang diceburi sehingga ke peringkat antarabangsa.

Daya usaha dan inovasi melibatkan kerja keras bagi memenuhi keperluan masyarakat masa kini. Namun, daya kreativiti dan inovasi masih belum sinonim dengan budaya masyarakat setempat. Justeru, usaha ini harus dibina dan dibentuk dalam kalangan pelajar agar pembudayaan kreativiti dan inovasi ini dapat diimplimentasikan. Daya usaha dan inovasi akan menjadikan pelajar yang terlibat untuk aktif mencari idea yang baru dan relevan untuk dipertingkatkan dari semasa ke semasa.

Pengucapan awam adalah satu gabungan antara elemen sains kemanusiaan dan kesenian yang diterjemahkan dalam bentuk komunikasi yang berkesan dan menarik perhatian (Jamaludin *et al.*, 2011). Penguasaan komunikasi yang baik penting dalam setiap organisasi agar tugas yang diberikan dapat dijalankan dengan baik selain membantu mempercepatkan tindakan yang di ambil.

Kesukarelawanan merupakan penglibatan pelajar dalam sesuatu aktiviti tanpa elemen paksaan. Pembudayaan kesukarelawanan penting untuk dibudayakan agar keharmonian dan kualiti masyarakat dipertingkatkan. Namun, untuk membentuk pelajar melakukan sesuatu pekerjaan tanpa paksa adalah tidak mudah. Walaubagaimanapun, budaya ini boleh dipupuk dan dilatih

dari kecil melakukan sesuatu pekerjaan tanpa disuruh. Rutin ini akan menjadikan pembudayaan kesukarelawanan ini menjadi lebih mudah. Kesukarelawanan menjadikan pelajar lebih bertanggungjawab dan mempunyai nilai murni yang tinggi kerana konsep upah tidak menjadi keutamaan.

Aktiviti keusahawanan ialah aktiviti yang membudayakan pelajar untuk menjadikan perniagaan sebagai satu pekerjaan. Walaupun begitu, aktiviti keusahawanan kurang mendapat tempat dan minat dalam kalangan pelajar. Pelbagai aktiviti dilakukan bagi menyemarakkan budaya niaga dalam kalangan pelajar di institusi pengajian tinggi oleh Kementerian Pengajian Tinggi (KPT). Pelbagai modul yang praktikal telah digubal di peringkat pengajian tinggi bagi menarik minat dan memupuk kecenderungan pelajar untuk minat dalam aktiviti keusahawanan. Pembudayaan keusahawanan di institusi pengajian tinggi akan memberikan pengalaman kepada yang terlibat untuk mengasah dan memperkembangkan kemahiran dalam aktiviti perniagaan yang berjaya.

Khidmat komuniti ialah aktiviti yang dilakukan secara berkumpulan yang melibatkan masyarakat setempat. Khidmat komuniti perlu di semai dan dibentuk dalam kalangan pelajar agar mereka peka dengan keperluan masyarakat setempat. Pelajar yang terdedah dengan khidmat komuniti akan menjadikan mereka lebih peka dan bertanggungjawab kepada masyarakat setempat. Pelajar yang terlibat secara tidak langsung akan mempunyai keyakinan diri yang tinggi untuk berhadapan dengan masyarakat.

Kepimpinan ialah salah satu kemahiran yang boleh memandu diri sendiri dan masyarakat sekitar dalam membuat sesuatu keputusan. Kepimpinan boleh dibentuk dalam setiap diri individu dengan mendedahkan mereka kepada pelbagai aktiviti yang berkaitan. Bagi meningkatkan kemahiran kepimpinan, pelajar boleh melibatkan diri dalam aktiviti yang dijalankan di institusi pengajian itu sendiri seperti melibatkan diri dengan organisasi yang khusus dalam membina elemen kepimpinan. Di samping itu, kepimpinan juga boleh diterapkan dengan melibatkan diri dalam aktiviti sukan, persatuan pelajar, kelab dan sebagainya. Kesemua teras yang disebutkan akan menjadi kayu ukur dalam mengukur tahap penglibatan pelajar dalam aktiviti kokurikulum.

Kesedaran Kendiri

Kendiri bermaksud saya atau aku dalam menguruskan kehidupan. Konsep sendiri ini tidak bersifat kekal. Konsep sendiri boleh berubah mengikut keadaan dan persekitaran. Terdapat tiga unsur sendiri iaitu diri dari kaca mata sendiri, diri yang diharapkan untuk dilihat oleh orang lain dan diri yang unggul (Muhd Mansur, 1986). Konsep sendiri terbahagi kepada dua iaitu sendiri positif dan sendiri negatif. Kendiri positif ini ialah seperti seorang yang berfikiran terbuka, tenang, ceria, emosi yang stabil, mudah menyesuaikan diri dengan persekitaran dan banyak lagi. Kendiri negatif pula ialah seperti mudah tertekan, tidak ceria, murung, tidak sukakan cabaran, mudah tersinggung, pasif dan banyak lagi. Berdasarkan kepada huraian tersebut, konsep sendiri ini berkait rapat dengan konsep kesedaran sendiri.

Kesedaran sendiri menurut Lawrence (2003) ialah kategori diri dan kewujudan diri. Kesedaran sendiri yang bersifat negatif akan menjadi faktor penghalang kepada pelajar untuk mencapai sesuatu matlamat yang telah disasarkan dan cenderung bertindakbalas dengan tingkah laku yang bersifat negatif. Kesedaran sendiri yang bersifat positif pula akan

mempengaruhi emosi, pemikiran dan tingkah laku pelajar yang akhirnya akan memandu mereka ke arah peningkatan kepada keyakinan diri yang tinggi, bertanggungjawab dan bertindak secara positif sehingga mereka mencapai kejayaan. Pelajar yang tidak mempunyai identiti yang sihat akan berpotensi bertemu dengan rakan sebaya yang bermasalah dan seterusnya terlibat dengan masalah gejala sosial (Oya Yerin Guneri, 2006).

Kesedaran sendiri secara umumnya adalah kemampuan diri untuk mengenal pasti kekuatan, kelemahan, personaliti diri. Bukan sahaja mampu untuk mengetahui mengenai diri bahkan boleh mengetahui dan menguasai tindakan diri terhadap orang sekitar. Kesedaran sendiri dalam kajian ini akan dibincangkan dari aspek kecerdasan emosi, nilai-nilai peribadi dan gaya kognitif.

Sahsiah Pelajar

Sahsiah menurut Hassan (1983) ialah susunan tertentu yang terdiri dari kebiasaan-kebiasaan. Susunan itulah yang menentukan tingkah laku seseorang dan membezakan sahsiahnya dari orang lain. Definisi ini menunjukkan sahsiah adalah satu keperibadian yang boleh dibentuk secara sistematik. Istilah membentuk sahsiah dalam kajian ini berdasarkan kepada kamus Dewan Edisi Keempat (2007) iaitu membaiki kelakuan orang; mendidik dan mengajar orang. Menurut Abdullah Nasih Ulwan (1994), pembinaan sahsiah terdiri daripada empat unsur utama iaitu akidah, ibadah, akhlak dan penampilan.

Menurut Habibah dan Noran Fauziah (2006), sahsiah atau personaliti dikenali sebagai akhlak di mana secara mudahnya sahsiah atau akhlak boleh dibahagikan kepada dua iaitu akhlak yang terpuji atau akhlak yang tercela. Sesungguhnya Allah swt amat menyukai akhlak yang baik sebagaimana dalam hadis Rasul saw (Al-Tabrani, 1995) yang bermaksud: *Daripada Sahl b Saad r.a Nabi saw bersabda: ;Sesungguhnya Allah SWT adalah mulia dan Ia menyukai kemuliaan. Ia juga menyukai akhlak yang tinggi dan membenci akhlak yang rendah.*" (Riwayat al-Hakim al-Tabrani)

Kamarul Azmi (2001) menyatakan Imam Nawawi pernah berkata pembangunan sahsiah terdiri dari lapan aspek utama iaitu pembangunan akhlak kepada Tuhan, akhlak sesama insan, sosial, adab kehidupan, ibadat, jihad, ilmu pengetahuan dan batasan agama. Sahsiah yang dikaji dalam konteks kajian ini ialah sahsiah yang baik yang bertujuan untuk mengukur pelajar dari aspek berfikiran positif, cekap peribadi dan cergas fizikal.

Metodologi Kajian

Kajian ini menggunakan Model Persamaan Struktural atau Structural Equation Modeling (SEM). Kaedah SEM digunakan kerana kaedah ini boleh menguji dan menyelidik hubungan sebab-akibat antara kumpulan variabel. Selain itu, kaedah ini juga boleh mengkaji peranan perantara dalam kajian. SEM boleh dianalisis dengan menggunakan perisian komputer AMOS.

Dapatan Kajian

Hubungan Antara Kesedaran Kendiri Dan Sahsiah Pelajar (Perbincangan)

Jadual 4.23 bagi ujian pekali regresi menunjukkan nisbah kritikal (CR) sumbangan bagi kesedaran sendiri kepada berfikiran positif, cekap peribadi dan cergas fizikal melebihi nilai 1.96 yang bermaksud sumbangan tersebut adalah signifikan. Sekiranya nilai CR melebihi 1.96 dan nilai signifikan (p) lebih kecil atau sama dengan 0.05 menunjukkan bahawa pembolehubah bebas menyumbang secara signifikan terhadap pembolehubah bersandar.

Bagi ujian hipotesis konstruk Kesedaran Kendiri dengan Berfikiran positif Ha2: Terdapat hubungan yang signifikan antara Kesedaran Kendiri dan berfikiran positif dengan kebarangkalian *Critical Ratio* sebesar 11.43 pada nilai signifikan 0.05 ($t > 1.96$) menjadikan hipotesis ini diterima. Bagi ujian hipotesis konstruk Kesedaran Kendiri dan cekap Peribadi Ha3: Terdapat hubungan yang signifikan antara Kesedaran Kendiri dan Cekap Peribadi dengan kebarangkalian *Critical Ratio* sebesar 11.10 pada nilai signifikan 0.05 ($t > 1.96$) menjadikan hipotesis ini diterima. Bagi ujian hipotesis konstruk Kesedaran Kendiri dan Cergas Fizikal Ha4: Terdapat hubungan yang signifikan antara Kesedaran Kendiri dan Cergas Fizikal dengan kebarangkalian *Critical Ratio* sebesar 9.44 pada nilai signifikan 0.05 ($t > 1.96$) menjadikan hipotesis ini diterima.

Dapatan ini menyokong teori yang menyatakan terdapatnya hubungan yang signifikan antara konstruk kesedaran sendiri dengan berfikiran positif, cekap peribadi dan cergas fizikal.

Jadual 4.23: Ujian pekali regresi

			Estimate	S.E.	C.R.	P	Label
BP	<-->	KK	.164	.014	11.433	***	Signifikan
CP	<-->	KK	.148	.013	11.095	***	Signifikan
CF	<-->	KK	.106	.011	9.443	***	Signifikan

Jadual 4.24 : Rumusan ujian Hipotesis

Hipotesis	Pernyataan Hipotesis	Keputusan
Ha 2	Terdapat hubungan yang signifikan antara kesedaran sendiri dengan berfikiran positif	Signifikan
Ha 3	Terdapat hubungan yang signifikan antara kesedaran sendiri dengan cekap peribadi	Signifikan
Ha 4	Terdapat hubungan yang signifikan antara kesedaran sendiri dengan cergas fizikal	Signifikan

Perbincangan

Pelajar yang mempunyai kesedaran sendiri yang tinggi cenderung untuk mempunyai kecekapan peribadi yang tinggi. Pelajar ini juga bijak dalam mengurus masa dan mematuhi perancangan yang dilakukan (Crebert, 2004).

Kecerdasan emosi yang baik menjadikan pelajar lebih mementingkan imej dan keperibadian yang tinggi pada setiap masa. Sikap tidak mudah putus asa dalam kalangan pelajar menjadikan

mereka sentiasa sabar dalam melaksanakan tanggungjawab secara fokus dan berdisiplin dan akhirnya akan membangun serta membentuk keupayaan sahsiah mereka secara holistik. Hasilnya, pelajar yang beretika dan mempunyai jatidiri yang tinggi akan terhasil (Dora *et al.*, 2008)

Nilai peribadi yang tinggi menjadikan mereka mudah disegani dan mudah didekati oleh orang lain. Gaya berfikir yang positif dapat dilihat dari nilai kreativiti dalam menilai sesuatu perkara, dan dapat menyelesaikan masalah menggunakan perspektif yang pelbagai (Weisinger, 1998) kerana seseorang pelajar tidak menghadkan dirinya dari meneroka kekuatan dan kelemahan diri. Oleh yang demikian, kesedaran sendiri yang baik dalam kalangan pelajar akan melahirkan pelajar yang mempunyai kecekapan peribadi yang tinggi.

Kokurikulum Bersifat Perantara Antara Kesedaran Kendiri Dan Sahsiah Pelajar

Analisis perantara dijalankan untuk meneliti kekuatan antara hubungan pembolehubah bebas dan pembolehubah bersandar melalui perantara. Kaedah *fully mediated* dan *partial mediated* digunakan untuk menguji kesan perantara terhadap hubungan antara pembolehubah bebas dengan pembolehubah bersandar

Rajah 4.15 menunjukkan *structural equation modeling* (SEM) bagi kajian ini. Nilai kesesuaian indeks bagi model *structural* ini adalah baik dan mencapai tahap yang dikehendaki iaitu dengan bacaan $chi-square = 3088.494$, $DF = 768$. *Comparative fit index* (CFI) = 0.81. Knight *et al.*, (1994) mencadangkan nilai CFI yang diterima ialah melebihi 0.90. Namun begitu, menurut mereka, nilai CFI antara 0.80 hingga 0.89 masih dalam margin yang boleh diterima. $Cmin/df = 3.02$ dan *The Root Mean Square Error of Approximation* (RMSEA) pula ialah 0.06. Secara keseluruhannya, nilai kesesuaian indeks bagi model ini adalah sepadan dengan data kajian.

Bagi kaedah *fully mediated*, model tanpa perantara dianalisis terlebih dahulu kemudian diikuti dengan model yang mempunyai perantara. Jika nilai *khi kuasa dua* (X^2) bagi model yang mempunyai perantara lebih kecil, itu menunjukkan pembolehubah perantara mempengaruhi hubungan antara pembolehubah bebas dan pembolehubah bersandar (Marsh *et al.*, 1988 dan Browne dan Cudek, 1993).

Bagi kaedah *partial-mediated*, nilai *indirect effect* dibandingkan dengan nilai total effect, Jika nilai *indirect effect* lebih kecil atau sama dengan nilai *total effect*, itu bermakna perantara mempengaruhi hubungan antara pembolehubah bebas dengan pembolehubah bersandar (Shrout dan Bolger, 2002 dan Mckinnon *et al.*, 1995).

Jadual 4.25 menunjukkan nilai bagi *total effect*, *direct effect* dan *indirect effect* bagi mengukur bentuk perantara di dalam kajian ini. Nilai *total effect* ialah 1.55 manakala nilai *indirect effect* pula ialah 0.19. Oleh kerana nilai *indirect effect* lebih kecil berbanding dengan nilai *total effect* maka, ini bermakna perantara mempengaruhi hubungan antara pembolehubah bebas dengan pembolehubah bersandar (Shrout dan Bolger, 2002 dan Mckinnon *et al.*, 1995).

Justeru, kokurikulum berperanan sebagai perantara di dalam kajian ini sekaligus menyokong hipotesis kajian

Jadual 4.25 : Nilai Total effect, Direct effect dan Indirect effect

	<i>Total effect</i>					<i>Direct effect</i>					<i>Indirect effect</i>				
	KK	KOKO	CP	BP	CF	KK	KOKO	CP	BP	CF	KK	KOKO	CP	BP	CF
KOKO	1	0	0	0	0	0.73	0	0	0	0	0	0	0	0	0
CP	2	1	0	0	0	0.44	0.60	0	0	0	0.44	0	0	0	0
BP	2 ^{1.5}	0.52	0	0	0	0.55	0.39	0	0	0	0.28	0	0	0	0
CF	5 ^{1.5}	0.77	0	0	0	0.35	0.48	0	0	0	0.19	0.109	0	0	0

Kesimpulan

Pelajar yang mempunyai kesedaran sendiri yang tinggi cenderung untuk mempunyai kecekapan peribadi yang tinggi. Pelajar ini juga bijak dalam mengurus masa dan mematuhi perancangan yang dilakukan (Crebert, 2004). Nilai peribadi yang tinggi menjadikan mereka mudah disegani dan mudah didekati oleh orang lain. Gaya berfikir yang positif dapat dilihat dari nilai kreativiti dalam menilai sesuatu perkara, dan dapat menyelesaikan masalah menggunakan perspektif yang pelbagai (Weisinger, 1998) kerana seseorang pelajar tidak menghadkan dirinya dari meneroka kekuatan dan kelemahan diri. Oleh yang demikian, kesedaran sendiri yang baik dalam kalangan pelajar akan melahirkan pelajar yang mempunyai kecekapan peribadi yang tinggi. Pelajar yang mempunyai kesedaran sendiri yang tinggi didapati cenderung untuk mempunyai kecergasan fizikal yang tinggi dan berupaya untuk mengawal diri dari terjebak dengan perangai yang buruk (Farris, 2002). Kecerdasan emosi yang baik menjadikan pelajar sentiasa menitikberatkan imej dan penampilan yang baik dari aspek cara berpakaian, kebersihan diri dan keutamaan terhadap kehidupan dalam persekitaran yang sihat

Hasil dapatan ini menyokong Teori Penglibatan Astin (1999) yang menyatakan bahawa penglibatan pelajar di dalam aktiviti kokurikulum akan memberikan pengalaman dan berpotensi untuk menjadi seorang pelajar yang cemerlang bukan sahaja dari sudut sahsiah tetapi juga pembelajarannya. Ia juga bertepatan dengan pernyataan Chambers dan Schreiber (2004) bahawa aktiviti kokurikulum memainkan peranan penting dalam kecemerlangan pendidikan pelajar yang mana; aspek kokurikulum dalam membentuk sahsiah kepada pelajar sama ada dari sudut kognitif, afektif dan psikomotor.

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KEPUASAN HIDUP DAN EKSPRESI POSITIF KENDIRI KANAK-KANAK DI RUMAH PENEMPATAN ANAK-ANAK YATIM

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Abstrak: Elemen kepuasan hidup menjadi sebahagian ukuran menentukan pengalaman kesejahteraan hidup manusia. Kanak-kanak di rumah penempatan anak-anak yatim sering mendapat perhatian dari pelbagai golongan masyarakat yang berminat untuk menyantuni mereka bagi meningkatkan tahap kesejahteraan hidup. Kertas kerja ini bertujuan untuk meneroka profil kepuasan hidup kanak-kanak dalam aspek perhubungan, pengalaman pendidikan, kesihatan fizikal dan psikologikal, waktu lapang dan kondisi kehidupan. Selain menganalisis perkaitan antara elemen kepuasan hidup dengan latarbelakang demografi dan ekspresi positif sendiri kanak-kanak. Elemen kepuasan hidup diterjemahkan daripada Henry P. H. Chow (2005) yang membuat kajian berkaitan dengan kepuasan hidup dikalangan pelajar di Kanada. Terdapat 20 item dalam mengukur tahap kepuasan kanak-kanak yang mengandungi beberapa aspek kehidupan termasuklah perhubungan, persahabatan, pengalaman pendidikan, pencapaian akademik, kesihatan fizikal dan psikologikal, waktu lapang dan kondisi kehidupan. Tahap kepuasan diukur dengan menggunakan skala lima peringkat 1 hingga 5 dari sangat tidak berpuas hati kepada sangat berpuas hati. Hasil kajian mendapati bahawa tahap kepuasan hidup adalah sederhana ke tinggi dengan minimum skor keseluruhan adalah 44. Tidak terdapat perbezaan kepuasan hidup antara kanak-kanak lelaki dan perempuan, namun terdapat perbezaan kepuasan hidup berdasarkan lokasi rumah penempatan anak-anak yatim. Hasil kajian juga mendapati tidak terdapat perkaitan antara kepuasan hidup dengan umur dan tempoh masa lamanya kanak-kanak tinggal di penempatan anak-anak yatim. Walau bagaimanapun terdapat hubungan positif antara kepuasan hidup dengan ekspresi positif sendiri kanak-kanak. Oleh itu, bagi mewujudkan suatu generasi yang sihat dan mempunyai keperibadian yang baik, sudah tentu aspek kepuasan hidup perlu diambil kira kerana ia menyumbang kepada kesejahteraan hidup individu secara keseluruhan.

Kata Kunci: Anak Yatim, Kepuasan Hidup, Ekspresi Positif Kendiri, Kesejahteraan

Pengenalan

Kesejahteraan merupakan sesuatu yang penting kepada setiap manusia sebagai suatu matlamat akhir dalam segala usaha yang dilakukan oleh mereka. Begitu juga dengan muda, samada kanak-kanak atau remaja yang mempunyai kesibukan tersendiri untuk memenuhi tanggungjawab dan peranan dalam kehidupan. Matlamat untuk mencapai kesejahteraan dalam hidup perlulah selari kerana kepuasan hidup pada masa kini yang akan menyebabkan tahap kepuasan hidup pada masa akan datang. Menurut Diener, Suh, Lucas dan Smith (1999), komponen untuk menentukan kesejahteraan termasuklah keinginan untuk melakukan

perubahan dalam hidup, kepuasan hidup pada masa kini, kepuasan hidup pada masa lalu, kepuasan hidup pada masa akan datang dan pandangan individu terhadap kehidupan. Bagi mewujudkan suatu generasi yang sihat dan mempunyai keperibadian yang baik sudah tentu aspek kesejahteraan hidup perlu dititikberatkan kerana ia menyumbang kepada pembentukan individu yang dinamik.

Edginton et.al (2002) memberikan tafsiran yang sama di antara kepuasan hidup dengan kesejahteraan hidup yang meliputi aspek psikologikal manusia. Diener (1984) mendefinisikan kesejahteraan kepada tiga aspek iaitu kriteria eksternal atau normatif yang menjelaskan berkaitan kerangka nilai sesuatu budaya dan masyarakat yang mempengaruhi persepsi individu terhadap kepuasan hidup. Aspek yang kedua adalah kriteria internal atau subjektif yang merupakan penilaian individu terhadap sesuatu yang berharga di dalam kehidupannya dan menjadi pilihannya. Aspek ketiga ialah pernyataan internal atau emosional iaitu yang mengukur pengalaman keseronokan dari segi emosi sepanjang penglibatan dalam aktiviti tertentu.

Kesejahteraan hidup juga dikaitkan dengan keazaman diri, pilihan yang dibuat oleh individu, kesedaran terhadap kawalan dan kebebasan, serta sokongan sosial (Langer & Rodin, 1976; Deci & Ryan, 1987; Coleman & Iso-Ahola, 1993). Manakala Worell dan Danner (1989) pula berpendapat bahawa kesejahteraan hidup diperolehi apabila individu khususnya remaja, berpeluang melibatkan diri dalam penyelesaian masalah, pengenalpastian pilihan, dan pembuatan keputusan. Gaya hidup pelajar seharusnya menampilkan ciri-ciri yang positif yang dapat mewujudkan keperibadian individu sepertimana yang diharapkan oleh negara. Gaya hidup dalam kehidupan manusia merujuk kepada sikap dan nilai individu atau sesuatu kelompok. Gaya hidup pelajar sudah tentu terfokus kepada sikap dan nilai mereka sebagai seorang pelajar yang mempunyai tanggungjawab dan peranan yang perlu dipenuhi. Menurut Pertubuhan Kesihatan Sedunia (WHO) gaya hidup manusia akan memberi kesan kepada kesihatan diri yang ditonjolkan termasuklah kesihatan secara fizikal iaitu tubuh badan.

Ekspresi positif merujuk kepada kecenderungan individu untuk menyatakan emosi yang positif dalam tempoh waktu tertentu yang boleh dijadikan pengukuran nilai afektif sendiri mereka. Kehadiran perasaan penghargaan diri yang tinggi dan pandangan dunia yang positif mendorong kepada pembentukan individu yang produktif dan memiliki tahap kefungisian sosial yang tinggi. Hal ini sangat relevan dengan individu pada usia muda memandangkan pada usia kanak-kanak dan remaja, Individu yang lebih muda lebih mudah dibentuk untuk menghasilkan seseorang yang berkeperibadian positif kesejahteraan dan ekspresi positif, terutamanya bagi mereka yang berada dalam lingkungan kawalan institusi, seperti rumah anak-anak yatim atau institusi yang seumpamanya. Kajian ini mengumpul maklumat berkaitan aktiviti masa lapang dalam kalangan kanak-kanak di penempatan anak-anak yatim di negeri Kedah. Matlamat kajian adalah untuk melihat bagaimana corak aktiviti waktu lapang yang dilalui oleh kanak-kanak di empat penempatan tersebut berkait dengan ekspresi positif sendiri mereka.

Kehidupan sebagai seorang pelajar yang tinggal diasrama atau penempatan kadang kala cenderung kepada suatu kehidupan yang seolah-oleh memberi keizinan kepada individu untuk menentukan apa yang mereka mahu dan apa yang sepatutnya mereka perolehi. Namun kadang kala aktiviti dan fasiliti yang tersedia di sesuatu asrama atau penempatan telah ditentukan bergantung kepada kemudahan yang terbatas. Segala tindak tanduk atau tingkah laku dan tabiat

pelajar bergantung kepada pilihan diri mereka sendiri. Disamping pilihan yang banyak di depan mata pelajar dihadapkan dengan tuntutan keperluan yang memerlukan mereka untuk memenuhinya berdasarkan kepada peranan kehidupan. Apabila berhadapan dengan tuntutan dan pilihan ini adakah pelajar dapat mencapai tahap kepuasan dalam hidup sebagai pengukur kepada kesejahteraan hidup?

Metodologi

Kertas kerja ini hanya membincangkan hasil dapatan yang dikumpul daripada empat buah institusi jagaan kanak-kanak di Kedah yang memberikan perkhidmatan jagaan, perlindungan, menyara anak-anak yatim kepada kumpulan kanak-kanak lelaki dan perempuan yang kehilangan ibubapa, ibu dan juga kanak-kanak daripada keluarga yang kurang berkemampuan. Kanak-kanak yang ditempatkan di Institusi ini adalah mereka yang telah melalui proses pemilihan dengan kriteria tertentu berdasarkan rumah kebajikan dan mendapat persetujuan daripada waris. Kanak-kanak ini masih lagi bersekolah sama ada pada peringkat sekolah rendah mahupun sekolah menengah bantuan kerajaan yang terdapat disekitar rumah anak yatim tempat mereka tinggal.

Soal selidik yang mengandungi soalan berkaitan kepuasan terhadap aspek-aspek khusus dalam hidup diterjemahkan daripada Henry P. H. Chow (2005) yang membuat kajian berkaitan dengan kepuasan hidup dikalangan pelajar di Kanada. Terdapat 20 item untuk mengukur tahap kepuasan pelajar yang mengandungi beberapa aspek kehidupan termasuklah perhubungan, persahabatan, pengalaman pendidikan, pencapaian akademik, kesihatan fizikal dan psikologikal, waktu lapang dan kondisi kehidupan. Tahap kepuasan diukur dengan menggunakan skala lima poin 1 hingga 5 dari sangat tidak berpuas hati kepada sangat berpuas hati.

Soal selidik ekspresi sendiri diterjemahkan daripada *Scale of Positive and Negative Experience (SPANE)* daripada Ed Diener dan Robert Biswas-Diener (2009). Ekspresi positif mempunyai enam item dan ekspresi negatif juga mempunyai enam item yang menggunakan skala lima poin dari 1 (tidak pernah) hingga 5 (sangat kerap). Instrumen bahagian ini mengukur tentang apa yang telah responden lakukan dan alami sepanjang empat minggu yang lepas berdasarkan item yang telah disenaraikan. Untuk elemen ekspresi positif jumlah skor adalah berbeza dari 6 (kemungkinan paling rendah) kepada 30 (skor perasaan positif paling tinggi).

Kanak-kanak yang ada pada waktu kajian dijalankan sahaja dipilih sebagai sampel kajian. Mereka terdiri daripada 20 orang dari rumah anak yatim di rumah A, 56 orang dari rumah anak yatim di rumah B, 53 orang dari rumah anak yatim di rumah C dan 34 orang dari rumah anak yatim di rumah D. Daripada segi jantina, 74 orang merupakan kanak-kanak lelaki dan 89 orang kanak-kanak perempuan. Kanak-kanak yang terlibat berumur dari 8 tahun hingga 18 tahun dengan nilai min umur adalah 13.98 tahun dan nilai mod atau kekerapan yang paling tinggi adalah berumur 14 tahun. Berdasarkan tempoh masa kanak-kanak menghuni rumah anak yatim adalah antara 1 bulan hingga 125 bulan (10 tahun 5 bulan) dan nilai min adalah 42.16 bulan (3 tahun 5 bulan).

Dapatan Kajian

Jadual 1 menunjukkan nilai min kepuasan hidup dalam aspek khusus adalah 80.63 iaitu di bawah nilai median 82.00 dengan nilai sisihan piawai 10.78. Majoriti responden iaitu seramai 87.1% mencatat kepuasan hidup dalam aspek khusus yang tinggi. Selebihnya, seramai

12.9% berada di tahap yang sederhana. Tiada responden memiliki tahap kepuasan yang rendah. Nilai skor yang terendah adalah 44.00 iaitu melebihi skor kategori rendah dan skor maksimum adalah 100.00 iaitu markah penuh.

Jadual 1: Min Kepuasan Hidup

Ukuran	Nilai
Min / Purata	80.63
Median	82.00
Minimum	44.00
Maksimum	100.00
Sisihan Piawai	10.78
Tahap kepuasan pengisian waktu lapang	Frekuensi
Rendah (skor 5 - 36)	-
Sederhana (skor 37 – 68)	21 (12.9%)
Tinggi (skor 69 - 100)	142 (87.1%)

Jika dilihat berdasarkan senarai item kepuasan hidup nilai min adalah melebihi 3. Ini bermakna kanak-kanak di rumah penempatan anak yatim merasa puas hati terhadap kehidupan mereka pada masa kini. Item hubungan dengan rakan di sekolah, hubungan dengan ibu/bapa, hubungan dengan ahli keluarga, hubungan dengan adik-beradik, pemilikan barang keperluan, kesihatan fizikal dan kehidupan beragama menunjukkan nilai min melebihi 4 iaitu tahap kepuasan yang lebih tinggi.

Jadual 2: Min Kepuasan Hidup Mengikut Item

	Item	Nilai Min	Nilai Sisihan Piawai
1	Prestasi akademik	3.32	1.10
2	Mata pelajaran yang diambil	3.85	0.97
3	Kemudahan fizikal di sekolah	3.86	0.91
4	Cara guru mengajar di sekolah	3.91	0.98
5	Hubungan dengan guru	3.79	1.00
6	Hubungan dengan rakan di sekolah	4.22	1.02
7	Hubungan dengan ibu/bapa	4.73	0.70
8	Hubungan dengan ahli keluarga lain	4.50	0.81
9	Hubungan dengan adik-beradik	4.52	0.85
10	Penampilan fizikal	3.88	0.91
11	Imej sendiri	3.85	1.01
12	Aktiviti rekreasi dan waktu lapang	3.99	0.96
13	Pemilikan wang saku	3.87	1.01
14	Pemilikan barang keperluan	4.07	0.96
15	Kesihatan fizikal	4.11	0.87
16	Persekitaran hidup	3.96	0.91
17	Hubungan dengan kakitangan rumah kebajikan	3.96	0.99
18	Situasi pembelajaran	3.94	0.89
19	Hubungan dengan rakan di rumah kebajikan	3.86	0.99
20	Kehidupan beragama	4.44	0.76

Kajian mendapati tidak terdapat perbezaan kepuasan hidup berdasarkan kanak-kanak lelaki dan perempuan. Masing-masing jantina mempunyai tahap kepuasan hidup yang hampir sama. Terdapat perbezaan kepuasan hidup berdasarkan 4 institusi yang dikaji. Institusi S menunjukkan kepuasan yang lebih berbanding institusi yang lain yang lokasinya terletak berhampiran kawasan bandar besar.

Jadual 3: Perbezaan kepuasan hidup berdasarkan jantina dan institusi

Kepuasan hidup		N	Min	Sisihan Piawai	t	dk	p
Jantina	Lelaki	74	80.16	12.22	-.488	136.011	.626
	Perempuan	89	81.01	9.47			
Institusi	K	20	74.80	13.50	3, 159	3.020	.032*
	Y	56	80.11	10.48			
	A	53	81.55	10.14			
	S	34	83.47	9.44			

Jadual 4 menunjukkan nilai min setiap item dalam Ekspresi Positif Kendiri responden berdasarkan skala 1 (tidak pernah) hingga 5 (sangat kerap). Perasaan ini diukur berdasarkan empat minggu atau sebulan yang lepas. Secara purata, responden mencatat nilai min melebihi 4 (kerap) untuk item Gembira dan Seronok. Untuk perasaan yang lain iaitu Positif, Baik, Menyenangkan dan Berpuas Hati di mana kesemua perasaan ini melebihi nilai min 3.5. Nilai min untuk kesemua enam item setiap seorang responden adalah 20.04 iaitu di bawah nilai median 23.00 dengan sisihan piawai 4.29. Nilai skor minimum adalah 10.00 dan nilai skor yang maksimum adalah 30.00. Enam puluh peratus responden mengalami Ekspresi Positif tahap tinggi dan hanya 4.3% responden yang mengalami tahap yang rendah. Selebihnya iaitu 35.6% responden mencatat tahap ekspresi yang sederhana. Ini bermakna bahawa kanak-kanak di penempatan anak-anak yatim memperlihatkan ekspresi positif sendiri yang baik.

Jadual 4 : Nilai Min dan Tahap Ekspresi Positif Kendiri

Item		Nilai Min	Sisihan Piawai	
1.	Positif	3.63	1.05	
2.	Baik	3.78	0.94	
3.	Menyenangkan	3.60	1.07	
4.	Gembira	4.08	0.99	
5.	Seronok	4.08	1.01	
6.	Berpuas hati	3.86	1.15	
Ukuran		Nilai	Tahap Ekspresi Positif	Frekuensi
Min / Purata		20.04	Rendah (skor 6 - 14)	7 (4.3%)
Median		23.00	Sederhana (skor 15 – 22)	58 (35.6%)
Minimum		10.00	Tinggi (skor 23 - 30)	98 (60.1%)
Maksimum		30.00		
Sisihan Piawai		4.29		

Berdasarkan ujian korelasi yang dijalankan antara pembolehubah kepuasan hidup dengan umur dan tempoh masa tinggal di rumah penempatan anak-anak yatim menunjukkan tidak terdapat hubungan yang signifikan. Manakala dapatan kajian menunjukkan terdapat hubungan positif yang signifikan antara kepuasan hidup dengan ekspresi positif sendiri. Ini bermakna apabila kepuasan hidup tinggi maka kanak-kanak mempunyai pengalaman ekspresi positif sendiri yang lebih baik.

Jadual 5: Perkaitan antara kepuasan hidup dengan umur, tempoh masa dan ekspresi positif sendiri

Kepuasan hidup		<i>r</i>	<i>p</i>				
Umur		.009	.913				
Tempoh masa		-.077	.329				
Ekspresi positif sendiri		.510	.000				

Perbincangan, Implikasi dan Cadangan

Pengukuran kepuasan hidup adalah sangat subjektif bergantung kepada pelbagai aspek kehidupan manusia termasuklah faktor pengalaman, perkembangan dan pertumbuhan, sosial, psikologi, ekonomi, dan politik. Namun begitu, kanak-kanak perlu dibantu untuk merasai kepuasan hidup dalam meniti ranjau-ranjau dalam kehidupan mereka kerana kepuasan hidup merupakan suatu pengalaman di sepanjang pembesaran mereka. Kepuasan hidup yang baik dapat memacu kepada perkembangan yang lebih positif dan konstruktif. Begitu juga dari aspek ekspresi positif sendiri yang baik mampu menggalakkan kanak-kanak untuk lebih bersemangat dalam kehidupan mendatang dan menampilkan suatu keperibadian yang positif terhadap masa hadapan mereka. Hubungan selari antara kepuasan hidup dengan ekspresi positif sendiri amat memudahkan profesion bantuan untuk bertindak dalam membantu anak-anak yatim. Apabila kepuasan hidup tinggi maka ekspresi positif sendiri kanak-kanak akan lebih ke arah positif

juga. Oleh itu dorongan dan motivasi perlu digerakkan disamping menambahbaik dari aspek fizikal yang merangkumi keperluan asas dan kehidupan bersosial.

Intervensi kelompok mampu mempertingkatkan persepsi sendiri yang positif (Adesson, et al., 1974). Seramai 36 pelajar universiti telah diagihkan ke dalam kelompok eksperimen dan kawalan. Dalam kelompok eksperimen, intervensi terapeutik telah diberikan dan gelagat 18 pelajar diperhatikan dan direkodkan oleh dua orang pemerhati. Manakala dalam kelompok kawalan yang terdiri daripada 18 pelajar, perbincangan tentang isu semasa dijadikan tumpuan dan gelagat mereka turut diperhatikan oleh dua pemerhati. Gelagat yang bersifat membina, membantu atau optimis dikategorikan sebagai persepsi sendiri yang positif. Manakala, gelagat yang bersifat membinasa, menyembunyi, murung serta pemistik dikategorikan sebagai persepsi sendiri yang negatif. Kajian mendapati, wujud peningkatan yang signifikan ke arah persepsi sendiri yang positif dalam kelompok eksperimen.

Penutup

Secara keseluruhan kepuasan hidup berada pada tahap sederhana dan tinggi sahaja. Skor kepuasan hidup tinggi pada item hubungan dengan rakan di sekolah, hubungan dengan ibu/bapa, hubungan dengan ahli keluarga yang lain, hubungan dengan adik-beradik, kepuasan terhadap pemilikan barang keperluan, kepuasan terhadap kesihatan fizikal dan kehidupan beragama. Manakala tahap ekspresi positif sendiri cenderung pada sederhana dan tinggi. Namun terdapat 4.3% daripada responden yang mempunyai tahap ekspresi positif sendiri dengan skor yang rendah. Rasa gembira dan seronok merupakan item dengan skor yang tinggi untuk pembolehkan ekspresi positif sendiri. Tidak terdapat hubungan antara kepuasan hidup dengan umur dan tempoh masa lamanya tinggi di rumah anak-anak yatim. Terdapat hubungan positif antara kepuasan hidup dengan ekspresi positif sendiri iaitu apabila kepuasan hidup tinggi maka ekspresi positif sendiri cenderung menjadi lebih baik. Tidak terdapat perbezaan kepuasan hidup antara kanak-kanak lelaki dan kanak-kanak perempuan. Terdapat perbezaan kepuasan hidup berdasarkan insituisi rumah anak-anak yatim.

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PERSEPSI TERHADAP RISIKO DAN KECENDERUNGAN PENGAMBILAN RISIKO DALAM KALANGAN PELAJAR POLITEKNIK AKTIF PENDIDIKAN KEUSAHAWANAN

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Abstrak: *Graduan merupakan penjana ekonomi yang dapat mengatasi masalah kadar pengangguran di Malaysia melalui penglibatan mereka sebagai usahawan. Walau bagaimanapun, Kajian Pengesanan Graduan menunjukkan kecenderungan graduan menyertai bidang keusahawanan sejurus tamat pengajian yang kurang memuaskan. Kajian-kajian terkini ralat mengaitkan tahap persepsi terhadap risiko yang wujud dalam perniagaan dan kecenderungan dalam pengambilan risiko dalam peningkatan niat keusahawanan. Melihat dari konteks pendidikan keusahawanan di Politeknik Malaysia, kajian kuantitatif ini mengkaji perbandingan tahap persepsi pelajar terhadap risiko perniagaan serta tahap kecenderungan mereka dalam pengambilan risiko berdasarkan keterlibatan pelajar dalam kursus keusahawanan. Seramai 382 responden dipilih secara rawak di kalangan pelajar Diploma Politeknik Malaysia untuk menjawab soal selidik yang diadaptasi dan diubahsuai daripada Norashikin et al. (2016) dan Meertens & Lion (2008), tetapi hanya 317 maklum balas yang boleh digunapakai untuk dianalisis. Data dianalisis menggunakan analisis deskriptif dan ujian t bagi sampel tidak bersandar untuk menjawab persoalan kajian. Hasil analisis menunjukkan tiada perbezaan yang signifikan dalam persepsi terhadap risiko dan kecenderungan dalam pengambilan risiko antara kumpulan pelajar yang aktif menyertai pendidikan keusahawanan dengan kumpulan pelajar yang tidak pernah menyertai kursus keusahawanan. Dapatan kajian ini sekaligus memperlihatkan bahawa pendidikan keusahawanan tidak dapat mengubah persepsi pelajar terhadap risiko perniagaan serta meningkatkan kecenderungan pelajar untuk mengambil risiko dalam perniagaan. Penemuan ini memberikan implikasi untuk penyelidikan lanjutan untuk membincangkan secara mendalam mengenai faktor-faktor yang mempengaruhi penemuan kajian.*

Kata Kunci: *Pendidikan Keusahawanan, Persepsi Terhadap Risiko, Kecenderungan Pengambilan Risiko.*

Pengenalan

Mahasiswa adalah pencetus kemajuan ekonomi negara pada masa hadapan terutamanya dalam bidang perniagaan. Dalam keadaan ekonomi yang meruncing kini, kerajaan mula giat memperkenalkan pelbagai langkah dan alternatif untuk melahirkan generasi usahawan. Hal ini kerana, usahawan dilihat bukan sekadar membuka sebuah perniagaan tetapi ia juga mencipta peluang pekerjaan yang menyumbang kepada pendedahan ilmu, idea dan teknologi baharu (Iskandarini, 2013; Jenny, 2013). Selain itu, bidang keusahawanan juga telah dilihat sebagai langkah untuk mengurangkan kadar pengangguran di Malaysia. Hal ini selaras dengan cabaran Malaysia sebagai negara yang sedang membangun menjadi sebuah negara maju, berdaya saing

dan teguh menjelang 2020. Sehubungan itu, pelbagai dasar diperkenalkan dan banyak usaha telah dilakukan oleh pihak kerajaan untuk menyahut cabaran tersebut.

Dasar Pembangunan Keusahawanan Institusi Pengajian Tinggi (IPT) telah dilancarkan pada 13 April 2010 selaras dengan keusahawanan yang dijadikan sebagai Agenda Kritikal terbaharu. Enam teras strategik yang digariskan di bawah Dasar ini adalah menubuhkan pusat keusahawanan di setiap IPT, menyediakan pendidikan dan program keusahawanan yang terancang dan holistik, memantapkan program pembangunan dan pengukuhan keusahawanan, mewujudkan mekanisme pengukuran yang berkesan, menyediakan persekitaran dan ekosistem yang kondusif bagi pembangunan keusahawanan dan mengukuhkan kompetensi tenaga pengajar keusahawanan. Melalui Dasar ini, usaha dan inisiatif untuk menerapkan nilai dan kemahiran keusahawanan dalam kalangan pelajar IPT yang melibatkan pelajar universiti awam, politeknik dan kolej komuniti boleh dibahagikan kepada tiga komponen utama iaitu komponen kesedaran, pembudayaan dan pengukuhan.

Komponen Kesedaran Keusahawanan bertujuan untuk memberi kesedaran kepada pelajar IPT tentang kepentingan keusahawanan dan nilai keusahawanan bermula pada tahap awal pelajar berada di IPT. Di peringkat politeknik, Jabatan Pendidikan Politeknik (JPP) telah mewajibkan pengambilan kursus keusahawanan dalam struktur pengajian pelajar diploma politeknik sebagai langkah menyediakan pendidikan dan program keusahawanan yang terancang dan holistik. Sementara, Komponen Pembudayaan Keusahawanan pula dilaksanakan melalui aktiviti bengkel, seminar, lawatan dan pertandingan yang berkaitan dengan keusahawanan bagi membudayakan seramai mungkin pelajar dalam bidang keusahawanan. Manakala, komponen Pengukuhan Keusahawanan yang bertujuan untuk memberi pendedahan kepada pelajar tentang dunia sebenar perniagaan di samping membantu mereka yang benar-benar berminat untuk menceburi bidang perniagaan sebagai kerjaya pula dilaksanakan dengan menggiatkan inkubator keusahawanan.

KPT juga telah menggariskan 15 strategi utama yang perlu dilaksanakan oleh IPT melalui Pelan Strategik Keusahawanan IPT yang telah dilancarkan bagi tempoh 2013 hingga 2015. Pelan ini adalah penambahbaikan yang komprehensif dan pragmatik kepada enam teras Dasar Pembangunan Keusahawanan IPT. Antara strategi utama dalam Pelan ini adalah memperkasa dan memantapkan fungsi pusat keusahawanan. Sehubungan dengan itu, KPT telah menubuhkan *Malaysian Polytechnics Entrepreneurship Centre* (MPEC) atau Pusat Keusahawanan Politeknik Malaysia untuk menentukan dasar dan hala tuju pembangunan pendidikan keusahawanan di politeknik pada 30 Oktober 2011 (Mohd Zaini, 2015). Merujuk kepada No. Ruj.: KPT.JPP(0).603-1/12/1(27), Unit Keusahawanan di politeknik juga telah distruktur semula dan dikehendaki untuk menubuhkan Pusat Keusahawanan selari dengan kehendak Jabatan Pendidikan Politeknik. Pusat Keusahawanan ini menjadi platform awal untuk pelajar yang berminat menceburi bidang keusahawanan untuk mempelajari dan mendapat pengalaman menjadi usahawan sebelum mereka memasuki alam perniagaan sebenar. Melalui Pusat Keusahawanan ini juga pelajar dapat mempraktikkan ilmu yang telah diperoleh melalui kursus keusahawanan di politeknik (Mohd Zaini, 2015; Norliza, 2015).

Cabaran Pendidikan Keusahawanan di Politeknik

Jabatan Pendidikan Politeknik (JPP) di bawah KPT telah menetapkan hala tuju Transformasi Politeknik Fasa Pertama pada tahun 2009. Antara hasil yang ingin dicapai ialah

melahirkan graduan yang berdaya keusahawanan yang tinggi. Transformasi ini meletakkan satu tanggungjawab besar bagi politeknik untuk melahirkan penjana pekerjaan berbanding pencari pekerjaan. Namun, kajian-kajian Mazura (2014) dan Norfadhilah & Norasmah (2012) melaporkan bahawa peratusan pelajar atau graduan Politeknik yang terlibat dalam bidang keusahawanan masih di tahap rendah. Justeru, timbul pertanyaan yang sering diutarakan, kenapa perkara ini berlaku? Adakah modul Keusahawanan yang ditawarkan di Politeknik masih lagi kurang efektif seperti mana yang dinyatakan oleh Norfadhilah & Norasmah (2012) atau pun pengajaran dan pembelajaran yang digunakan tidak sesuai (Mazura 2014) atau ada faktor-faktor lain yang mengugat pencapaian prestasi ini. Untuk itu, satu kajian dilaksanakan untuk mengenal pasti faktor-faktor lain yang mungkin wujud dalam kalangan pelajar atau graduan Politeknik. Kemungkinan permasalahan bukan disebabkan oleh modul keusahawanan yang ditawarkan atau kaedah pengajaran dan pembelajaran yang digunakan tetapi wujudnya faktor lain yang mempengaruhi keterlibatan pelajar atau graduan dalam bidang keusahawanan.

Antara faktor yang sering dikaji dalam kajian-kajian terkini adalah berkaitan kesediaan para pelajar berdepan dengan risiko. Hal ini kerana kesediaan atau kecenderungan dalam pengambilan risiko memainkan peranan penting dalam bidang keusahawanan (Densberger, 2014; Kessler et al., 2012; Sangeeta, 2014; Yurtkoru et al., 2014; Zhao et al., 2005). Malah menurut Bell et al. (2004), Irwan et al. (2015), Sodri & Ahmad Shafee (2006) dan Thong Pui Yee (2014), usahawan sentiasa dilihat sebagai seorang pengambil risiko. Untuk itu, satu kajian perlu dijalankan untuk mengukur tahap persepsi dan kecenderungan pelajar terhadap pengambilan risiko. Adakah mereka memilikinya atau tidak?

Metod Kajian

Kajian ini menggunakan reka bentuk kuantitatif. Populasi kajian adalah pelajar Diploma di 36 buah Politeknik Malaysia yang berjumlah seramai 94,642 orang (KPT, 2015). Berdasarkan jadual Krejcie & Morgan (1970), seramai 382 orang pelajar telah dilibatkan dalam kajian ini (sampel) untuk menjawab borang soal selidik. Namun, hanya 317 maklum balas soal selidik sahaja yang boleh digunapakai untuk dianalisis (82.98%). Kadar maklum balas ini adalah mencukupi bagi kajian yang berbentuk pendidikan (Ficham, 2008).

Soal selidik yang diedarkan terbahagi kepada tiga bahagian. Bahagian A (5 item) mengumpul maklumat demografi sampel sementara Bahagian B pula, mengukur tahap persepsi pelajar mengenai risiko yang wujud dalam bidang keusahawanan (25 item). Konstruk risiko yang diukur terbahagi kepada empat iaitu risiko kewangan (5 item), risiko operasi (9 item), risiko undang-undang (6 item) dan risiko strategik (5 item). Kesemua item ini diadaptasi dan diubahsuai daripada Norashikin et al. (2016) menggunakan pengukuran skala Likert 5 mata bagi item 1 - 6 (1 - sangat tidak setuju hingga 5 - sangat setuju). Bahagian C (7 item) pula mengukur konstruk kecenderungan dalam pengambilan risiko yang telah diadaptasi dan diubahsuai daripada Skala Kecenderungan Risiko Meertens & Lion (2008). Ubahsuai ini dilakukan kerana kecenderungan terhadap pengambilan risiko adalah berbeza mengikut situasi, kekerapan dan kesan akibat risiko tersebut (Nurul Shahnaz & Aundrey, 2015). Konstruk ini diukur menggunakan pengukuran skala Likert 5 mata bagi item 1 - 6 (1 - sangat tidak setuju hingga 5 - sangat setuju). Manakala, item 7 menggunakan skala likert 5 mata namun indikatornya berbeza iaitu 1 - pengelak risiko hingga 5 - pengambil risiko. Untuk menganalisa tahap kecenderungan dalam pengambilan risiko, item 4 telah diterbalikkan skor skalanya untuk

pengiraan min. Nilai min diinterpretasikan berdasarkan Ahzilah et al. (2017) seperti yang ditunjukkan dalam Jadual 1.

Jadual 1: Interpretasi nilai min Ahzilah et al. (2017)

Skor Min	Keterangan
$1.00 \leq 1.89$	Sangat rendah
$1.90 \leq 2.69$	Rendah
$2.70 \leq 3.49$	Sederhana
$3.50 \leq 4.29$	Tinggi
$4.30 \leq 5.00$	Sangat tinggi

Sebelum kajian sebenar dijalankan, instrumen telah melalui kajian rintis untuk menguji kesahan dan kebolehpercayaannya. Kesahan bagi sesuatu instrumen adalah penting kerana ia menentukan sama ada instrumen tersebut dapat mengukur apa yang hendak diukur oleh pengkaji (Drost, 2011). Kesahan konvergen dan kesahan diskriminan digunakan untuk menentukan kesahan instrumen kajian ini. Kebolehpercayaan instrumen pula menentukan ketekalan skor setiap item di mana item yang diuji perlu memberikan skor keputusan atau jawapan yang sama atau hampir sama walaupun diuji beberapa kali kepada subjek (Drost, 2011). Kajian ini bergantung kepada nilai Cronbach Alpha dan *composite reliability* untuk menentukan kebolehpercayaan instrumen kajian ini.

Kesahan konvergen bertujuan untuk mengukur sejauh mana setiap konstruk fit dengan model yang dibina (Hair et al., 2010). Hair et al. (2010) menggariskan bahawa *factor loading*, *composite reliability* (CR) dan *average variance extracted* (AVE) digunakan bagi menguji kesahan konvergen. Bagi kajian yang berbentuk eksploratori, nilai CR mestilah melebihi 0.7 manakala nilai AVE mestilah melebihi 0.5 (Hair et al., 2017). Walau bagaimanapun, nilai AVE > 0.4 masih boleh diterima sekiranya item tersebut mempunyai CR > 0.6 (Fornell & Larcker, 1981).

Jadual 2: Average variance extracted (AVE) dan composite reliability (CR)

Konstruk	AVE	CR
Persepsi terhadap risiko	0.1879	0.7862
Kecenderungan dalam pengambilan risiko	0.3128	0.1637

Nota. n = 317

Jadual 2 menunjukkan bahawa kedua-dua konstruk persepsi terhadap risiko perniagaan dan kecenderungan dalam pengambilan risiko gagal memenuhi keperluan kriteria kesahan konvergen. Nilai CR yang tinggi iaitu 0.7862, namun nilai AVE yang sangat rendah bagi konstruk persepsi terhadap risiko perniagaan iaitu hanya 0.1879 menjelaskan bahawa semua item yang terdapat di dalam instrumen tersebut tidak dapat menerangkan konstruk persepsi terhadap risiko secara keseluruhan. Oleh itu, setiap jenis risiko perniagaan diasingkan menjadi subkonstruk yang berbeza untuk menguji hipotesis kajian. Manakala, bagi konstruk kecenderungan dalam pengambilan risiko, kesemua item bagi konstruk tersebut juga perlu disemak dan dibuang sekiranya tidak menyumbang kepada peningkatan nilai AVE dan CR. Jadual 3 memperincikan *factor loading* sebelum dan selepas analisis dijalankan beserta keterangan bagi setiap item selain menunjukkan nilai AVE dan CR selepas item dibuang atau diterbalikkan skor skalanya.

Jadual 3: Factor loading, average variance extracted (AVE) dan composite reliability (CR)

Konstruk	Item	Loading		Keterangan	AVE	CR
		Sebelum	Selepas			
Persepsi terhadap risiko kewangan (RK)	RK1	0.3358		Item ditolak	0.5620	0.8347
	RK2	0.7027	0.7123			
	RK3	0.5801	0.5872			
	RK4	0.8319	0.8450			
	RK5	0.8177	0.7958			
Persepsi terhadap risiko operasi (RO)	RO1	0.6012		Item ditolak Item ditolak Item ditolak	0.5428	0.8745
	RO2	0.5634				
	RO3	0.3150				
	RO4	0.6341	0.5938			
	RO5	0.5430	0.5982			
	RO6	0.6749	0.7362			
	RO7	0.7100	0.7562			
	RO8	0.8035	0.8742			
	RO9	0.7182	0.8310			
Persepsi terhadap risiko undang-undang (RU)	RU1	0.6797	0.6802	Item ditolak	0.5328	0.8495
	RU2	0.6617	0.6926			
	RU3	0.0292				
	RU4	0.8175	0.7994			
	RU5	0.8129	0.7950			
	RU6	0.7552	0.7527			
Persepsi terhadap risiko strategik (RS)	RS1	0.6344	0.6247		0.5707	0.8681
	RS2	0.8004	0.8000			
	RS3	0.6849	0.6867			
	RS4	0.8148	0.8192			
	RS5	0.8219	0.8225			
Kecenderungan dalam pengambilan risiko (KPR)	KPR1	-0.5918		Item ditolak Skor skala diterbalikkan Item ditolak	0.4225	0.7827
	KPR2	0.4624	0.5568			
	KPR3	0.4760	0.5779			
	KPR4	-0.6284	0.6662			
	KPR5	-0.1395				
	KPR6	0.7863	0.7598			
	KPR7	0.6055	0.6723			

Nota. n = 317

Kesahan diskriminan pula menerangkan sejauh mana setiap konstruk berbeza daripada konstruk yang lain (Hair et al., 2017). Terdapat tiga kaedah untuk mengukur kesahan diskriminan iaitu kriteria Fornell-Lacker, *cross-loading* dan *heterotrait-monotrait ratio of correlation* (HTMT). Kajian ini menggunakan kaedah Fornell-Larcker (1981) yang membandingkan punca kuasa dua AVE dengan pekali korelasi bagi setiap konstruk. Jadual 4 menunjukkan nilai pekali korelasi bagi setiap konstruk lebih rendah daripada punca kuasa dua AVE sekaligus menjelaskan bahawa kajian ini berjaya memenuhi kriteria kesahan diskriminan.

Jadual 4: Pekali korelasi dan punca kuasa dua average variance extracted (AVE)

Konstruk	RK	RO	RU	RS	KPR
Persepsi terhadap risiko kewangan (RK)	0.7497				
Persepsi terhadap risiko operasi (RO)	.482**	0.7367			
Persepsi terhadap risiko undang-undang (RU)	.423**	.468**	0.7299		
Persepsi terhadap risiko strategik (RS)	.140*	.142*	.179**	0.7554	
Kecenderungan dalam pengambilan risiko (KPR)	-.014	-.083	-.112*	.245**	0.6500

Nota. n = 317; Nilai yang ditebalkan adalah hasil punca kuasa dua AVE; < 0.01*; < 0.05**

Kebolehpercayaan borang soal selidik kajian ini diukur menggunakan analisis Cronbach Alpha dan *composite reliability* (CR). Jadual 5 menunjukkan interpretasi dapatan statistik Cronbach Alpha (George & Mallery, 2003). Jadual 6 pula menunjukkan bahawa instrumen konstruk kecenderungan dalam pengambilan risiko boleh dipertikaikan (Cronbach Alpha = 0.6656) namun ia masih boleh diterima (*composite reliability* = 0.7827). Manakala, kesemua konstruk yang lain mempunyai nilai pekali Cronbach Alpha dan *composite reliability* melebihi 0.7.

Jadual 5: Interpretasi nilai pekali Cronbach Alpha George & Mallery (2003)

Julat Pekali Cronbach Alpha	Kebolehpercayaan
≤ 0.5	Tidak boleh diterima
≥ 0.5	Teruk
≥ 0.6	Boleh dipertikaikan
≥ 0.7	Boleh diterima
≥ 0.8	Baik
≥ 0.9	Cemerlang

Jadual 6: Cronbach Alpha dan *composite reliability* (CR)

Konstruk	Composite Reliability	Cronbach Alpha
Persepsi terhadap risiko kewangan (RK)	0.8347	0.7462
Persepsi terhadap risiko operasi (RO)	0.8745	0.8419
Persepsi terhadap risiko undang-undang (RU)	0.8495	0.8012
Persepsi terhadap risiko strategik (RS)	0.8681	0.8116
Kecenderungan dalam pengambilan risiko (KPR)	0.7827	0.6656

Dapatan

Analisis kekerapan menunjukkan bahawa 317 responden terdiri daripada 101 orang pelajar lelaki (31.9%) dan 216 orang pelajar perempuan (68.1%). Mengikut latar belakang pendidikan, sebanyak 228 pelajar (71.9%) merupakan pelajar bidang bukan teknikal seperti perdagangan, pelancongan dan hospitaliti. Sementara itu, sejumlah 89 responden adalah pelajar teknikal (28.1%). Seramai 234 responden (73.8%) mempunyai latar belakang perniagaan sama ada melalui keluarga, saudara mara, rakan atau orang lain. Analisis juga menunjukkan bahawa majoriti responden pernah menyertai kursus keusahawanan dalam pengajian iaitu seramai 237 orang (74.8%).

Apakah tahap persepsi terhadap risiko berdasarkan keterlibatan pelajar dalam pendidikan keusahawanan?

Jadual 7 menunjukkan bahawa kedua-dua kumpulan pelajar sama ada pernah atau tidak pernah mengikuti kursus keusahawanan mempunyai persepsi terhadap risiko kewangan, risiko operasi dan risiko undang-undang pada tahap yang sederhana. Namun begitu, tiada perbezaan persepsi terhadap risiko kewangan yang ketara antara pelajar yang pernah mengikuti pendidikan keusahawanan ($M = 3.3703$, $SP = 0.7769$, $N = 237$) dan tidak pernah mengikuti pendidikan keusahawanan ($M = 3.4844$, $SP = 0.7153$, $N = 80$; $t(317) = -1.158$, $p = .248$). Begitu juga dengan persepsi terhadap risiko operasi di mana tiada perbezaan yang ketara antara pelajar yang pernah mengikuti pendidikan keusahawanan ($M = 3.1596$, $SP = 0.7303$, $N = 237$) dan tidak pernah mengikuti pendidikan keusahawanan ($M = 3.2729$, $SP = 0.7436$, $N = 80$; $t(317) = -1.194$, $p = .233$). Analisis konstruk persepsi terhadap risiko undang-undang juga membuktikan tiada perbezaan persepsi yang ketara antara pelajar yang pernah mengikuti pendidikan keusahawanan ($M = 3.3156$, $SP = 0.8097$, $N = 237$) dan tidak pernah mengikuti pendidikan keusahawanan ($M = 3.2300$, $SP = 0.7396$, $N = 80$; $t(317) = 0.835$, $p = .404$).

Bagi konstruk persepsi terhadap risiko strategik, kedua-dua kumpulan pelajar mempunyai persepsi pada tahap yang tinggi. Namun begitu, dapatan menunjukkan bahawa tiada perbezaan persepsi yang ketara antara pelajar yang pernah mengikuti pendidikan keusahawanan ($M = 4.1156$, $SP = 0.6375$, $N = 237$) dan tidak pernah mengikuti pendidikan keusahawanan ($M = 3.9700$, $SP = 0.6261$, $N = 80$; $t(317) = 1.774$, $p = .077$). Dapatan ini bermakna secara umumnya, kedua-dua kumpulan pelajar tidak menunjukkan perbezaan yang signifikan dalam persepsi terhadap risiko sama ada risiko kewangan, operasi, undang-undang mahupun strategik. Hanya skor min antara keduanya sahaja menampakkan sedikit perbezaan seperti yang diperincikan dalam jadual 7.

Jadual 7: Persepsi terhadap risiko kewangan, operasi, undang- undang dan strategik berdasarkan keterlibatan pelajar dalam pendidikan keusahawanan

	Keterlibatan dalam Pendidikan Keusahawanan	n	Min	Sisihan Piawai	Tahap
Persepsi terhadap risiko kewangan (RK)					
RK2 Kebanyakan klien atau pelanggan tidak dapat membayar tepat pada masanya.	Pernah	237	3.29	1.063	Sederhana
	Tidak Pernah	80	3.47	0.886	Sederhana
Usahawan sukar mendapatkan pembiayaan bagi perniagaan.	Pernah	237	3.35	1.041	Sederhana
	Tidak Pernah	80	3.60	0.976	Tinggi
Jumlah pembiayaan yang diterima daripada institusi kewangan tidak mencukupi.	Pernah	237	3.41	0.947	Sederhana
	Tidak Pernah	80	3.41	1.002	Sederhana
Tempoh bayaran semula pembiayaan adalah pendek.	Pernah	237	3.43	1.029	Sederhana
	Tidak Pernah	80	3.45	1.078	Sederhana
Persepsi terhadap risiko operasi (RO)					
RO4 Usahawan mempunyai kekangan untuk memenuhi permintaan produk.	Pernah	237	3.39	0.874	Sederhana
	Tidak Pernah	80	3.48	0.900	Sederhana
RO5 Pengekar tidak mahu memasarkan produk usahawan.	Pernah	237	3.01	0.976	Sederhana
	Tidak Pernah	80	3.21	0.910	Sederhana
RO6 Usahawan mempunyai masalah untuk memasarkan produk.	Pernah	237	3.25	1.078	Sederhana
	Tidak Pernah	80	3.40	1.109	Sederhana
RO7 Hasil jualan yang diperolehi hanya memberikan keuntungan yang rendah.	Pernah	237	3.22	1.011	Sederhana
	Tidak Pernah	80	3.26	1.099	Sederhana
RO8 Usahawan tidak berpuas hati terhadap hasil jualan kepada pengedar.	Pernah	237	3.08	0.870	Sederhana
	Tidak Pernah	80	3.22	0.941	Sederhana
RO9 Usahawan tidak berpuas hati terhadap hasil jualan kepada pelanggan.	Pernah	237	3.01	1.029	Sederhana
	Tidak Pernah	80	3.06	1.048	Sederhana

Persepsi Terhadap Risiko Undang-undang (RU)					
RU1 Usahawan kerap mengalami kesukaran untuk memenuhi keperluan standard Akta Keselamatan dan Kesihatan Pekerjaan 1994.	Pernah	237	3.29	0.962	Sederhana
	Tidak Pernah	80	3.21	1.015	Sederhana
RU2 Usahawan selalu mengalami masalah untuk bersaing produk dengan pesaing lain.	Pernah	237	3.81	0.956	Tinggi
	Tidak Pernah	80	3.66	0.980	Tinggi
RU4 Usahawan mengalami kesukaran untuk meletakkan label pensijilan kandungan nutrisi daripada Kementerian Kesihatan.	Pernah	237	3.19	1.120	Sederhana
	Tidak Pernah	80	3.08	1.188	Sederhana
RU5 Usahawan mempunyai masalah untuk memenuhi keperluan kualiti yang dikehendaki oleh pensijilan halal JAKIM.	Pernah	237	3.10	1.159	Sederhana
	Tidak Pernah	80	3.12	1.216	Sederhana
RU6 Usahawan mempunyai masalah untuk membayar caruman KWSP pekerja.	Pernah	237	3.19	1.002	Sederhana
	Tidak Pernah	80	3.07	1.088	Sederhana
Persepsi Terhadap Risiko Strategik (RS)					
RS1 Perubahan dalam kehendak pelanggan akan memberi kesan kepada perniagaan.	Pernah	237	3.99	0.866	Tinggi
	Tidak Pernah	80	3.82	1.003	Tinggi
RS2 Perubahan dalam teknologi akan memberi kesan kepada hasil pengeluaran produk.	Pernah	237	4.14	0.838	Tinggi
	Tidak Pernah	80	4.00	0.928	Tinggi
RS3 Perubahan dalam profil demografi (jantina, umur, bangsa dan pendapatan bulanan) akan memberi kesan kepada perniagaan.	Pernah	237	3.90	0.936	Tinggi
	Tidak Pernah	80	3.59	1.122	Tinggi
RS4 Perubahan dalam situasi ekonomi akan memberi kesan kepada hasil jualan.	Pernah	237	4.29	0.722	Tinggi
	Tidak Pernah	80	4.25	0.849	Tinggi
RS5 Perubahan dalam hasil jualan akan memberi kesan kepada keuntungan.	Pernah	237	4.26	0.724	Tinggi
	Tidak Pernah	80	4.19	0.677	Tinggi

Apakah tahap kecenderungan dalam pengambilan risiko berdasarkan keterlibatan pelajar dalam pendidikan keusahawanan?

Jadual 8 melaporkan bahawa kumpulan pelajar yang terlibat dalam pendidikan keusahawanan mempunyai kecenderungan dalam pengambilan risiko pada tahap yang sederhana manakala kumpulan pelajar tidak pernah terlibat dalam pendidikan keusahawanan mempunyai kecenderungan dalam pengambilan risiko pada tahap yang tinggi. Namun begitu, secara keseluruhan, tiada perbezaan kecenderungan dalam pengambilan risiko yang ketara antara pelajar yang pernah mengikuti pendidikan keusahawanan ($M = 3.7300$, $SP = 0.5799$, $N = 237$) dan tidak pernah mengikuti pendidikan keusahawanan ($M = 3.6575$, $SP = 0.6699$, $N = 80$; $t(317) = 0.928$, $p = .354$).

Jadual 8: Kecenderungan dalam pengambilan risiko berdasarkan keterlibatan pelajar dalam pendidikan keusahawanan

	Keterlibatan dalam Pendidikan Keusahawanan	n	Min	Sisihan Piawai	Tahap
Kecenderungan dalam Pengambilan Risiko					
KPR2 Saya tidak mengambil risiko dalam perniagaan saya.	Pernah	237	3.72	0.970	Tinggi
	Tidak Pernah	80	3.73	0.981	Tinggi
KPR3 Saya lebih suka mengelak daripada mengambil risiko dalam perniagaan saya.	Pernah	237	3.43	1.153	Sederhana
	Tidak Pernah	80	3.44	1.200	Sederhana
KPR4 Saya kerap mengambil risiko dalam perniagaan.	Pernah	237	3.60	0.908	Tinggi
	Tidak Pernah	80	3.46	0.913	Sederhana
KPR6 Saya selalunya melihat risiko dalam perniagaan sebagai satu cabaran.	Pernah	237	4.19	0.738	Tinggi
	Tidak Pernah	80	4.06	0.735	Tinggi
KPR 7 Saya melihat diri saya adalah seorang... pengelak risiko / pengambil risiko	Pernah	237	3.71	0.782	Tinggi
	Tidak Pernah	80	3.60	0.894	Tinggi

Rumusannya, dapatan kajian ini selaras dengan kenyataan Mazura (2014) dan Norfadhilah & Norasmah (2012) apabila mereka menegaskan bahawa apabila seseorang telah mempelajari sesuatu perkara khususnya dalam bidang keusahawanan, mereka tidak akan bertindak tanpa berfikir terlebih dahulu. Sebagai contoh dari segi pengambilan risiko, pelajar-pelajar ini tidak akan mengambil risiko tanpa membuat pengiraan. Berbeza dengan mereka yang tidak pernah terlibat dalam pendidikan keusahawanan, apabila setiap tindakan diambil mengikut gerak hati ataupun keperluan semasa tanpa mengira risiko yang bakal dihadapi.

Perbincangan dan Kesimpulan

Amnya, dapatan kajian menunjukkan bahawa tiada perbezaan tahap persepsi risiko yang signifikan antara pelajar yang pernah dan tidak pernah mengikuti kursus keusahawanan secara umumnya sama ada persepsi terhadap risiko kewangan, risiko operasi, risiko undang-undang mahu pun risiko strategik. Namun, apabila dilihat secara terperinci, didapati bahawa pelajar yang tidak pernah didedahkan dengan pendidikan keusahawanan mempunyai persepsi terhadap risiko kewangan yang kurang baik di mana mereka menyangka bahawa usahawan sukar untuk mendapatkan pembiayaan bagi perniagaan. Isu ini dibangkitkan dalam kajian Eva & Martin (2015) di mana usahawan sukar mendapat pinjaman daripada institusi kewangan kerana persepsi terhadap kemampuan PKS untuk membayar semula pinjaman tersebut. Walhal, kajian yang dijalankan oleh Norashikin et al. (2016) menunjukkan bahawa masalah ini bukanlah risiko besar yang dihadapi oleh usahawan PKS di Malaysia. Tambahan pula, pelbagai insentif dan usaha yang telah dilaksanakan oleh kerajaan untuk menggalakkan penyertaan masyarakat dalam bidang keusahawanan. Antaranya menggalakkan pertumbuhan PKS dengan menyediakan peruntukan sebanyak RM75 juta pada tahun 2017 (Berita Harian, 2016) dan meningkat menjadi sejumlah RM22.2 bilion pada tahun 2018 (Utusan, 2017). Pelan Tindakan Keusahawanan 2016-2020 turut menggariskan bahawa isu peraturan dalaman untuk memberi pinjaman modal kepada perniagaan pelajar perlu diteliti dan dinilai semula.

Dari aspek persepsi terhadap risiko undang-undang, dapatan kajian menunjukkan bahawa majoriti pelajar yang pernah menyertai pendidikan keusahawanan bersetuju bahawa usahawan

seringkali mengalami kesukaran untuk bersaing produk dengan pesaing lain dalam pasaran. Hal ini tidak dinafikan oleh usahawan PKS (Norashikin et al., 2016; Robert & Raghavan, 2005). Walaupun pelajar yang tidak pernah mendapat pendedahan keusahawanan turut mempunyai persepsi yang sama namun, pelajar yang pernah menyertai pendidikan keusahawanan lebih menyedari bahawa masalah ini merupakan risiko antara risiko terbesar yang perlu dihadapi oleh usahawan.

Melihat aspek persepsi terhadap risiko strategik, dapatan kajian mendapati bahawa pelajar yang pernah mengikuti pendidikan keusahawanan mempunyai persepsi yang lebih tinggi mengenai risiko strategik di mana perubahan dalam kehendak pelanggan, teknologi, profil demografi dan ekonomi boleh membawa kesan terhadap hasil pengeluaran dan hasil jualan dalam perniagaan selain bersetuju bahawa perubahan dalam hasil jualan akan memberi kesan kepada keuntungan yang diperoleh oleh usahawan. Hal ini kerana mereka turut berpengalaman melalui masalah sedemikian apabila terpaksa bersaing dengan rakan-rakan mereka demi memperoleh hasil jualan yang telah ditetapkan.

Seterusnya dapatan kajian berkaitan pengambilan risiko dalam kalangan pelajar yang terlibat dalam pendidikan keusahawanan menunjukkan tahap kecenderungan mereka berada di tahap sederhana sementara pelajar yang tidak pernah terlibat dalam pendidikan mempunyai kecenderungan dalam pengambilan risiko yang tinggi. Namun begitu, perbezaan tahap ini adalah tidak signifikan dan ketara. Kajian ini selari dengan kajian Fauzilah & Mohamed Dahlan (2011) apabila mereka mendapati bahawa kursus keusahawanan tidak memberi sebarang impak terhadap kecenderungan dalam pengambilan risiko dalam kalangan peserta. Hal ini menjelaskan bahawa walaupun kajian ini menggunakan konteks pendidikan keusahawanan di Politeknik yang sering dikemaskini dan didasari pelbagai langkah-langkah kerajaan, namun, ia belum cukup untuk memberikan kesan/perbezaan dalam kalangan pelajar mereka.

Kesimpulannya, kajian ini membuktikan bahawa persepsi antara pelajar yang terlibat atau tidak terlibat dalam pendidikan keusahawanan di Politeknik tidak berbeza. Ini terbukti apabila mereka mempunyai persepsi yang sama terhadap risiko. Sementelah bagi kecenderungan pengambilan risiko pula didapati mereka yang tidak terlibat dalam pendidikan keusahawanan mempunyai kecenderungan yang lebih tinggi dalam pengambilan risiko. Implikasi dari kajian ini menunjukkan bahawa pendidikan keusahawanan yang ditawarkan di Politeknik perlu diteliti semula bagi memastikannya ia berupaya mencapai objektif yang dihasratkan oleh JPP.

Kajian ini tertakluk kepada limitasi di mana kajian ini tidak membuat stratifikasi latar belakang responden. Oleh itu, penyelidikan masa hadapan perlu mempertimbangkan aspek-aspek ini dan mempertimbangkan profil usahawan seperti umur, jantina, pengalaman keusahawanan, dan latar belakang keluarga serta latar belakang pendidikan sebagai pembolehubah kawalan.

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KECENDERUNGAN MENGHAFAZ AL-QURAN DALAM KALANGAN PELAJAR POLISAS

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Abstrak: Al-Quran merupakan sumber wahyu yang pertama dan wajib diterima secara mutlak dan merupakan mukjizat terulung yang diturunkan kepada Nabi Muhammad s.a.w dan menghafaznya merupakan saham ukhrawi yang abadi. Malangnya dewasa ini segelintir pelajar Islam memandang sepi terhadap tuntutan ini malah hanya menjadikan al-Quran sebagai perhiasan yang hanya dipandang tetapi tidak dihafaz. Sehubungan itu satu kajian telah dilakukan dalam menangani permasalahan tersebut. Objektif kajian ini adalah mengenalpasti kemampuan, dorongan dan kaedah menghafaz al-Quran dalam kalangan pelajar. Subjek kajian terdiri daripada 35 orang pelajar Islam semester 2 kursus Diploma Makanan Halal (DMH2A) dari Jabatan Teknologi Makanan, Politeknik Sultan Haji Ahmad Shah (POLISAS). Dari segi metodologinya, kaedah pengumpulan data menggunakan soal selidik. Data kajian kuantitatif dianalisis menggunakan kekerapan dan peratusan dengan menggunakan perisian SPSS versi 17. Kesimpulannya, hasil kajian menunjukkan bahawa pelajar DMH2A cenderung menghafaz al-Quran, namun masih ramai pelajar yang tidak cenderung menghafaz al-Quran.

Katakunci: Hafazan Al-Quran, Kecenderungan, Teknik

1.0 Pendahuluan

Al-Quran merupakan kalam Allah atau kata-kata Allah yang diturunkan kepada Nabi Muhammad s.a.w kepada umatnya sebagai panduan kehidupan manusia seluruhnya. Al-Quran merupakan mukjizat Nabi Muhammad s.a.w yang terpelihara sehingga hari perhitungan. Allah menurunkan Al-Quran kepada semua hambaNya sebagai pegangan yang kukuh agar dalam setiap kehidupan makhlukNya berada di dalam rahmat dan keberkatanNya. Sebagai hambaNya yang diberikan taufik dan hidayah, adalah menjadi kewajipan untuk mengkaji, memahami, menghafaz, menghayati dan mengaplikasikannya dalam kehidupan seharian sepenuhnya dengan penuh ikhlas mencari keredhaan Allah S.W.T (Nor Musliza Mustafa, 2014).

Permulaan dalam mencari ilmu pengetahuan adalah dengan cara membaca dan diteruskan dengan pemahaman yang mendalam. Salah satu cara untuk menjaga apa yang ia dapat dari bacaan adalah menghafaz. Hafazan adalah proses yang digunakan untuk menyimpan pengetahuan. Menurut Zukifli Mohamad Al-Bakri (2013), menghafaz bermaksud membaca ataupun mempelajari ayat suci berulang kali supaya ingat dalam ingatan. Selain itu hafaz dalam Bahasa Melayu disebut sebagai 'hafal' iaitu sudah benar-benar masuk dalam ingatan tanpa

perlu melihat buku atau catatan. Sementara menghafaz sesuatu yang dipelajari dan mengasah ingatan melalui hafazan adalah cara yang paling baik untuk mengekalkan ingatan dan kecerdasan otak.

Sesetengah orang berkata, tidak perlu menghafaz, cukup dengan membaca dan memahami bacaan kalau hanya setakat untuk mendapatkan pengetahuan. Namun, menghafaz dapat membantu memudahkan untuk mendapatkan pemahaman yang sempurna dan dapat menguasai ilmu pengetahuan. Galakan menghafaz diambil berat pada ilmu-ilmu dasar dan pada bacaan-bacaan tertentu.

Menurut Zukifli Mohamad Al-Bakri (2013), menghafaz mempunyai 5 peringkat iaitu pertama peringkat keperluan menghafaz, kedua peringkat sedar dan penumpuan, ketiga peringkat menyimpan maklumat, keempat peringkat penyusunan maklumat dan yang kelima peringkat mangingat dan mengembalikan maklumat. Kegiatan menghafaz al-Quran tidak terhad pada maahad-maahad tahfiz secara institusi dan terprogram, tetapi sesiapaupun boleh melakukannya tanpa terikat pada mana-mana institusi. Kegiatan hafazan al-Quran seperti ini bermula daripada kecenderungan perseorangan untuk menghafaznya. Pada komuniti tertentu, perseorangan mempunyai kecenderungan yang sama atau tidak untuk menghafaz al-Quran, seperti dalam kelas DMH2A dari Jabatan Teknologi Makanan, Politeknik Sultan Haji Ahmad Shah Kuantan. Oleh itu, dapatlah dikaji kecenderungan pelajar di kelas DMH2A untuk menghafaz al-Quran.

Sebagaimana yang diketahui, kitab suci al-Quran yang diwahyukan kepada junjungan besar Nabi Muhammad s.a.w. adalah sebuah kitab yang menjadi pelengkap kepada kitab-kitab yang diturunkan sebelumnya. Isi kandungan al-Quran adalah mencakupi segenap bidang, antaranya soal ibadat, muamalat, jenayah dan munakahat. Selain itu, di dalam al-Quran juga mempunyai pelbagai bidang ilmu pengetahuan seperti ilmu astronomi, pelayaran, pertanian dan sebagainya. Boleh dikatakan semua disiplin ilmu terkandung dalam kitab suci ini. Generasi kini semestinya memanfaatkan isi kandungan al-Quran yang telah dipelihara dan dijaga keasliannya oleh Allah S.W.T. untuk memberi peluang kepada umat Islam sepanjang zaman mempraktikkan apa yang terkandung di dalamnya.

1.1 Penyataan Masalah

Tidak ramai umat Islam yang mengambil manfaat daripada menghafaz dan mengamal al-Quran dengan isi kandungannya. Maka rugilah sesiapa yang tidak mengambil peluang yang telah diberikan oleh Allah S.W.T. untuk menghafaz, mengkaji, memahami dan seterusnya mempraktikkan segala ilmu yang terkandung di dalamnya.

Fenomena hari ini mendapati tabiat atau kecenderungan membaca dan menghafaz al-Quran dalam kalangan pelajar di institusi pengajian tinggi (IPTA/IPTS) kurang memberangsangkan. Malah ada yang menganggap tiada kepentingan sedikitpun sekiranya menghafaz al-Quran. Apabila sesi ujian amali solat dilaksanakan di kelas semester dua bagi subjek Sains Teknologi dan Kejuruteraan dalam Islam, masih terdapat pelajar yang masih tidak mampu membaca surah selepas bacaan al-Faatihah kerana tidak menghafaznya walaupun surah-surah lazim. Mereka menganggap hanya sekadar menghafaz surah al-Faatihah sudah cukup tanpa perlu menghafaz surah-surah yang lain. Oleh kerana persepsi berkenaan mempengaruhi pelajar di institusi pengajian tinggi, maka kajian untuk mengenalpasti punca dan

sebab mengapa mereka ini kurang berminat adalah penting bagi menangani permasalahan tersebut.

1.2 Objektif Kajian

Objektif utama kajian ini adalah untuk:

1. Mengenalpasti kemampuan menghafaz al-Quran dalam kalangan pelajar DMH2A.
2. Mengenalpasti dorongan menghafaz al-Quran dalam kalangan pelajar DMH2A.
3. Mengenalpasti kaedah menghafaz al-Quran dalam kalangan pelajar DMH2A.

1.3 Persoalan Kajian

Kajian ini cuba menjawab:

1. Sejauhmanakah kemampuan menghafaz al-Quran dalam kalangan pelajar DMH2A?
2. Sejauhmanakah dorongan menghafaz al-Quran dalam kalangan pelajar DMH2A?
3. Sejauhmanakah kaedah menghafaz al-Quran dalam kalangan pelajar DMH2A?

1.4 Kepentingan Kajian

Kajian ini penting dalam mengetahui sejauhmana minat dan kecenderungan di kalangan pelajar di kelas DMH2A. Ianya juga penting kerana dapat dijadikan panduan kepada pensyarah-pensyarah Unit Pendidikan Islam dan Moral khususnya untuk menerapkan sistem mudah dan cepat dalam membentuk para pelajar supaya mereka ini lebih cenderung terhadap al-Quran dan seterusnya menjadikan al-Quran sebagai panduan hidup.

Hasil dan dapatan kajian ini juga amat bermanfaat bagi melaksanakan tindakan dalam menangani masalah ujian amali bacaan dan hafazan surah dalam solat bagi subjek Sains Teknologi dan Kejuruteraan dalam Islam semester dua yang diperkenalkan di seluruh politeknik di Malaysia.

1.5 Batasan Kajian

Kajian ini hanya melibatkan pelajar Islam Kursus Diploma Makanan Halal semester dua (DMH2A) dari Jabatan Teknologi Makanan, Politeknik Sultan Hj Ahmad Shah (POLISAS), Kuantan bagi Sesi Disember 2015. Penyelidikan ini hanya memberi tumpuan kepada kecenderungan dan minat pelajar dalam menghafaz al-Quran. Oleh hal yang demikian, dapatan kajian ini tidak boleh digeneralisasi terhadap politeknik lain selain daripada POLISAS.

2.0 Kajian Literatur

Hasil semakan pengkaji terhadap kajian-kajian terdahulu yang berkaitan dengan tajuk ini, penulis dapati tajuk kajian tentang penghafalan al-Quran telah dikaji oleh pengkaji-pengkaji sebelum ini tetapi mereka lebih tertumpu kepada kaedah penghafalan al-Quran. Akan tetapi kajian tentang kecenderungan menghafaz al-Quran untuk mengetahui tahap keinginan yang mendalam untuk menghafaz al-Quran pada peringkat mahasiswa belum dikaji lagi. Antara penulisan yang telah dikeluarkan ialah:

Pertama: Kaedah Penghafalan Al-Quran Di Maahad Tahfiz Al-Quran Pulau Chondong, Machang, Kelantan (Aman Daima Bin Md. Zain, 1998). Penekanan penulis dalam kajian ini lebih tertumpu kepada kaedah penghafalan al-Quran yang dipraktikkan oleh pelajar di Maahad Tahfiz tersebut. Pada peringkat awal penulis menerangkan kepentingan kaedah dalam penghafalan al-Quran serta sejarahnya yang bermula pada zaman rasulullah dan sahabat,

kemudian diterangkan keistimewaan dalam penghafalan al-Quran serta keistimewaannya. Pada proses penghafalan al-Quran beliau mengkategorikan persediaan ke arah menghafal al-Quran dalam beberapa bentuk iaitu pendidikan anak-anak, syarat-syarat penghafal al-Quran, teknik menghafal dan kegiatan penghafal al-Quran.

Kedua: Keberkesanan Kaedah Hafazan di Pusat Tahfiz. Kajian ini dibuat secara gerak kerja berpasukan oleh lima orang iaitu Ustaz Abdul Hafiz Bin Haji Abdullah, Prof. Madya Ajmain Bin Safar, Ustaz Mohd Ismail Bin Mustari, Ustaz Azhar Bin Muhammad dan Ustaz Idris Bin Ismail (2003) di bawah pengurusan penyelidikan UTM. Kajian ini cuba memberikan fokus utama kepada kaedah hafazan al-Quran dan keberkesanannya. Kajian ini juga cuba memaparkan sejarah dan perkembangan pembelajaran kaedah hafazan, hukum-hukumnya serta kepentingan dan kebaikan menghafaz al-Quran berdasarkan sumber-sumber dari ayat-ayat al-Quran dan as-Sunnah. Kajian ini juga menyentuh beberapa aspek perbandingan di antara pendidikan tahfiz moden dan tradisional di Malaysia seperti dari kaca mata pendidikan, infrastruktur, lokasi, perhubungan, pentadbiran, syarat kemasukan, peperiksaan dan persijilan, serta pengiktirafan para lulusan tahfiz dari institusi awam mahupun swasta. Penyelidikan ini juga cuba meneliti kaedah-kaedah hafazan baru (*dars jadid*) serta kaedah mengekalkan hafazan (*sabiq*) dan kaedah mengulang bacaan iaitu (*taqrir/muraja'ah*).

Ketiga: Sistem Pembelajaran Dan Kaedah Hafazan Al-Quran Yang Efektif, Satu Kajian Di Kuala Lumpur Dan Terengganu. Kajian ini juga dibuat secara gerak kerja berkelompok terdiri daripada Ustaz Abdul Hafiz Bin Haji Abdullah, Prof. Madya. Dr. Hussin Bin Salamon, Ustaz Azmi Shah Bin Suratman, Ustaz Sulaiman Shakib Bin Mohd Noor, Ustaz Kamarul Azmi Bin Jasmi Dan Ustaz Abdul Basit Bin Samat @ Darawi (2005). Penyelidikan yang dijalankan ini ialah satu kajian untuk melihat serta mengkaji Sistem Pembelajaran dan Kaedah Hafazan Al-Quran Yang Efektif: Satu Kajian di Kuala Lumpur dan Terengganu. Tujuan kajian ini dijalankan adalah untuk melihat apakah kaedah yang paling sesuai dan berkesan di dalam pembelajaran dan penghafazan al-Quran. Kajian ini telah dijalankan di dua buah institusi tahfiz yang ada di Malaysia iaitu di Institut Al-Quran Kuala Lumpur dan Madrasatul Quran Kubang Bujuk, Terengganu. Seramai 368 orang responden yang terdiri daripada pelajar di kedua-dua institusi tahfiz yang terlibat di dalam kajian ini. Instrumen yang digunakan di dalam kajian ini adalah melalui borang soal selidik yang telah diedarkan, temubual yang dijalankan untuk mendapatkan maklumat serta kajian perpustakaan.

Keempat: Amalan Harian Pelajar Di Dalam Kelas Kemahiran Al-Quran (KKQ) Meningkatkan Keupayaan Membaca Dan Menghafaz Al-Quran (Wan Mohd Faizal Bin Wan Mohd Ramli, 2010). Kajian ini menyatakan bahawa amalan bacaan dan hafazan terhadap al-Quran dapat diperbaiki melalui Kelas Kemahiran al-Quran yang dijalankan di sekolah-sekolah khususnya di peringkat sekolah menengah. Kajian seterusnya bertajuk Hubungan Antara Gaya Pembelajaran Tahfiz Dengan Pencapaian Hafazan al-Quran: Kajian di Zon Tengah (Azmil Hashim & Misnan Jemali, 2013). Tujuan kajian ini adalah untuk mengenal pasti hubungan antara gaya pembelajaran tahfiz al-Quran dengan tahap pencapaian hafazan pelajar. Kajian ini mendapati secara keseluruhannya terdapat hubungan yang kukuh antara gaya pembelajaran tahfiz al-Quran dengan pencapaian hafazan pelajar. Ini menunjukkan terdapat hubungan antara strategi, kaedah, teknik, aktiviti, penggunaan Alat Bantuan Hafazan dan adab dengan Pencapaian hafazan. Kajian ini tidak menjelaskan apakah terdapat hubungan antara pengalaman menghafaz pelajar di peringkat menengah, bilangan juzuk murajaah dengan

PNGK, Mata nilai Kursus Hizf al-Quran Syafawi dan mata nilai Kursus Hizf al-Quran Tahriri serta hubungan antara Mata nilai Kursus Hizf al-Quran Syafawi, mata nilai Kursus Hizf al-Quran Tahriri dengan PNGK. Seterusnya kajian oleh Fatmawati Mohamed@Ismail (2013) menyatakan amalan hafazan murid terhadap al-Quran mempengaruhi minat murid terhadap mata pelajaran Pendidikan Islam.

Keseluruhan data yang diperolehi telah dianalisis dengan menggunakan perisian *Statistical Package for Social Science (SPSS)* versi 17.0. Secara keseluruhannya, kajian yang dijalankan ini adalah mencapai objektif yang telah ditetapkan oleh penyelidik iaitu untuk mengkaji apakah sistem pembelajaran dan kaedah hafazan al-Quran yang paling berkesan di dalam mendalami ilmu al-Quran.

3.0 Metodologi Kajian

3.1 Kaedah Kajian

Kajian ini menggunakan kaedah kuantitatif menggunakan kaedah tinjauan untuk mengetahui kecenderungan menghafaz al-Quran dalam kalangan pelajar Politeknik Sultan Haji Ahmad Shah (POLISAS).

3.2 Instrumen Kajian

Instrumen kajian bertujuan untuk mengenalpasti kecenderungan menghafaz al-Quran dalam kalangan pelajar DMH2A, POLISAS. Satu set soal selidik yang digunakan adalah adaptasi dari kajian Mohd Aderi Che Noh dan Rohani Ahmad Tarmizi (2009). Instrumen ini diambil kerana analisis keseluruhan menunjukkan nilai kebolehpercayaan yang tinggi iaitu 0.9246. Soal selidik ini menggunakan 3 bahagian iaitu:

1. Bahagian A: Mengandungi 2 item untuk mengetahui tentang maklumat diri responden.
2. Bahagian B: Mengandungi 11 item soalan yang dikemukakan bertujuan untuk mengetahui kemampuan, dorongan dan kerelaan responden tentang hafazan al-Quran.
3. Bahagian C: Mengandungi 12 soalan telah dikemukakan bertujuan untuk mengetahui teknik, kaedah, petua dan masa yang digunakan oleh responden untuk membaca dan menghafaz al-Quran.

Soal selidik ini menggunakan skala likert 5 poin seperti jadual di bawah:

Jadual 3.1: Skala Likert

Sangat Tidak Setuju	Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju
STS (1)	TS (2)	KS (3)	S (4)	SS (5)

3.3 Persampelan

Pengkaji telah menentukan bahawa subjek kajian dalam penyelidikan ini ialah pelajar kelas DMH2A, Jabatan Teknologi Makanan, Politeknik Sultan Haji Ahmad Shah Kuantan (POLISAS). Rasional pemilihan mereka sebagai responden adalah kerana responden merupakan pelajar Semester 2 yang sedang mengikuti kursus DUA 2012 (Sains Teknologi dan Kejuruteraan dalam Islam) sesi Disember 2015. Oleh itu pemilihan mereka adalah tanpa mengira latar belakang pelajar kerana kajian ini ingin mendapatkan suatu jawapan yang menyeluruh daripada responden tentang kecenderungan mereka menghafaz al-Quran. Pengkaji akan mendapatkan data-data serta maklumat yang diperlukan melalui edaran borang soal

selidik, pemerhatian dan pengamatan pengkaji sendiri. Mereka dipilih antara lain sebagai mewakili pelajar tersebut. Kajian ini menggunakan format borang soal selidik yang disediakan terhadap 35 orang responden dan diedarkan kepada pelajar di kelas DMH2A POLISAS. Jumlah sampel kajian ini dianggap mencukupi kerana sudah melebihi sampel minimum iaitu 30 orang individu seperti yang diharapkan oleh Creswell (1998) dan Sekaran (2000).

3.4 Kaedah Pengumpulan Data

Dua jenis data telah digunakan iaitu data primer dan data sekunder. Penyelidik memilih kaedah soal selidik untuk pengumpulan data sebagai data primer. Manakala data sekunder pula diperoleh daripada pembacaan sumber rujukan yang sedia ada seperti buku. Penyelidik menggunakannya kerana sumber rujukan ini tidak diragui kesahihannya. Data yang diperoleh melalui soal selidik dianalisis mengikut turutan soalan secara kuantitatif. Dapatan disusun, diringkaskan dan dibentangkan dalam bentuk yang mudah difahami. Dapatan kajian dianalisis secara deskriptif menggunakan perisian Statistical Package for the Social Sciences (SPSS) versi 17.

4.0 Dapatan Kajian

Analisis data dilakukan secara deskriptif yang menunjukkan peratusan untuk mengetahui kecenderungan menghafaz al-Quran di kalangan pelajar DMH 2A di Politeknik Sultan Haji Ahmad Shah, Kuantan.

4.1 Analisis Maklumat Responden

Bahagian A soal selidik mengandungi maklumat tentang responden. Responden terdiri daripada 35 orang pelajar iaitu 14 pelajar lelaki dan 21 pelajar perempuan daripada kelas DMH2A (Jabatan Teknologi Makanan).

4.2 Analisis Mengetahui Kemampuan, Dorongan Dan Kerelaan Responden Tentang Hafazan Al-Quran

Bahagian B soal selidik mengandungi maklumat untuk mengetahui kemampuan, dorongan dan kerelaan responden tentang hafazan al-Quran. Berdasarkan jadual 4.1, pengkaji mendapati bahawa pada pernyataan responden suka membaca al-Quran jika ada kelapangan, 22.9% (8) sangat setuju, 57.1% (20) setuju, 2.9% (1) kurang setuju, 11.4% (4) tidak setuju dan 5.7% (2) sangat tidak setuju.

Bagi pernyataan responden telah khatam mengaji al-Quran secara talaqqi, seramai 31.4% (11) sangat setuju, 42.9% (15) setuju, 8.6% (3) kurang setuju, 11.4% (4) tidak setuju dan 5.7% (2) sangat tidak setuju. Bagi pernyataan ibu bapa responden memberikan galakan dalam menghafaz al-Quran pula, seramai 28.6% (10) sangat setuju, 57.1% (20) setuju, 8.6% (3) kurang setuju, 5.7% (2) tidak setuju dan 0.0% (0) sangat tidak setuju. Manakala pernyataan responden menghafaz al-Quran kerana pengaruh rakan-rakan pula, seramai 2.9% (1) sangat setuju, 5.7% (2) setuju, 28.6% (10) kurang setuju, 31.4% (11) tidak setuju dan 31.4% (11) sangat tidak setuju.

Bagi pernyataan responden hanya mahu menghafaz surah-surah pendek sahaja, seramai 22.9% (8) sangat setuju, 20.0% (7) setuju, 22.8% (8) kurang setuju, 22.8% (8) tidak setuju dan 11.4% (4) sangat tidak setuju. Seterusnya pernyataan responden tidak pernah menghafaz al-Quran walaupun surah-surah lazim, seramai 0.0% (0) sangat setuju, 5.7% (2) setuju, 28.6% (10) kurang setuju, 28.6% (10) tidak setuju dan 37.1% (13) sangat tidak setuju. Manakala pernyataan responden kurang yakin kemampuan diri sendiri dalam menghafaz al-Quran pula,

seramai 20.0% (7) sangat setuju, 42.9% (15) setuju, 17.1% (6) kurang setuju, 17.1% (6) tidak setuju dan 5.7% (2) sangat tidak setuju.

Bagi pernyataan responden menghafaz al-Quran bukan dengan kerelaan hati, seramai 2.9% (1) sangat setuju, 14.3% (5) setuju, 34.3% (12) kurang setuju, 25.7% (7) tidak setuju dan 22.8% (8) sangat tidak setuju. Seterusnya pernyataan kebanyakan rakan responden mampu menghafaz al-Quran lebih baik daripada responden, seramai 28.6% (10) sangat setuju, 42.9% (15) setuju, 11.4% (4) kurang setuju, 14.3% (5) tidak setuju dan 2.9% (1) sangat tidak setuju. Manakala pernyataan responden malu jika tidak menghafaz al-Quran terutama surah-surah lazim pula, seramai 28.6% (10) sangat setuju, 34.3% (12) setuju, 8.6% (3) kurang setuju, 17.1% (6) tidak setuju dan 11.4% (4) sangat tidak setuju. Pernyataan terakhir ialah responden menghafaz al-Quran berserta dengan tafsir supaya dapat memahami maksud ayat yang dihafaz, seramai 17.1% (6) sangat setuju, 25.7% (9) setuju, 25.7% (9) kurang setuju, 20.0% (7) tidak setuju dan 11.4% (4) sangat tidak setuju dengan pernyataan tersebut.

Sebagai kesimpulan, analisis menunjukkan julat peratusan pelajar bersetuju dan sangat bersetuju terhadap kemampuan, dorongan dan kerelaan responden tentang hafazan al-Quran adalah antara 22.9% - 57.1%.

Jadual 4.1: Taburan Berdasarkan Kekerapan dan Peratusan Terhadap Maklumat Tentang Kemampuan, Dorongan Dan Kerelaan Responden Tentang Hafazan Al-Quran.

Bil	Pernyataan	Kekerapan (%)				
		Sangat Tidak Setuju	Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju
1.	Saya suka membaca al-Quran jika ada kelapangan.	2 (5.7)	4 (11.4)	1 (2.9)	20 (57.1)	8 (22.9)
2.	Saya telah khatam mengaji al-Quran secara talaqqi.	2 (5.7)	4 (11.4)	3 (8.6)	15 (42.9)	11 (31.4)
3.	Ibu bapa saya memberikan galakan dalam menghafaz al-Quran.	0 (0.0)	2 (5.7)	3 (8.6)	20 (57.1)	10 (28.6)
4.	Saya menghafaz al-Quran kerana pengaruh rakan-rakan.	11 (31.4)	11 (31.4)	10 (28.6)	2 (5.7)	1 (2.9)
5.	Saya hanya mahu menghafaz surah-surah pendek sahaja.	4 (11.4)	8 (22.8)	8 (22.8)	7 (20.0)	8 (22.9)
6.	Saya tidak pernah menghafaz al-Quran walaupun surah-surah lazim.	13 (37.1)	10 (28.6)	10 (28.6)	2 (5.7)	0 (0.0)
7.	Saya kurang yakin kemampuan saya dalam menghafaz al-Quran.	2 (5.7)	6 (17.1)	6 (17.1)	15 (42.9)	7 (20)
8.	Saya menghafaz al-Quran bukan dengan kerelaan hati saya.	8 (22.8)	9 (25.7)	12 (34.3)	5 (14.3)	1 (2.9)
9.	Kebanyakan rakan saya mampu menghafaz al-Quran lebih baik daripada saya.	1 (2.9)	5 (14.3)	4 (11.4)	15 (42.9)	10 (28.6)
10.	Saya malu jika tidak menghafaz al-Quran terutama surah-surah lazim.	4 (11.4)	6 (17.1)	3 (8.6)	12 (34.3)	10 (28.6)
11.	Saya menghafaz al-Quran berserta dengan tafsir supaya dapat memahami maksud ayat yang dihafaz.	4 (11.4)	7 (20)	9 (25.7)	9 (25.7)	6 (17.1)

4.3 Analisis Mengetahui Teknik, Kaedah dan Petua Yang Digunakan Oleh Responden Untuk Membaca Dan Menghafaz Al-Quran

Bahagian C soal selidik mengandungi maklumat untuk mengetahui tentang teknik, kaedah dan petua yang digunakan oleh responden untuk membaca dan menghafaz al-Quran. Dalam jadual 4.2 tersebut menunjukkan 5.7% (2) sangat setuju, 5.7% (2) setuju, 14.3% (5) kurang setuju, 28.6% (10) tidak setuju dan 45.7% (16) sangat tidak setuju terhadap pernyataan responden tidak mengambil berat tentang hukum tajwid ketika menghafaz al-Quran. Bagi pernyataan responden cenderung menghafaz surah-surah yang pendek dan mudah dahulu sebelum menghafaz surah-surah panjang, seramai 25.7% (9) sangat setuju, 48.6% (17) setuju, 11.4% (4) kurang setuju, 8.6% (3) tidak setuju dan 5.7% (2) sangat tidak setuju.

Bagi pernyataan responden memelihara rohani dan jasmani dari segala unsur maksiat yang boleh merosakkan mutu hafazan pula, seramai 22.9% (8) sangat setuju, 48.6% (17) setuju, 28.6% (10) kurang setuju, 0.0% (0) tidak setuju dan 0.0% (0) sangat tidak setuju. Bagi pernyataan responden tidak suka diganggu ketika menghafaz al-Quran, seramai 51.4% (18) sangat setuju, 28.6% (10) setuju, 14.3% (5) kurang setuju, 2.9% (1) tidak setuju dan 2.9% (1) sangat tidak setuju. Bagi pernyataan seterusnya pula, seramai 2.9% (1) sangat setuju, 42.9% (15) setuju, 31.4% (11) kurang setuju, 20.0% (7) tidak setuju dan 2.9% (1) sangat tidak setuju dengan pernyataan responden jarang mengulang atau menyemak kembali surah-surah yang telah dihafaz.

Bagi pernyataan responden hanya menghafaz al-Quran ketika berada di POLISAS sahaja tetapi tidak di rumah pula, seramai 5.7% (2) sangat setuju, 11.4% (4) setuju, 34.3% (12) kurang setuju, 31.4% (11) tidak setuju dan 17.1% (6) sangat tidak setuju dengan pernyataan tersebut. Bagi pernyataan responden mengamalkan petua-petua dalam memantapkan lagi daya ingatan di dalam hafazan pula, seramai 14.3% (5) sangat setuju, 42.9% (15) setuju, 28.6% (10) kurang setuju, 8.6% (3) tidak setuju dan 5.7% (2) sangat tidak setuju. Bagi pernyataan responden hanya menghafaz al-Quran hasil dorongan kawan-kawan pula, seramai 2.9% (1) sangat setuju, 31.4% (11) setuju, 25.7% (9) kurang setuju, 22.8% (8) tidak setuju dan 17.1% (6) sangat tidak setuju dengan pernyataan tersebut.

Bagi pernyataan responden selalu bangun malam untuk mengulang kembali apa yang telah dihafaz pula, seramai 5.7% (2) sangat setuju, 37.1% (13) setuju, 37.1% (13) kurang setuju, 11.4% (4) tidak setuju dan 8.6% (3) sangat tidak setuju. Bagi pernyataan seterusnya pula, seramai 57.1% (20) sangat setuju, 37.1% (13) setuju, 5.7% (2) kurang setuju, 0.0% (0) tidak setuju dan 0.0% (0) sangat tidak setuju dengan pernyataan responden sering membaca al-Quran kerana ia dapat menenangkan jiwa. Bagi pernyataan responden mempunyai daya ingatan yang lemah dalam hafazan pula, seramai 8.6% (3) sangat setuju, 28.6% (10) setuju, 31.4% (11) kurang setuju, 25.7% (9) tidak setuju dan 5.7% (2) sangat tidak setuju dengan pernyataan tersebut. Bagi pernyataan responden seorang yang amat teliti dalam menjaga hafazan supaya tidak hilang atau lupa pula, seramai 5.7% (2) sangat setuju, 25.7% (9) setuju, 57.1% (20) kurang setuju, 8.6% (3) tidak setuju dan 2.9% (1) sangat tidak setuju dengan pernyataan tersebut.

Sebagai kesimpulan, analisis menunjukkan julat peratusan pelajar bersetuju dan sangat bersetuju terhadap teknik, kaedah dan petua yang digunakan oleh responden untuk membaca dan menghafaz al-Quran adalah antara 5.7% - 57.1%.

Jadual 4.2: Taburan Berdasarkan Kekeperan dan Peratusan Terhadap Teknik, Kaedah dan Petua Yang Digunakan Oleh Responden Untuk Membaca Dan Menghafaz Al-Quran.

Pernyataan	Kekeperan %				
	STS	TS	KS	S	SS
1. Saya tidak mengambil berat tentang hukum tajwid ketika menghafaz al-Quran.	16(45.7)	10(28.6)	5(14.3)	2(5.7)	2(5.7)
2. Saya cenderung menghafaz surah-surah yang pendek dan mudah dahulu sebelum menghafaz surah panjang.	2(5.7)	3(8.6)	4(11.4)	17(48.6)	9(25.7)
3. Saya memelihara rohani dan jasmani dari segala unsur maksiat yang boleh merosakkan mutu hafazan saya.	0(0.0)	0(0)	10(28.6)	17(48.6)	8(22.9)
4. Saya tidak suka diganggu ketika menghafaz al-Quran.	1(2.9)	1(2.9)	5(14.3)	10(28.6)	18(51.4)
5. Saya jarang mengulang atau menyemak kembali surah-surah yang telah dihafaz.	1(2.9)	7(20.0)	11(31.4)	15(42.9)	1(2.9)
6. Saya hanya menghafaz al-Quran ketika berada di POLISAS sahaja tetapi tidak di rumah.	6(17.1)	11(31.4)	12(34.3)	4(11.4)	2(5.7)
7. Saya mengamalkan petua-petua dalam memantapkan lagi daya ingatan di dalam hafazan.	2(5.7)	3(8.6)	10(28.6)	15(42.9)	5(14.3)
8. Saya menghafaz al-Quran hasil dorongan kawan-kawan.	6(17.1)	8(22.8)	9(25.7)	11(31.4)	1(2.9)

Pernyataan	Kekeperan %				
	STS	TS	KS	S	SS
9. Saya selalu bangun malam untuk mengulang kembali apa yang telah dihafaz.	3(8.6)	4(11.4)	13(37.1)	13(37.1)	2(5.7)
10. Saya sering membaca al-Quran kerana ia dapat menenangkan jiwa.	0(0.0)	0(0.0)	2(5.7)	13(37.1)	20(57.1)
11. Saya mempunyai daya ingatan yang lemah dalam hafazan.	2(5.7)	9(25.7)	11(31.4)	10(28.6)	3(8.6)
12. Saya seorang yang amat teliti dalam menjaga hafazan supaya tidak hilang atau lupa.	1(2.9)	3(8.6)	20(57.1)	9(25.7)	2(5.7)

5.0 Kesimpulan Dan Cadangan

Sebagai kesimpulan, kajian ini berjaya menjawab persoalan kajian iaitu untuk meninjau kemampuan, dorongan dan kaedah pelajar dalam menghafaz al-Quran. Secara keseluruhannya, pelajar cenderung untuk menghafaz al-Quran. Namun begitu, masih lagi terdapat ramai di kalangan mereka yang tidak mengambil berat dalam hafazan al-Quran. Ini adalah satu fenomena yang mesti diubah bagi pelajar POLISAS umumnya dan pelajar kursus DMH2 khususnya, dan ini menunjukkan sikap pelajar yang hanya membaca al-Quran sahaja.

Oleh itu, usaha-usaha yang berterusan perlu dilakukan ke arah memantapkan lagi kesedaran terhadap kecenderungan pelajar DMH2A POLISAS. Penyelidik mencadangkan

beberapa langkah agar budaya hafazan dapat dipertingkatkan lagi pada masa akan datang. Langkah yang dicadangkan seperti:

1. Pelajar perlu ada motivasi dalam diri mereka.
2. Menjadikan hafazan sebagai amalan harian selepas solat.
3. Mengadakan kelas pemulihan bagi pelajar-pelajar yang lemah dalam hafazan.

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