

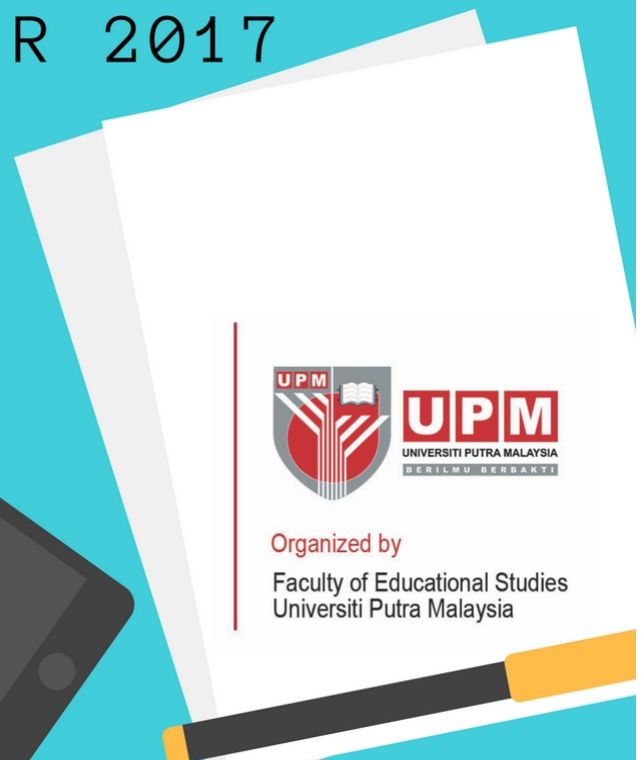
GR EDUC



# GRADUATE RESEARCH IN EDUCATION SEMINAR

Promoting Research  
Culture Excellence in  
Education and Human  
Resource Development

16TH DECEMBER 2017



Organized by  
Faculty of Educational Studies  
Universiti Putra Malaysia



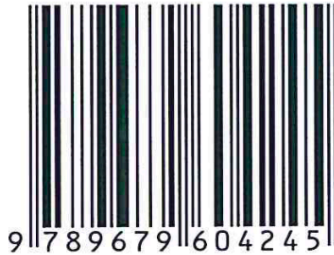
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**FACULTY OF EDUCATIONAL  
STUDIES, UNIVERSITI PUTRA  
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## **EDITORS**

MUHD KHAIZER OMAR

NUR AIRA ABD RAHIM

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# TABLE OF CONTENT

NO.	AUTHOR & TITLE OF PAPER	PAGE
1.	<b>ANXIETY IN SCIENCE LEARNING</b>  Mohd Khairul Azmi Ahmad & Nurzatulshima Kamarudin	1
2.	<b>A REVIEW ON THE FUTURE OF INTERNET OF THINGS (IOT) IN HIGHER EDUCATION</b>  Izehi Owobu & Mas Nida Md. Khambari	9
3.	<b>ASSESSING EMPLOYABILITY SKILLS OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) GRADUATES IN MALAYSIA</b>  Annie Hii	16
4.	<b>ASSOCIATIONS BETWEEN COGNITIVE-EMOTION REGULATION, SOCIAL SUPPORT AND PHYSICAL STRENGTH TOWARDS PSYCHOLOGICAL WELL-BEING AMONG GRADUATE STUDENTS</b>  Thamarai M. Munisamy & Aniza Ahmad	23
5.	<b>A REVIEW ON ENHANCING EMPLOYABILITY SKILLS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING THROUGH SERVICE-LEARNING</b>  Mohd Fakhrul Azizie Mohd Zaid & Muhd Khaizer Omar	30
6.	<b>DEVELOPING STUDENTS' READING COMPREHENSION USING EFFECTIVE READING STRATEGIES: A REVIEW OF PREVIOUS STUDIES</b>  Aziza M. Ali & Sonia Dutta Gupta	36
7.	<b>DIFFERENCES OF RAPE MYTH ACCEPTANCE BETWEEN GENDERS: A SYSTEMATIC REVIEW</b>  Wong Weng See	43
8.	<b>EFFECTIVENESS OF COGNITIVE-BEHAVIORAL STRESS MANAGEMENT PROGRAM AMONG NOVICE VOCATIONAL TEACHERS: A PILOT STUDY</b>  Nurul Husna Ab Razak	52
9.	<b>FACTORS THAT AFFECT SATISFACTION TOWARDS E-LEARNING AMONG TEACHERS</b>  Cheok Mei Lick, Wong Su Luan, Ahmad Fauzi Mohd Ayub & Rosnaini Mahmud	58

10.	<b>IDENTIFYING ANTECEDENTS IN FOSTERING WORK ENGAGEMENT AMONG EMPLOYEES IN PUBLIC SECTOR</b>  Zaki Zakaria, Khairuddin Idris, Bahaman Abu Samah & Norhasni Zainal Abiddin	63
11.	<b>INVESTIGATION OF CAREER INDECISION AMONG MALAYSIAN UNDERGRADUATE STUDENTS</b>  Mahdi Khasmohammadi, Sidek Mohd Noah & Sara Ghazizade	71
12.	<b>INCREASING STUDENT'S CREATIVITY BY INTEGRATING LOW-COST 3D PRINTING INTO TRADITIONAL CLASSROOM: A CONCEPTUAL REVIEW</b>  Xu Wenqin & Mas Nida Md. Khambari	77
13.	<b>MOBILIZING ROLE OF LOCAL FOODS IN RURAL DESTINATION: OPPORTUNITIES AND CHALLENGES IN COMMUNITY DEVELOPMENT</b>  Mohd Nazri Abdul Raji, Shahrim Ab. Karim, Farah Adibah Che Ishak & Mohd Mursyid Arshad	83
14.	<b>PERSONALITY TRAITS AND LEVEL OF MOTIVATION OF TESL UNDERGRADUATES TOWARDS ICT INTEGRATION IN L2 TEACHING</b>  Loo Kien Men & Nooreen Noordin	89
15.	<b>POSSIBILITIES OF READING SKILLS IMPROVEMENT VIA TECHNOLOGY: A SYSTEMATIC REVIEW</b>  Fatimah A. Abraheem, Farzana Morshed & Hanan Y. M. Albaadany	99
16.	<b>PICTURE BOOKS TO HELP IMPROVE ESL LEARNERS' WRITING SKILLS</b>  Eng Wei Chien & Lee Lay Hui	107
17.	<b>PROFESSORS' CAREER EXPERIENCE ON BARRIERS OBSTRUCTING COMMUNITY ENGAGEMENT ACTIVITIES IN NIGERIAN UNIVERSITIES</b>  Samuel Olutokunbo Adekalu, Turiman Suandi, Steven Eric Krauss & Ismi Arif Ismail	114
18.	<b>READING PARTNER IN PROMOTING READING HABITS</b>  Muhammad Hafidzudeen Norazizan, Angelyn Choong Ern Nie & Munifah Mohammad Baba	124

19.	<b>REFLECTIVE WRITING IN IMPROVING TRAINEE TEACHERS TEACHING SKILLS IN 21<sup>ST</sup> CENTURY</b>  Natasha Ariffin & Abdul Hafez Zahrudin	130
20.	<b>TEACHERS' READINESS IN TEACHING AND LEARNING IN SCIENCE SUBJECT THROUGH I-THINK MIND MAPS IN JEMPOL DISTRICT, NEGERI SEMBILAN</b>  Vimala Arimuthu, Nurzatulshima Kamarudin & Umi Kalthom Abdul Manaf	135
21.	<b>THE BASIC COMPONENTS FOR THE THEORY OF ULUL ALBAB TEACHERS' PROFESSIONAL DEVELOPMENT PROGRAMME</b>  Nor Adzimah Subirin, Nor Hayati Alwi, Fathiyah Mohd Fakhrudin, Umi Kalthom Abd Manaf, Siti Suria Salim, Siti Aishah Hassan, Shamsudin Othman & Nurul Jawahir Mohd Ali	141
22.	<b>USING EXTENSIVE READING TO IMPROVE ENGLISH READING COMPREHENSION OF YEAR 6 STUDENTS AND THEIR PERCEPTIONS TOWARDS THE INTERVENTION</b>  Evanna Devi Seyapalan, Loo Kien Men & Nur Fatin Nabila Abd Rahman	150
23.	<b>USING LITERARY TEXTS TO TEACH STUDENTS' READING COMPREHENSION</b>  Ibrahim Mohammed Saeed & Rebecca Liu Mengqin	158
24.	<b>A PRELIMINARY EXPLORATION OF EXECUTIVE RETENTION IN A MALAYSIAN PUBLIC RESEARCH AND DEVELOPMENT ORGANIZATION</b>  Anita Taib, Turiman Suandi, Steven Eric Krauss & Ismi Arif Ismail	163
25.	<b>INSTRUCTIONAL APPROACHES AND CHALLENGES OF STEM INSTRUCTIONAL IMPLEMENTATION: A SYSTEMATIC REVIEW</b>  Nur Farhana Ramli, Othman Talib, Siti Aishah Hassan & Umi Kalthom Abdul Manaf	171
26.	<b>PARENT-CHILD SEXUAL COMMUNICATION: A REVIEW OF PARENTAL INFLUENCES ON ADOLESCENT SEXUAL BEHAVIOUR</b>  Nor Suhaida Suhami, Norlizah Che Hassan, Mohd Mursyid Arshad & Rosliza Abdul Manaf	180

27.	<b>A STUDY ON FACTORS INFLUENCING EMPLOYEE ENGAGEMENT AMONG GEN Y EMPLOYEES IN MCDONALD'S KLANG VALLEY</b>  Juniza Ismail	189
28.	<b>GENDER ROLES AND INTIMATE PARTNER VIOLENCE: A MULTICULTURAL SYSTEMATIC ANALYSIS</b>  Filza Izzyan Azmi & Siti Aishah Hassan	200
29.	<b>JOB SATISFACTION AMONG TEACHERS IN SELECTED VOCATIONAL COLLEGES IN THE STATE OF SELANGOR</b>  Siti Aishah Che Huhaimi	208
30.	<b>SYSTEMATIC REVIEW OF THE MULTICULTURAL ASPECT IN A THERAPEUTIC RELATIONSHIP</b>  Deborah Priya Hermangild & Siti Aishah Hassan	213
31.	<b>COLLEGE STUDENTS' READINESS IN LEARNING MANDARIN LANGUAGE AS SECOND LANGUAGE: A CASE STUDY OF KOLEJ PROFESIONAL MARA BERANANG</b>  Nuraini Jafri & Umi Kalthom Abdul Manaf	219
32.	<b>SUICIDAL IDEATION AMONG MALAYSIAN YOUTH, PREVALENCE, PREDICTOR AND PREVENTION: A SYSTEMATIC REVIEW</b>  Haniff Abdullah Hashim & Siti Aishah Hassan	223
33.	<b>KESEDIAAN PELAJAR BIOINFORMATIK MENGGUNAKAN PYTHON DALAM PEMBELAJARAN: SATU KAJIAN RINTIS</b>  Aina Mardhiah Mohd Shuhaimi & Mohd Khalid Mohamad Nasir	229
34.	<b>KESEDIAAN PELAJAR KOLEJ KOMUNITI DALAM PENGGUNAAN TEKNOLOGI MUDAH ALIH</b>  Syarifah Nurul Farhana Syed Mohd, Mohd Sahar Sulaiman & Siti Fatimah Mohd Yassin	236
35.	<b>PENGETAHUAN, PEMAHAMAN DAN PENGAMALAN ETIKA KAUNSELING KERAHSIAAN DALAM KALANGAN PELAJAR PASCASISWAZAH BIMBINGAN DAN KAUNSELING YANG SEDANG MENJALANI INTERNSHIP</b>  Nurakmal Balqiyah Mohd Pauzi & Noor Syamilah Zakaria	245

36.	<b>KEPUASAN PELAJAR DAN CABARAN DALAM PELAKSANAAN MS ISO 9001:2015 UNIVERSITI AWAM DI MALAYSIA</b>  Norlaili Mohd Yusof, Soaib Asimiran & Ramli Basri	252
37.	<b>HUBUNGAN ANTARA KOMITMEN SUKAN DAN BURNOUT ATLET DI UNIVERSITI PUTRA MALAYSIA</b>  Nur Hidayah Abd Wahid & Aminuddin Yusof	258
38.	<b>KEBERKESANAN KAEDAH PEMBELAJARAN KOPERATIF DALAM MATA PELAJARAN LUKISAN KEJURUTERAAN: KAJIAN KES DI SEKOLAH MENENGAH KEBANGSAAN AMINUDDIN BAKI KUALA LUMPUR</b>  Dayang Suryati Abang Ibrahim & Mohd Hazwan Mohd Puad	264
39.	<b>KOMPLEKSITI KOGNITIF DAN KOMPETENSI KAUNSELOR PELATIH DALAM PENYELIAAN KAUNSELING: SATU KAJIAN LITERATUR</b>  Suhaili Arifin, Sidek Mohd Noah, Wan Marzuki Wan Jaafar & Noor Syamilah Zakaria	272
40.	<b>PENGUKUHAN SAINS, TEKNOLOGI, KEJURUTERAAN DAN MATEMATIK (STEM) DALAM SISTEM PENDIDIKAN DI MALAYSIA</b>  Fazilah Razali, Othman Talib, Umi Kalthom Abd Manaf, & Siti Aishah Hassan	281
41.	<b>PENGETAHUAN KANDUNGAN DAN KEMAHIRAN PEDAGOGI GURU DALAM KURIKULUM REKA BENTUK DAN TEKNOLOGI (RBT): ANALISIS KAJIAN RINTIS</b>  Mohamad Nurul Azmi Mat Nor Nurzatulshima Kamarudin, Umi Kalthom Abdul Manaf, & Mohd Hazwan Mohd Puad	293
42.	<b>AMALAN PEMBELAJARAN TEKNOLOGI MAKLUMAT DAN KOMUNIKASI BERDASARKAN ELEMEN TPACK DI SRAI SG MANGGIS</b>  Nazifah Hayani & Siti Fatimah Yassin	301
43.	<b>HUBUNGAN ANTARA STRES DENGAN MOTIVASI PENCAPAIAN DALAM KALANGAN PELAJAR BPSP DI UNIVERSITI PUTRA MALAYSIA</b>  Noor Ashira Yusran, Norlizah Che Hassan & Mohd Hazwan Mohd Puad	308

44.	<b>IMPLEMENTASI STRATEGI PEMBELAJARAN BAHASA OXFORD UNTUK MENINGKATKAN PENGUASAAN KEMAHIRAN MENULIS BAHASA ARAB DI SEKOLAH YAYASAN ISLAM KELANTAN: SATU TINJAUAN KONSEPTUAL</b>  Kamarul Azaha Awang, Fathiyah Mohd Fakhrudin, Asmawati Suhid, Umi Kalthom Abd Manaf & Ab Halim Mohamad	318
45.	<b>KESEDIAAN PERSONALITI PELAJAR IPT KE ARAH KERJAYA KEUSAHAWANAN SOSIAL</b>  Nurulhusna Azmi & Radin Siti Aishah Radin A.Rahman	328
46.	<b>KEMAHIRAN EMPLOYABILITY DAN KOMPETENSI GURU DALAM MENINGKATKAN KEBOLEHPASARAN GRADUAN SENI KULINARI DI KOLEJ VOKASIONAL</b>  Hanis Mohamed & Mohd Hazwan Mohd Puad	337
47.	<b>KEMAHIRAN KEBOLEHPASARAN PELAJAR KOLEJ VOKASIONAL SELEPAS MENJALANI LATIHAN DI TEMPAT KERJA (OJT)</b>  Mohd Fadhil Mokhtar & Rosnani Jusoh	347
48.	<b>KEPIMPINAN KEUSAHAWANAN, DARI DUNIA PERNIAGAAN KEPADA DUNIA PENDIDIKAN: SATU PERUBAHAN</b>  Siti Sabihah Ghazali	354
49.	<b>KERANGKA PEMIKIRAN KRITIKAL DALAM PENGAJARAN GURU PENDIDIKAN ISLAM</b>  Aminurrashid Ahmad Dahari, Asmawati Suhid & Fathiyah Mohd Fakhrudin	361
50.	<b>KESEDIAAN SISTEM SOKONGAN KEUSAHAWANAN PELAJAR IPT</b>  Raifana Najlaa Muhammad Marzuki & Radin Siti Aishah Radin A Rahman	372
51.	<b>ORIENTASI KEUSAHAWANAN SOSIAL DI MALAYSIA</b>  Mohd Nashriq Kamaruddin & Radin Siti Aishah Radin A. Rahman	380
52.	<b>PENERAPAN NILAI AKHLAK DALAM PENGAJARAN GURU PENDIDIKAN ISLAM MENURUT AL-GHAZALI</b>  Ainul Widad Muhd Fauzi, Asmawati Suhid & Fathiyah Mohd Fakhrudin	391

53.	<p><b>PENGURUSAN ISLAM SEBAGAI ALTERNATIF KEPADA AMALAN PENGURUSAN PENGETUA CEMERLANG DI SEKOLAH MENENGAH DI MALAYSIA</b></p> <p style="text-align: center;">Siti Sumaiyya Salim, Soaib Asimiran, Fathiyah Mohd Fakhrudin &amp; Shamsudin Othman</p>	399
54.	<p><b>PENGETAHUAN KANDUNGAN DAN KEMAHIRAN PEDAGOGI GURU DALAM KURIKULUM REKA BENTUK DAN TEKNOLOGI (RBT): ANALISIS KAJIAN RINTIS</b></p> <p style="text-align: center;">Mohamad Nurul Azmi Mat Nor, Nurzatulshima Kamarudin, Umi Kalthom Abdul Manaf &amp; Mohd Hazwan Mohd Puad</p>	410
55.	<p><b>PENERAPAN TEORI KAUNSELING SEMASA INTERNSHIP DALAM KALANGAN PELAJAR MASTER BIMBINGAN DAN KAUNSELING</b></p> <p style="text-align: center;">Ezalinda Zakaria &amp; Noor Syamilah Zakaria</p>	419
56.	<p><b>STRATEGI PEMBUDAYAAN AKTIVITI KEUSAHAWANAN SOSIAL DI KALANGAN PELAJAR SEKOLAH MENENGAH</b></p> <p style="text-align: center;">Noratikah Bilhudah &amp; Radin Siti Aishah Radin A.Rahman</p>	426
57.	<p><b>TAHAP KEMAHIRAN INSANIAH PELAJAR KURSUS ASAS KEUSAHAWANAN DAN INOVASI DALAM KALANGAN PELAJAR IPT</b></p> <p style="text-align: center;">Nurun Nadwah Mohd Arshaad &amp; Halimah Harun</p>	434
58.	<p><b>TRET PERSONALITI DAN PEMILIHAN KERJAYA PELAJAR SEKOLAH MENENGAH TEKNIK</b></p> <p style="text-align: center;">Muhammad Syafiq Mokhtar Yazid</p>	443

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## Anxiety in Science Learning

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### ABSTRACT

*Anxiety is a phenomenon which occurs when the person faces a threatening situation. It is a negative multifaceted feeling (emotion, cognitive, somatic and behavioural) which can be categorized into two types; state anxiety and trait anxiety. In the modern society, there are generally several forms of anxiety such as math anxiety, social anxiety, sport anxiety, computer anxiety, test anxiety, terror related and trauma. Many factors are contributing to the excellence of student learning; specifically, in science including science anxiety. Science anxiety refer to the students' uneasiness feeling on learning science compared to the non-science subjects. This concept was introduced by Mallow since 1977 through the Science Anxiety Clinic at Loyola University, Chicago. Previous studies found science anxiety increases, the academic performance of students will be degraded. It is influenced by gender which is more affects female students.*

**KEYWORDS:** Anxiety, State anxiety, Trait anxiety, Science anxiety, Gender

## 1.0 INTRODUCTION

Research about effective teaching and learning of science has focused on two dimensions. The first is the investigation of cognitive process, and the second is the study of the affective factors (Sahin, Caliskan and Dilek, 2015). It is pointed out that instructional strategies that regard only cognitive variable may ignore the consideration of individual's affective characteristics such as intentions, goals, experiences and emotions (Pintrich, Marx, and Boyle, 1993). Pekrun, Frenzel, Goetz and Perry (2007) define academic emotions as affective arousal that is directly linked to achievement activities such as studying or achievement outcomes such as success and failure. One of the most widely assessed academic emotions in the literature is anxiety.

## 2.0 DEFINITION OF ANXIETY

The concept of anxiety has a very long history. The original term of anxiety seems to have been derived from the Indo-Germanic root, angh, which also appears in the Greek, and means a feeling of tightness, constriction, or choking under duress (Zeidner and Matthews, 2011). Endler and Kocovski (2001) stated the concept of anxiety has become part of the construction of self-concept and self-awareness a result of Western thought prompted in the 20th century.

Anxiety is an ambiguous affective variable which can be defined in various way. Zeidner and Matthew (2011) agrees with Aubrey Lewis (1970) in defining anxiety that it relates to one's psychological or emotional state. It is an uneasiness, unpleasant and negative emotion about an unspecified, diffuse, uncertain, negative emotion which is often affected by formless future-directed form of threat or danger. It was also supported by Rachman (2004) who expressed anxiety is a combination of tension and unpleasant anticipation. Kalisch et al. (2005) added anxiety is negative feeling which human being normally encounter within their daily life.

Rachman (2004) suggested anxiety and fear are closely related. Zeidner and Matthews (2011) distinguished them through following criteria like nature of threat or danger, time orientation, causes or triggering mechanism, border of threat and others. Spielberger in 1966 using his trait-state theory suggested that the concept of anxiety could be elaborated by focusing on distinguishing trait anxiety from state anxiety through various facets.

### 3.0 STATE ANXIETY VERSUS TRAIT ANXIETY

According to Zeidner and Matthew (2011), state anxiety refers to the instantaneous or short term feelings of being nervous. Yuksel and Geban, (2016) stress that state anxiety involves transitory emotional state. The feeling is a cumulative of bodily tension and fear. It is a feeling of present situation which result a danger perception by individual. The perception is an interpretation of a stressful situation. The period of the negative feeling is at a particular short moment in time.

Zeidner and Matthew (2011) list four way of experiencing state anxiety which are cognitive, affective, somatic and behavioural. For cognitive, when we are facing problems, we will be more anxious, in the same time attention and worry will be high. Cognitive changes will be subtle since the focus of acting and awareness of any danger become higher. For affective, we feel anxiety as a mood or emotion, for example, feeling stress, jittery and nervous. For somatic or bodily, anxiety is always go together with by physical symptoms, such as fast heart beat and palms become sweaty. These signs are always happen regarding to the body's preparation to overcome the threatening. For behavioural reactions, anxiety inspires us to respond in characteristic way. For example, by determination while surviving in danger by searching for escape. Sometimes fidgeting is a nonverbal behaviour shows that the person is anxious.

Yuksel and Geban (2016) stated that trait anxiety usually refers to the personality of the individual. This type of anxiety is more personal compared to the state anxiety. It always reflects the tendency of anxiety naturally. Zeidner and Matthew (2011) added that trait anxiety is constructed based on the stable personality characteristic such as suffering of being anxiety. If the person is more easily become anxious, the trait anxiety of the person is high. Trait anxiety also can be connected to academic achievement. Beside it, academic self-efficacy also was detected as a predictor for achievement in physics course achievement (Sahin et al., 2015).

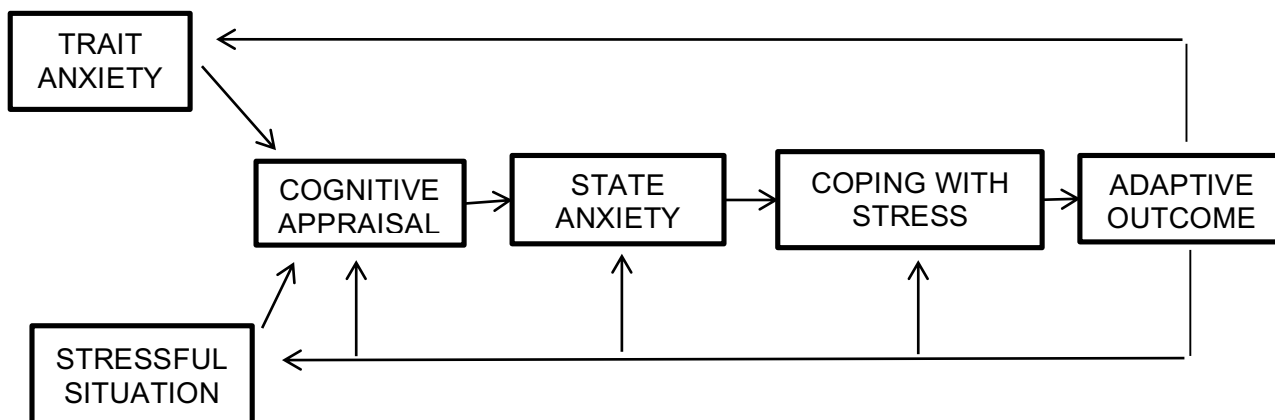


Figure 1: Transactional trait-state conception of anxiety adapted from Zeidner and Matthew (2011)

According to Zeidner and Matthew (2011), state anxiety and trait anxiety is connected through a model shown in Figure 1. The model describes the process which including anxiety when the individual facing threaten or danger. State anxiety depends on the personality of the person, specifically trait anxiety and how much stressful the situation which is faced. An example of the stressful situation is impromptu public speaking followed by open critic by the audience. Mentally, the thinking phase will be occurred as part of preparation to deal with the situation show there is a cognitive appraisal happens. In most people, this situation will raise state anxiety but how much will it raise will be depend on the trait anxiety. After coping with the stress as the consequence of the arise of state anxiety, action will be taken whether to escape or to counter-attack the situation. Zeidner and Matthews (2011) lists six major form of anxiety includes test anxiety, math anxiety, computer anxiety, sports anxiety, social anxiety and terror-related anxiety. Test anxiety happens when the person feels that examination is a threat. Usually they feel fear of failure. It is

threatening their self-esteem while sitting for the test. Zeidner (1998) states test anxiety consists three parts, which are cognitive, affective and behavioural. Cognitively, the person always thinking negatively and always saying bad statement to himself such as “If I fail this exam, my whole life is a failure”. Since his mind is full of negative thoughts, it will be very difficult to read and understand questions. Furthermore, recalling facts will be a tough challenge during the test. Next, affectively, the physiological state shown by the person during the test for example nervously trembling and exhaustedly overthinking. Last for the behavioural part, test anxiety probably happens of the consequence of lack of study skills, avoid of doing work and procrastination of work. Zeidner (2010) adds test-anxious students will exhibits several observations during their assessment sessions such as always worry excessively about failure in test, suffer of their highly and unstable emotion, thinking their tasks are irrelevant and their focus on answering the question is easily distracted.

Math anxiety refer to the situation when the person feels their mental disorganize, emotionally unstable and associated bodily symptoms when they involve in problem solving and assessment which need them to use mathematical skill. Math-anxious persons are likely to interpret situations involving manipulation of numbers and problems as threatening. Zeidner and Matthew (2011) added this phenomenon affecting students’ math performance as early from elementary school children to pre-and in-service teacher. The level of math anxiety is depending on the persons’ math ability. Wigfield and Meece (1988) found mate ability and perception of mate ability is inversely proportional to math anxiety.

Next, computer anxiety which is also named as computerphobia, technophobia or cyberphobia refer to the uneasiness feelings like worry, fear when the person interacting with computers or computer-based technologies surrounding. According to Zeidner and Matheww (2011), there are several factors that correspond to the computer anxiety such as anxiety, worries and negative thinking when using computer technology, not competence enough on handling computer equipment, lack in confidence on computer learning, low self-motivation and low efficacy in using computer. Early exposure on computer technology also seem to be the factor of computer anxiety.

Sports which is involving tournament or competition stressful especially among professional athletes. It is because the high level of standards in the competitive sports is set to be achieved beside the victory in the sport is associated with opportunity to earn millions of dollars to themselves (Zeidner and Matheww, 2011). Sport anxiety is usually related to the athlete’s perception of his abilities, which is a negative perception on fear of failure. The key components of sport anxiety are somatic symptoms like lack of state of physical, cognitive interference like overwhelming opposition or bad previous performance and feeling worry or self-conscious. The effect of sport anxiety can be observed usually in the critical moment in the competition involving international elite athletes, whose performances can be seriously break down. In the 2016 Summer Olympic, badminton men’s single tournament, the event was won by the China’s Chen Long who defeated Lee Chong Wei of Malaysia 18-21, 18-21. It is indeed surprising that Lee Chong Wei, with the top world ranking before the tournament, could lose to Cheng Long, who was ranked as second. At that moment, huge hope from the Malaysian and himself since that was the third-time attempt to grab the prestigious Olympic gold medal; tension and fatigue during the Olympic session, probably were the factor which affecting on competitive stress becomes negative, potentially leading to symptoms of anxiety, when an athlete perceives what is being asked of him to be beyond his capabilities.

Social anxiety refers to feelings of distress emotionally, worry, and fear when a person perceives to have difficulty in exposed to negative evaluation by others in social situation (Zeidner and Matheww, 2011). There are two types of social anxiety which are interaction anxiety and audience anxiety. Interaction anxiety involves other peoples’ response on some action done by the person; for examples are shyness and dating anxiety. Audience anxiety involves more prepared action which people are performing some material, for examples are stage fright and stage anxiety.

According to Kashdan (2007) there are several effects of excessively high and inappropriate levels of anxiety while interfering with social performance or social phobia, such as higher chance of being single or divorced in a relationship, a larger number of sexual dysfunctions cases, smaller social network which contributes to less social support, and higher risk for suicide. According to

the Zeidner and Matheww (2011), traumatic events such as physical attack (e.g. robbery, murder), natural disasters (flood, landslide, earthquake) and soldiers' combat experiences contribute to the extremely bad anxiety and stress. Frequently, these events are followed by a high acute stress which contributing to the silence further trauma. September 11 World Trade Centre bombing incident was an example of deep impact traumatic event. Since then, terrorism becomes global issue regarding to the civilian's safety issue. Terrorism is defined as violation directed against civilians which could be appear in the form of politic, ideology, religious and social (Hobfoll et al., 2007). The aim of terror is to create chaos and confusion in a society at any place and time.

#### **4.0 CONCEPT OF LEARNING**

A study on concept of learning which was investigated by Roger Saljo in 1979 as cited in van Rossum and Hamer (2010) revealed there are several ways on how peoples view on learning. It can be categorized into five views. First, learning is an increment of knowledge quantitatively. It is a process of acquiring information or 'knowing a lot'. Second, learning is a memorizing process. The knowledge which is kept, can be reproduced. Third, learning is process of acquiring facts, skills, procedures and methods. The information which is kept, can be retainable and reusable when there is necessary practically. Fourth, learning is a process of abstracting the meaning of the knowledge. This process involving the interrelationship of the subject matter and the real world. Lastly, learning is a process of interpreting and understanding the reality in the various way.

Cakir (2008) stated three cognitive theorists who have been highly influential in understanding the process of human learning are Jean Piaget, David Ausubel, and Lev Vygotsky. Piaget's theories of cognitive development focused on the mechanisms and processes by which the infant, and then the child, develops into an individual who can reason and think using hypotheses. A series of clearly definable stages must be experienced and passed through by the child in a set sequence. These stages are named as sensorimotor stage (birth to age 2), pre-operational stage (from age 2 to age 7), concrete operational stage (from age 7 to age 11) and formal operational stage (age 11 to adolescence and adulthood). Through assimilation and accommodation, concrete experiences become organised into patterns of behaviour which eventually are created to become 'abstract models' or 'schemata'.

Meanwhile Ausubel's learning theory learning of new knowledge relies on what is already known. The construction of knowledge begins with observation and recognition of events and objects through concepts which the learners already have. They learn by constructing a network of concepts and adding to it. In this learning theory, understanding concepts, principles, and ideas are achieved through deductive reasoning. Cakir (2008) compared both theorists (Piaget and Ausubel), concluded that the existing schemata will be the anchor or root for the new concepts. Then, the assimilation between the schemata will create the new learning on the subject matter. However, for new material to be assimilated, it must first fit an existing scheme.

Next, Vygotsky's theory introduced existence of a "zone of proximal development" (ZPD) which is a zone for each learner, which is bounded on one side by the developmental threshold necessary for learning and on the other side by the upper limit of the learner's current ability to learn the material under consideration (Cakir, 2008). This is the developmental zone within which the action can be achieved initially with others before becoming able to do this independently. Vygotsky distinguished between (a) spontaneous or everyday concepts formed from a learner's experience and independent thinking and (b) nonspontaneous or scientific concepts taught in school. He associated scientific concepts with systematic, hierarchical knowledge as opposed to the non-systematic, unorganized knowledge gained from everyday experience (Cakir, 2008). To develop within ZPD, learners need to be given tasks that are just beyond what they can do now so that they are challenging but not beyond them. With help, guidance and support the learners will be able to achieve the task that is just beyond them and once this is achieved another task is presented until they reached the final goal. The process of step by step learning provided by the expert is what Vygotsky termed "scaffolding". This is a particularly useful term as it aptly describes a structure within which the learners can climb to a new level of expertise but without which they would not have been able to reach the final destination. It also provides a vivid image of how they can construct their own understanding and use the scaffolding to find their own path in order to

reach their goal. It also highlights that learning is an interactive process and that it is more effectively achieved through interaction. This interaction does not need to be exclusively with an 'expert'. Vygotsky was keen to point out that in order to get to something that is just out of reach we might need the help of anyone who has that knowledge.

## **5.0 SCIENCE LEARNING**

Next, Adey (2001) outlined the English word "science" originated from the Latin word "scientia" meaning knowledge. Based upon this literary origin, science may be defined as knowledge. However, in the strict definition, science is the systematic study of the universe, its constituents and their interaction through observation and experimentation. Science involves logical reasoning, experiments and approximations to discover the absolute truth. Sometimes we may find it defined as "an enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the world." This may be partially correct; science does not need to be an enterprise, as enterprise as we know it is as an undertaking with some scope, complication and risk ("Science Debate - Where We Discuss Science," 2011).

Students come to their science classrooms with a range of different conceptions of the natural world surrounding them. These conceptions vary greatly with respect to such characteristics as clarity, breadth, coherence, ambiguity, and tenacity. Many of these conceptions are at variance with the currently accepted scientific view. The significance of this research lies in the fact that these are the ideas that students use when they are introduced to normal scientific content. Thus, their learning of this new content is influenced by their current ideas, in ways that may hinder or may help their learning. It therefore is useful to think of learning the desired outcomes as a process of conceptual change, including both extension and exchange (Hewson, 1992).

Adey (2001) suggested there are two requirements for effective science learning. The student must be able to learn, that is, possess the necessary processing capability and prior knowledge, and the student must be willing to learn, that is possess the necessary motivation to engage in the task and to persevere. Van Rossum and Hamer (2010) added that the key factor of successful science learning is an incremental of confidence of the students during the process. Nevertheless, Kenow and Williams (1992) reported there is a negative relationship between confidence level and anxiety level in sport coaching. The result also was supported by Park and Lee (2005) in English oral performance of Koreans students.

## **6.0 SCIENCE ANXIETY**

Academic anxiety is a factor that also affects the ability of students in solving the problems, which is a part of interpreting academic achievement (Yuksel and Geban, 2016). Academic anxiety happens when the students' cognitive or motivational skills feared not to reach the line of demanding highly valued curriculum (Pekrun, 2006). Anxiety level varies on the need, depends on the situation. In the learning process, it may be helpful, much more in science learning to produce an optimum impact of learning (Antonio, Mario-Victoria, and Paoloni Paola-Veronica, 2016).

Mallow (2010) recognized the phenomenon of 'science anxiety' in 1977, defined it as interaction between emotion (fear) and cognitive (science learning). It isn't a test or exam panic that students feel in science classroom but it broader. Comparing the calmness and productivity of the student between science and non-science class, it can be detected, vaguely more in the non-science course. Mallow introduced his work in investigating science anxiety at Loyola University Chicago, Illinois, United States of America in 1978 by opening Science Anxiety Clinic. Three area that been focused on reducing science anxiety were science skill learning, students' negative thought and science anxiety producing scenario (Mallow, 2010). Mallow developed the Science Anxiety Questionnaire to study the effectiveness of his pioneer work. Science Anxiety Clinic's largest contribution was the existence of collaboration between scientist and psychologist in students cognitive-restructuring on science. (Greenburg and Mallow, 1981). Science anxiety affects students' achievement. Yuksel and Geban, 2015 reported academic achievement decreases when anxiety increases. Specifically, for physics, trait anxiety and students' self-efficacy are predictors to the physics' achievement course. Anxiety level among Physics students in topic

Physics Mechanics was high. Using multi representation questioning approach, 67.16% of the students' answers were inconsistent as the consequence of their anxiety (Cari, Suparmi, and Handhika, 2016).

## **7.0 SCIENCE ANXIETY AND GENDER**

Once the phenomenon of science anxiety was first identified by Mallow, he established the Loyola University Science Anxiety Clinic. Two thirds of the enrollees then turned out to be female (Mallow, 2006). Czerniak and Chiarelott (1984) measured science anxiety of schoolchildren in fourth through ninth grade (ages 9–14). They demonstrated that science anxiety and the gender differences begin as early as age nine. The American Association of Physics Teachers has long recognized the problem of students' lack of confidence, and the gender differences in confidence in physics classes, and has regularly offered a workshop to train teachers in raising those confidence levels (Udo, Ramsey and Mallow, 2001).

Udo et al., (2001) conducted a study which took one semester of physics learning to investigate whether the courses taken by the students (which are several science and non-science courses) affect science anxiety. As a result, non-science anxiety and gender were found as the main contributors to science anxiety. After three years, Udo, Ramsey and Mallow (2004) investigated science anxiety of a cohort consisting mostly of non-science majors taking a variety of science courses. Unsurprisingly the result was same and as an addition for this time, science anxiety was obvious among humanities and social science students on both male and females. Moreover, number of female students who had science anxiety were higher than male.

For our national context, Kuan and Tek (2007) carried out causal-comparative study among Form Fours students' science anxiety. The study was carried out in Penang, stated female students score higher mark on science anxiety compared to males. This finding also is parallel to Kirsch and Windmann (2009) which state the reason probably of society attitude against female. In a contrary, Berber (2013) reported males were more anxious than females in a sample of Turkish pre-service Physics teacher. This finding probably because two factors which are for Turkey's PISA 2009 result indicate that female has a greater score than male. Next, Berber (2013) suggests female is more competent on handling hands-on Physics laboratory experiments since they need more cooperative and practical in science learning. Moreover, male students seem more to be competitive than females whom seem more on sharing and cooperative learning style.

## **8.0 CONCLUSION**

Anxiety is an uneasiness feeling which affects individuals when facing threatening situation. It can be categorized into several facets and several types. Anxiety is ubiquitous, and our intention is on science anxiety. In addition to cognitive, affective aspects also need to be touched to enhance the quality of student learning in science courses specifically physics. The concept of science anxiety which coined by Mallow forty years ago is one of the variables to be considered in determining the success of student understanding in science especially physics classroom. There is an effect of science anxiety on students' achievement which there is a negative relationship between them. From gender perspective, roughly female students seem to be more anxious than male, but not to say that male students are not affected at all because there are several findings show contrary result.

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## A Review on the Future of Internet of Things (Iot) in Higher Education

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### ABSTRACT

*Internet of Things (IoT) is the next era of connectivity which allows physical objects being embedded with sensors to connect to the internet and exchange information with each other. The application of IoT in education is a new wave of change that is massively improving both teaching and learning process and educational institutions. It has great potential for use in the institution of higher education and will shape the learning experience in numerous ways. This paper discusses the uses of IoT in the higher education, the impact of the internet of things (IoT) in higher education for the next generation and the challenges it poses.*

**KEYWORDS:** Internet of Things (IoT), Higher Education, The future of IoT, Smart campus

### 1.0 INTRODUCTION

In recent times, the Internet of Things (IoT) is a new paradigm of the Internet which is changing every aspect of our daily life. The innovations of IoT are an important tactical technology trend which supports solutions to be autonomous and intelligent and is attaining ubiquity (Aldowah, Rehman, Ghazal, & Umar, 2017). IoT connects physical objects to the internet to become 'Smart' using wireless links to communicate with each other and between persons (He, Lo, Xie, & Lartigue, 2016; Mrabet & Moussa, 2017). According to Aldowah et al. (2017), several indications show that there will be a transformation in various sectors, including institutions of higher education through the Internet of Things. Recent instructional settings are becoming smarter with intelligent solutions that is significantly different from the pen and paper situations of the past. According to Bakken, Uskov, & Penumatsa (2016), smart education is an emerging field that is likely to transform the actual appearance of a conventional classroom offering vital improvements in education. The application of mobile technologies has already been implemented in most higher education settings, and with the evolvement of IoT, more technologies and applications will be incorporated into the classroom. Cisco defined the Internet of Things as a network of connected physical things and described both physical and virtual objects as the Internet of Everything (IoE). Similarly, researchers described IoT as the Internet of Everything (IoE), Internet of Anything (IoA), Internet of people (IoP), Internet of signs, Internet of services, Internet of data or Internet of processes (Gul, Asif, Ahmad, Yasir, Majid, & Malik, 2017). From the previous studies conducted, numerous existing literature reviews wrote about the use of IoT for teaching and learning purposes and considered the ubiquity of IoT within the higher education sector as a critical role in improving education quality (Mrabet & Moussa, 2017; Maksimovic, 2017).

### 2.0 BACKGROUND OF THE STUDY

Nowadays, the unruly influence of technology has transformed education from a teacher-centered paradigm to an active learner-centered design which is making higher institutions to rethink their teaching and learning process. Bagheri & Movahed (2016), enumerated seven types of technologies, strategies, and tools that stimulate educational innovation. These categories include Consumer Technologies, Digital Strategies, Enabling Technologies, Internet Technologies, Learning Technologies, Social Media Technologies and Visualisation Technologies of which IoT is a subcategory of Internet technology. Through IoT solutions, extensive data from sensors and wearable devices can be gathered effortlessly by educational institutions for meaningful learning. According to O'Brien (2016), higher education specialists had given their perceptions on the possible impact of IoT in higher education, as well as the problems solved or created by the IoT, security, privacy, and data ownership issues.

Moreover, Bagheri & Movahed (2016), claimed that IoT is present in several higher institutions in the form of security cameras, lights, power, temperature controls, and access to buildings. Similarly, Gul et al. (2017), stated that some of these IoT devices such as; the interactive whiteboard, attendance tracking systems, eBooks, 3D printers, tablets and mobile devices, security cameras and video, etc are currently used in the classroom today. In this paper, we will present how IoT can benefit higher education and shape smart education for the next generation.

The word Internet of Things (IoT) was first used in 1999 by Kevin Aston. IoT is the third wave of the Internet, in which according to Gartner will connect 20.8 billion devices to the internet and cloud by 2020. IoT is the next era of connectivity; it is going to be a digital revolution which will shape education eventually. Researchers predicted 4.5 million global demand for IoT developers that by 2020, which increases the inquiries of learning for IoT technologies (Namiot, Ventspils, & Daradkeh, 2016). According to the research conducted by Machina, the growth of connected devices will be from 6 billion in 2015 to 27 billion in 2025 with the amount of IoT cellular connections to be 2.2 billion and 45% to be connected cars. Aldowah et al. (2017) stated that sectors like healthcare and customer service are already using IoT and universities and schools are now fitting in. Smart universities, smart classrooms, and smart education are the wave of the future in a highly technological society (Bakken et al., 2016). However, Mrabet & Moussa (2017), stated that through IoT higher institution students would use new technologies to conduct projects and educational activities in the classroom.

IoT as a topic has been of great interest to researchers globally (Aldowah et al., 2017; Namiot, Ventspils, & Daradkeh, 2016). Regardless of the several interests in IoT educations, the researchers believed that academic literature in IoT in education is still slowly emerging. The future of the institution of higher education is about how they will adapt to the changing needs of the future knowledge worker, work, and the economy (Aldowah et al., 2017). This research focuses on the effectiveness and benefits, challenges and the potential future of the IoT in higher education and will present how connected devices could shape the learning in the nearest future.

### **3.0 RESEARCH OBJECTIVES**

The main objective of this study is to understand the physical infrastructure of IoT on campus. Besides, to identify the benefits and challenges of IoT in supporting the process of teaching and learning. Similarly, this study also intends to identify the potential future of IoT support in higher education. Thus, the objectives of this study are briefly listed below:

1. To understand the physical infrastructure of IoT on campus.
2. To identify the benefits and challenges of IoT in the process of teaching and learning.
3. To identify the potential future of the IoT in higher education.

### **4.0 RESEARCH METHOD**

This study reviews the application, potential impact, and future of the Internet of Things in higher education. Systematic Literature Review (SLR) was used as the research methodology to carry out the systematically reviewed literature from previous journals. Systematic literature review gives researchers the guideline for acquisition solutions in the specific context (Sa'don, Alias, & Ohshima 2014). Besides, the researchers choose the Armchair analysis technique to conduct the systematic literature reviews for this study. Glass (1976), defined armchair analysis as the research done by reviewing literature from journals which is a non-empirical technique to obtain data for the research. The researchers believe this is the proper effort to review the literature relating to IoT systematically. The review categorizes the literature into the different area of interest which includes smart energy, smart campus as well as teaching and learning enhancement.

### **5.0 SIGNIFICANCE OF THE RESEARCH**

The significance of this study is to provide an overview of the literature regarding the application, potential impact, and future of IoT in higher education. This study can also be used as sequel references from the past reviews conducted. IoT has become emerging technology used to

facilitate the educational setting, especially at higher education institution level. The use of IoT has become a trend worldwide and are being used in various industries including the educational settings. However, every technology comes with its benefits and shortcomings. Understanding the potential future while integrating IoT in a real context will provide the researchers a deep insight of how this new technology can be used in higher institutions to enhance and promote meaningful learning. Hence, this study is essential to examine the usefulness, on how IoT can be integrated into the higher education context.

## **6.0 THE INTERNET OF THINGS IN HIGHER EDUCATION**

In the near future, the IoT is going to have an impact on every part of the society. The IoT is not just a technology advancement but can restructure higher institutions and the education industry (Aldowah et al., 2017). Below are some of the applications of IoT in higher education:

### **6.1 Smart Energy**

IoT application in energy management and Eco-system monitoring will play a key role in providing energy efficiency for a much more sustainable future by introducing Smart Grid, a specific form of IoT energy management application (Bagheri & Movahed, 2016). Veeramanickam & Mohanapriya (2016), stated that IoT would preserve more energy consumption while devices are an ideal state and monitoring system used to conserve device energy efficiently. Besides, the power consumption will be managed and saved by more than 40 percent (Huawei, 2015; Selinger, Sepulveda, & Buchan, 2013). Through the use of specialized sensors and actuator systems, higher institutions can create a green campus setting by reducing CO2 emissions, monitoring and controlling energy and water usage to provide a healthy environment for teaching and learning (Bagheri & Movahed, 2016; Maksimovic, 2017). The concept of a green campus proposed by Wang (2014) is to consider university buildings and campus areas as a “living lab” to collect data through wearable devices and smartphones in addition to traditional data collection methods (Bagheri & Movahed, 2016). Some fixed sensors around the campus and wearable devices will measure temperature, humidity, carbon dioxide and brightness and improve sustainability and comfort in the campus and students and staffs can visualize them via their mobile apps.

### **6.2 Safer Campus**

Some of the challenges faced by higher education institutions is creating a safe and secure environment in addition to managing students’ access to classrooms, laboratories, and library in the campus which new technologies in education could address (Bagheri & Movahed, 2016). IoT can be used to improve the safety of campuses. The RFID (Radio-frequency Identification) and NFC (Near Field Communication) can be used to implement IoT to simplify access control and improve campus security (Bagheri & Movahed, 2016). Şengül, Karakaya, & Bostan (2017), proposed a model for monitoring the attendance of the students in a classroom environment by using RFID tags in student ID cards. This system records student IDs whenever they enter the classroom and tracks their current location on the campus by using a low-energy Bluetooth device. Also, researchers developed a classroom access control method over NFC to create a real-time classroom control device. This registration connected devices gathers classroom access information and display the status of the classroom on both a web-based application and university TV panels based on the network of connected sensors (Bagheri & Movahed, 2016). In another example, Huawei (2015), provided the safe campus solution which is connected to campus video surveillance, intrusion alarms, border protection, and access control, voice communication, broadcasting, and parking management systems to monitor all around the university. It also provides auto detection and alarm immediately in times of danger. Likewise, parents can monitor the situation of children in school in real-time. Moreover, students, staff, resources, and equipment can be monitored outside the classroom via these connected devices at a low-cost (Aldowah et al., 2017). Furthermore, IoT enables higher institutions to improve campus security, increase information access such as research at any time from anywhere, and keep track of main resources for instance schedule checking.

### **6.3 Teaching and Learning Enhancement**

IoT is believed to have the ability to improve the teaching and learning experience of higher institutions by providing a better-off learning experience and real-time actionable insight into students' performance (Bagheri & Movahed, 2016; Gul et al., 2017). It can create a smart learning environment that can provide improved students' convenience and a more effective teaching process for educators, and they can focus on the actual learning rather than carry out the routine task (Gul et al., 2017). Besides, professors may gather students' performance data to determine which ones need more care and attention. Similarly, students' cognitive activities can be monitored with EEG sensors during courses.

A smart classroom will determine in real-time if the environment is enhanced to maximize the ability of learners' to concentrate on a lecture at any given time and can measure the level of student's interest by monitoring their behavior using cameras and microphones (Bagheri & Movahed, 2016). Besides, the wearable device in higher education can acquire and process data to enhance knowledge and the lecturing process with minimized distraction in the classroom. Through embedded sensors in public locations, students can receive information from nearby sensors. Instructors can do a multiway lecture via Telepresence Live classroom solution (Huawei, 2015). The connected device will help for collecting notes, which can be digitally shared in a common platform (Veeramanickam & Mohanapriya, 2016) and will enable the students to learn faster. For instance, Scanmarker's AiR for note-taking is a digital highlighter that wirelessly transfers printed text into an application or web browser, and it is 30 times faster than writing by hand.

## **7.0 BENEFITS TO TEACHERS AND STUDENTS**

Bagheri & Movahed (2016), claimed that IoT would benefit a connected campus through a personalized and distinctive interaction with students, likewise helping students acquire personal recommendations and academic topics. Besides, educators will be able to help the students who are struggling with their learning by receiving an alert via IoT. Thus, administrators will be able to understand their students' needs, improve the learning experience of students as well as the efficient facilitation of campus management. By using IoT in higher education, learners and educators will have a better comprehension of their settings and have access to unlimited information, learning materials anytime and anywhere. Additionally, IoT will create new forms of interaction between teachers and learners which will help enhance the teaching and learning process (Mrabet & Moussa, 2017).

According to Bagheri & Movahed (2016), by using wearable devices and smartphones in the classrooms will benefit teachers in enhancing teaching and learning. Also, the Huawei e-education solutions mention that IoT supports remote presence for students, video-conferencing and recording functionality, improving classroom and campus environments, saving energy and resources, and students' health and safety (Huawei, 2015). Furthermore, Bakken et al. (2016), indicated that one distinctive feature of a smart university is its ability to accommodate and adapt diverse learners such as regular students and life-long learners which IoT will provide in higher education settings.

## **8.0 FUTURE OF IoT IN HIGHER EDUCATION**

The institution of higher education is aware of the ability of technology to disrupt teaching, learning, and assessment. Besides, technology will always have a place in all educational disciplines and prepare students' for the future workplace and expectations (Aldowah et al., 2017). IoT will improve teaching and learning process and bring comfort to both students and educators. Students will learn better, and teachers will be able to perform their duties more efficiently in the near future. IoT applications in campuses are many, with massive implications. It will permit for improved operational efficiency in all learning settings and can support classroom instruction by improving learning setting, enhance learning resources, improve methods and techniques of learning, raise management efficiency, and save management costs (Aldowah et al., 2017). Furthermore, Aldowah et al. (2017), claimed that IoT technology would improve the learning experience in the next five years for teachers and learners

and accelerate knowledge while bringing new ideas and solutions around the world.

IoT technology will provide a more interesting, flexible, engaging and quantifiable system of education to meet the needs of diverse learners (Gul et al., 2017). Instructors will spend less time on simple procedures and more time with students monitoring their progress. Gregory (2016), stated that learners' attendance would be recorded automatically and through neuro sensors could determine the cognitive brain activity of students'. Also, students will be cautioned on task with haptic vibrations via their wearable devices. However, the IoT program has not been implemented fully in most higher institutions. Furthermore, with the courses designed by higher education industry for technical and business leaders, new business techniques will be constructed which will have an impact IoT technologies and eventually transform the IoT economy in the future. (Aldowah et al. 2017)

## **9.0 CHALLENGES WITH INTEGRATION OF IoT IN HIGHER EDUCATION**

IoT conveys tremendous challenges and opportunities to higher education. For successful integration of IoT devices in a classroom environment, an education provider may have to face many difficulties like network bandwidth, reliable Wi-Fi Connection, security, privacy, availability of devices for students, teacher training and cost of equipment, etc. Below are some of the challenges in higher education.

### **9.1 Security and Privacy**

In the IoT ecosystem, higher education is vulnerable to security and privacy since data is stored in an Internet-based network of connected devices. As devices start to measure and collect data from students, they put student's security and privacy at risk (Gul et al., 2017). Student's personal information related to an individual's medical record, family financial background or any other private information could be disclosed with any security breach. With much usage of IoT, future workforce needs to be morally and ethically involved to resolve cybersecurity issues.

### **9.2 Reliable Wi-Fi Connection**

Internet connection is the most critical shortcomings without which nothing will happen both in IoT and the digital space. Notwithstanding, there is a constant need for new technologies for education, like high-speed wireless networks which provide the bandwidth for audio and video streaming of lessons.

### **9.3 Management**

IoT applications are being increasingly used to integrate mobile learning applications and for assessment and grading systems (Aldowah et al., 2017). An organization's ability to build an IoT setup that's both reliable and available to all users can be hindered due to the incompatibility of some devices and applications. Integrating the ideal use can help learners to benefit from learning resources, manage assignments, and work on tasks. An educational institution must make sure that both its IT equipment and teaching approaches support the use of IoT in the classroom to guarantee a successful implementation of IoT, (Gul et al., 2017).

### **9.4 Cloud Computing**

According to (Gul et al., 2017), numerous universities are reliant on hybrid cloud as their enterprise architecture for hosting IoT applications. With ubiquitous computing, the cloud offers seamless connections and services to information technology services. Enterprise architecture in these institutions must reduce latency time because of the demand for content in instructional technologies, the vast increase in audio and videos for instructions, and the need for active enterprise networks (Dhungel, 2015).

### 9.5 Finance

The whole setup of an IoT-based educational institution can be expensive. Therefore the cost of devices and equipment is another challenge (Gul et al., 2017). Alongside the information technology and laboratory fees, most universities do not have a strategy for sharing costs and identifying the absolute value of ownership for an IoT infrastructure (Dhungel, 2015). Higher education must come up with new ideas to finance an information technology infrastructure and services.

### 9.6 Quality and Ethics

The quality of both online and on-campus learning and the increased fee of the higher institution has been intensely deliberated on in current years. The IoT offers unique opportunities to deliver digital courses. However, it also introduces challenges to maintain the quality of instruction and evaluation of students' work. Dhungel (2015), suggests that tools and technologies for instructors, professors and the scientific community in needed by IoT educational applications to improve the quality of research and address ethics issues within higher education.

### 9.7 Educator's Training

Technical talents will be needed since IoT deals with a myriad of sensors, processing it in real time and generating actionable data. This requires very talented people to build and operate the system.

## 10. CONCLUDING REMARKS

This paper explains how the Internet of Things (IoT) can shape higher education practices. The use of IoT in the educational sector has introduced new and innovative ideas to make teaching and learning experience more comfortable, resolve many challenges such as; keeping track of essential resources, develop access to information, build smarter plans, and design safer campuses. We have categorized the application of IoT in higher education into smart energy which provides energy efficiency for a sustainable future; safer campus which creates a safe and secure place in universities and monitors access control systems teaching and learning improvement which provides students with a more productive learning experience. However, there are numerous advantages of IoT in higher education but may have to compromise its challenges. New techniques should be introduced that can resolve all these issues. The purpose of this paper was to discover the potential of IoT in higher education and how to maximize its benefits while addressing its challenges. Furthermore, studies have been working on IoT implementation in higher education, the usefulness of IoT smart learning applications and smart classroom, much more is still left to study regarding IoT in higher education.

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## Assessing Employability Skills of Technical and Vocational Education and Training (TVET) Graduates in Malaysia

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### ABSTRACT

*Nowadays, employers are seeking for good workers who are balanced with adequate technical skills and employability skills. However, most of our graduates still do not realize the importance of employability skills to the real working environment. As a result, the graduates are said to be had mastered the relevant technical skills, but they are lack of important employability skills such as basic skills, thinking skill, resource management skill, informational skills, interpersonal skill, system and technology skills and personal quality skills. The research was conducted to identify the level of employability skills among TVET graduates and to determine the differences of employability skills level based on students' gender. Quantitative survey research design was used in this study and questionnaires were used to collect TVET students' perceptions. The study is conducted at Universiti Pendidikan Sultan Idris and focused on the final year students of Faculty of Technical and Vocational Education, which are Bachelor in Agriculture Science, Living Skills and Home Economics. The instrument used was adapted and modified from Secretary's Commission on Achieving Necessary Skills or SCANS (1991) in order to assess graduates' employability skills. Both descriptive analysis and inferential analysis are used in this study to analyze the result. Besides, it is anticipated that this study will increase awareness and offer new perspectives among the general public on the important of employability skills needed by the university graduates to enter the job market. Therefore, this study was carried out to determine the level of employability skills owned by TVET graduates in Malaysia.*

**KEYWORDS:** Graduates, Employability Skills, Technical and Vocational Education and Training (TVET)

### 1.0 INTRODUCTION

The 11th Malaysia Plan's (2016-2020) recommended that there are 60 percent of the 1.5 million newly created jobs will require TVET skills and there is an urgent need to increase the local workforce's skills to enable them to compete both locally and regionally. Fresh graduates should acquire a set of skills so as to increase the job performance in the workplace and more flexible in facing the future challenges (Yusof et al., 2013). The key element to achieve these goals is to equip the graduates with employability skills that imparted during tertiary education (Shafie and Nayan, 2010). Therefore, the technical and vocational institutions have a significant role in equipping graduate with employability skills, besides producing future workforce with knowledge of specific areas of specialization to meet the requirements of industry (Saad & Majid, 2014).

#### 1.1 Problem Statement

Nowadays, Malaysian labor force has grow from 14.5 million in year 2015 to 14.7 million in year 2016 and also the rate of unemployment of 3.4% in year 2016 (Department of Statistics Malaysia, 2016). The highest group of the unemployment was contributed by the age group of 20-24 years that is 37.7% out of the total of unemployment. Moreover, employers at these days are searching for competent workers who are balanced with adequate technical skills and at the same time, possessed satisfied employability skills, such as basic skills, thinking skill, resource management skill, informational skills, interpersonal skill, system and technology skills and personal quality skills (Singh, 2008).

Hence, our graduates should aware of this current situation. The graduates should utilize the skills and knowledge that they gain from the classroom into the real setting of the workplace that they will venture into later. Although the graduates in Malaysia have satisfied academic achievement, they are still lack of sufficient employability skills (Mustapha, 1999). As a result, the students were struggling to find employment after graduating. Therefore, a study was conducted to determine the extent of employability skills owned by TVET graduates in Malaysia.



## **1.2 Objectives**

Therefore, the objectives of study are:

- (i) To identify the level of employability skills among TVET graduates.
- (ii) To determine whether there is a significant difference between male and female graduates with regarding to the employability skills perceived by them.

## **1.3 Hypotheses**

In order to meet the objectives of this study, there are two hypotheses in this study:

H<sub>01</sub>: The level of employability skills among TVET graduates is not significantly low.

H<sub>02</sub>: There are no significant differences between male and female graduates with regarding to the employability skills perceived by them.

## **1.4 Significance of Study**

The research study could provide information on the issues of employability skills for TVET graduates nowadays. Furthermore, this study would be beneficial to the public TVET institution to enable them to review their educational system and curriculum content in solving the problem in equipping their students with employability skills in order to satisfy the needs of society. Besides, it is anticipated that this study will increase awareness and allow new perspectives among the general public on the significance of employability skills needed by the university students to enter the job market.

## **1.5 Limitation**

The study's instrument was modified in Malaysia context and might not be applicable in other country. The population and the sample of the study were selected from Faculty of Technical and Vocational Education from Universiti Pendidikan Sultan Idris and may not be representative of other universities. Besides, since this study examines the perceptions of students, the results are limited to their sincerity and seriousness in answering the questions.

## **2.0 LITERATURE REVIEW**

The Malaysia National Transformation Programme (NTP) Annual Report 2015 stated that the TVET enrolment for the country has to be increased to 225,000 students by 2020, compared to 164,000 students in 2013 and ensure that these graduates will sufficiently skilled and meet the demand of the employers. Hence, in the new global economy, instead of the technical knowledge and skills, the workers must also equip themselves with employability skills if they want to obtain employment and be contented in respective occupation (Lorraine and Sewell, 2007).

### **2.1 Employability Skills**

Employability skills are the non-technical skills needed by an employee for effectively function in a job and improved level of personal development in an organization (Rahim et al., 2013). It also refers to the accomplishment, knowledge and individual attitudes that cause an individual to obtain and sustain their employment as well as succeed in their career choices (ESECT, 2004). Besides that, we can view the employability skills from three perspectives, which are society, employers and employees (Johannes et al., 2008). Employability skills from society view are an indicator to provide people the opportunities to get employment. While from the employer perspectives, it is an opportunity indicator to match the supply of skills of workers with the demand of available job in an organization. Moreover, employability skills are a critical indicator for an employee to obtain job and expand their career life. Thus, employability skills can help individuals more flexible in facing the challenges and deal with difficulties in a working environment (Ivan, 2007).

The mission of Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) was to examine whether the secondary students were able or competence enough to fulfil the requirements of the work environment. SCANS had outlines five important competencies to be mastered by the graduates before they gain employment, which are interpersonal skills, management skills, informational skills, system and technology skills and personal qualities skills. Besides, SCANS also classified fundamental skills into three categories, namely basic skills, thinking skills and interpersonal skills. Thus, the people that can utilize knowledge and skills into the real job environment have great advantages in the future to benefit others or serve the public.

SCANS's approach is appropriate for institutions in equipping students with employability skills to prepare them to work in the industry (Kazilan et al., 2009). Skills and productiveness can be the indicator to identify whether the graduates had possessed the standard and specification necessary by employers to produce skilled workers in different fields and occupations (SCANS, 2001). Consequently, for the most part, SCANS is focus on the future of the students and ensure every of them become competence in the areas of skills and thus be able to generate the economy of country.

## **2.2 Technical and Vocational Education and Training (TVET) in Malaysia**

The Technical and Vocational Education Division (TVED) was established in Malaysia by the Ministry of Education in 1964 and its main purposes are to promote technical and vocational education and enhance the national education system (Dania et al., 2014). In this context, TVED had introduced a vocational curriculum that comprises a series of planned program that integrates academic and career-related courses to enable the students to further their studies to a higher level or to enter the job market (TVED, 2007). Under such circumstances, the employability skills have been imparted in the programs like industry training, school to work transition, apprenticeship and traineeship programs (Ahmad-Tajudin, 2009).

Nowadays, the assessment and evaluation of employability skills is conducted by Technical and Vocational Education and Training (TVET) at the school level (Maclean & Ordonez, 2007). TVET is part of the education system and one of the efforts to produce students who are competencies for effective job performance and equip them to enter the real world of work through courses and training programmes (Wahba, 2013). Indeed, the Malaysia government had given great emphasis on the development of TVET by improving the occupational competencies of the workforce and produced skilled workers as they are the important asset for Malaysia in order to become a developed nation by 2020. However, the main challenge of TVET is to produce students who are well-balanced in terms of intellectually, spiritual, emotionally, physically elements and contributing to the family, society and country as well as to ensure that the quality of the students produced accomplish the objectives of the national philosophy of education (Sauffie, 2015).

Currently, most of the TVET programs are provided at higher secondary, diploma, and degree levels of education by Malaysia Ministry of Higher Education (MOHE). With the introduction of Economic Transformation Program (ETP), the 12 National Key Economic Areas (NKEAs) had highlighted a need of 1.3 million TVET workers by 2020. In order with that, the government has expanded the expenses to the public TVET institutions from RM 1.8 billion in 2010 to RM 2.1 billion in 2014 to ensure sufficient amount of skilled human capital in year 2020.

## **2.3 Previous Research**

There are numerous studies about the employability skills in Malaysia. According to Ramlee (2002), who studied the perception of educators and employers on the significance of technical and vocational education, the result shows that the technical graduate in Malaysia has equipped with technical skills, but they still not possessed adequate motivational skills, communication skills, interpersonal skills, critical thinking, problem solving and entrepreneurship skills. In addition, the private university students in Malaysia had achieved efficiently in personal qualities and technical skills so as to fulfil the demands of employers in the workplace (Chung & Yet, 2009). Nevertheless, they are still lack in skills like creative thinking, problem solving, oral communication and decision making skills that required by the employers. This revealed that the existing education system does not fully support the quality and performance of TVET students and this issue should be viewed seriously by the

TVET providers.

Additionally, the main issue in Malaysia regarding the employability skills is there is a mismatch between graduates' qualification and employers' requirements (Ramakrishnan and Yasin, 2010). There will be a demand-supply mismatch and graduates in Malaysia has less chance to link what had been learnt in the classroom with the realities of the job market. Consequently, our graduates are lack of employability skills and there is a need to increase the cooperation between schools and the industry to minimize this mismatch.

## 2.4 The Employability Skills Framework

Apart from technical competencies, employers and industries believed that employability skills are essential skills to be acquired by the employees in order to adapt in this economically challenged world (Curtis and Mckenzie, 2001). Hence, an employability skills framework is developed to facilitate these TVET providers to give attention on the significance of employability skills and to ensure that the employers take employability skills into consideration when looking for new workers. Figure 1 shows the implementations of framework that could reinforce the relationship between graduates, TVET providers and employers. The framework supposes that if employers require evidence of employability skills of graduates, then the TVET institutions should instill, assess and evaluate these skills to assist students to understand employability skills better. Apart from that, education and training institution should ensure that the graduates are prepared with the expectations of employers and these skills are assessed and appraised properly.

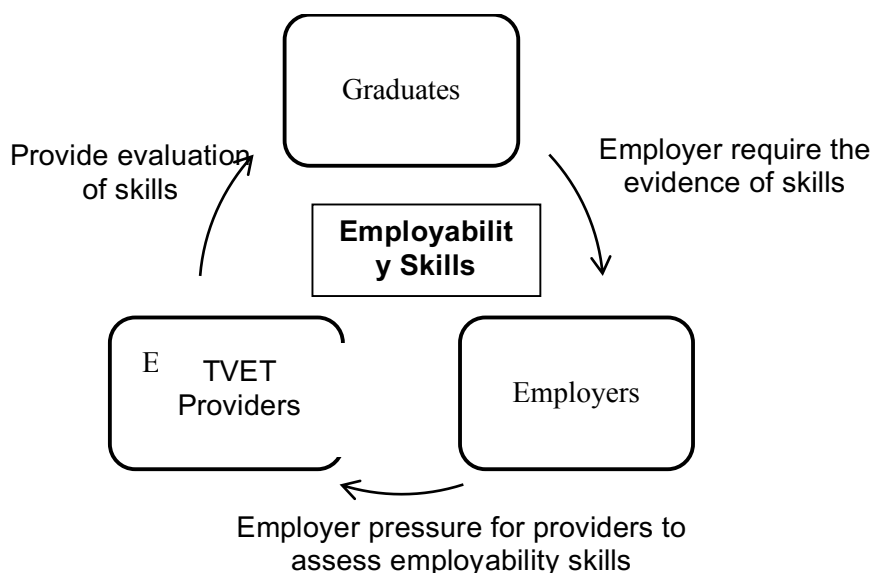


Figure 1: Push-pull strategy of employability skills, adapted from Curtis and McKenzie (2001)

## 3.0 METHODOLOGY

Employability skill is a set of important skills that should possessed by each individual to produce a pool of skilled workers that can support and drive the country economy. The globalization of the world economy and the technological developments requires individual that is capable in both technical skills and employability skills in order to from generation that has different abilities and creative in facing various challenges especially in this 21st century.

### 3.1 Research Design

A quantitative survey research design was used in the study. Questionnaires were used to collect TVET students' perceptions about their level of employability skills before graduate. The study is conducted at Universiti Pendidikan Sultan Idris, a public university in Tanjong Malim, Perak in Malaysia. The study was focused on the final year students of Faculty of Technical and Vocational

Education, which are Bachelor in Agriculture Science, Living Skills and Home Economics.

### **3.2 Population and Sampling Procedure**

The population was made up of 265 final year students in Faculty of Technical and Vocational Education at a local university in Malaysia. They were the final year students of Bachelor in Agriculture Science, Living Skills and Home Economics. Then, according to Cochran (1997), a total of 154 students were selected to constitute the sample size, which consists of 77 females and 77 males.

### **3.3 Research Instrument**

Questionnaire was used to collect the data in this research. The instrument used was adapted and modified from Secretary's Commission on Achieving Necessary Skills or SCANS (1991) in order to assess graduates' employability skills. The questionnaire involves two parts. The first part will investigate the demographic of respondents like sex, age and courses. While the second section will examine the level of employability skills from seven elements which are: (i) Basic skills, (ii) Thinking skills, (iii) Resource management skills, (iv) Informational skills, (v) Interpersonal skills, (vi) System and technology skills and (vii) Personal quality skills. Five-point Likert scale was used in this questionnaire and each item is evaluated with very low skill =1, low skill=2, moderate skill=3, high skill=4, and very high skill=5.

The instrument was validated by three experts in technical and vocational education and measurement and evaluation. Scores obtained were analyzed with Cronbach Alpha Method which gave coefficients ranging from 0.79 to 0.84 for each scale for the employability skills as well as 0.96 for the overall scale. These results signify that the instrument was reliable and consistent in achieving the objectives of the study.

### **3.4 Data Collection**

Data collection for the study took place before the end of semester of final year students. Questionnaires were administered by the researchers. 150 copies of the instrument were administered to the sampled students. A brief presentation about the purpose of the study was carried out before the students start to answer the questionnaires given to them. Since the questionnaires were all retrieved from the subjects, this measure yielded a 100 percent return rate.

### **3.5 Data analysis**

In this study, both descriptive and inferential statistics was employed by the researcher to analyze the result. Descriptive analysis is used to examine the level of employability skill among graduates. It involves frequency, percentages, mean and standard deviation of data analysis. Meanwhile, for the inferential analysis, the population t-test of one sample mean was used to identify the impact of gender on the students' employability skills level. A significant level of 0.05 is used in this study.

## **4.0 RESULTS AND DISCUSSION**

It is anticipated that the level of employability skills among TVET graduates is not significantly low. Besides, there are no significant differences between male and female graduates with regarding to the employability skills perceived by them, such as basic skills, thinking skill, resource management skill, informational skills, interpersonal skill, system and technology skills and personal quality skills.

The results revealed that the current vocational curriculum had give positive impact on the development of employability skills among TVET graduates. The TVET institutions in Malaysia can said to be succeeded in equipping the students with adequate employability skills needed for current workplace environment, especially industrial sectors that need both technical as well as employability skills. Nevertheless, there is still room for improvement for the TVET institutions in terms of improving their effort to cater better to the students for honing their employability skills.

## 5.0 CONCLUSION

Malaysia aspires to become a high-income economy and there is a major need to increase the competence workforce to meet the requirements of economic transformation. To realize this goal, Malaysia government aims to produce competent graduates with 75 percents of them gain employment within six months after they complete the study (The Ministry of Higher Education of Malaysia, 2009). Therefore, graduates should possess both employability skills and technical skills to develop excellent human capital. Graduates mastering technical and employability skills have a better chance to fill the position offered by the employer. Hence, a study was carried out to assess the extent of employability skills of TVET graduates required by the employers in Malaysia nowadays.

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## Associations between Cognitive-Emotion Regulation, Social Support and Physical Strength towards Psychological Well-being among Graduate Students

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### ABSTRACT

*The research was conducted to examine the associations between cognitive-emotion regulation, social support and physical strength towards the psychological well-being of graduate students. Four instruments were used in this research namely Psychological Well-being by Ryff C. (1989), Cognitive-Emotion Regulation by Garnefsky N. and Kraaij V. (2006), Multidimensional Scale of Perceived Social Support by Greg Zimet (1988) and Exercise Habit Strength Questionnaire by Grove & Ortega (2005). A total of 3426 graduate students (2124 females and 1302 males) were randomly selected in one Malaysian university. Data were analyzed using an independent t-test, Pearson correlation, and multiple regressions. The finding of this study revealed that the self-blame and negative consequences were the most significant factors influencing psychological well-being. The findings of the study also explained that students scored highest in the strategy of other-blame for cognitive-emotion regulation. With regard to social support, graduate students received support from significant others more than friends and family. With respect to exercise habit strength, strong stimulus-response scored the highest mean compared to other sub-factors.*

**KEYWORDS:** psychological well-being, cognitive-emotion regulation, social support, exercise habit strength

### 1.0 INTRODUCTION

Psychological well-being plays a vital role in figuring out an individual's life satisfaction. Psychological well-being is associated with personal experiences, accomplishing goals or feeling of satisfaction in participating in potential human development (Diener, 1999). The pleasure in existence comprises relationship with a circle of relatives, the quality of life, physical fitness, racial identification, earnings, marriage, love, and education (Campbell, 1981). In the recent years, there was a boom in outpatient mental health treatment of children in Malaysia. Based on statistics revealed by Ministry of Health showed a worsening state of mental stability issues amongst Malaysian students, from one in ten people in 2011 increased to one in five in 2016. Professionals identified the main reasons for the mental health problems were tension, depression, and distress among students (Ministry of Health, 2017). Furthermore, according to data from National Health and Morbidity Survey (2015), found that 29.2% of Malaysians age of 16 and above affected by mental illness. This figure contributed to 11.2% increase from 2006 (National Institute for Occupational Safety and Health, 2017).

### 1.1 PROBLEM STATEMENT

Currently, the mental state of students especially who are pursuing their higher education is highly questionable because they are facing a lot of problems like unfamiliar environment, culture shocks, financial instability and so on (Offstein et al., 2004). These continuous pressures and emotional stress are the huge contributors to the failure or poor performance in their academic achievement (Zaid et al., 2007). This stressor may lead them to some serious mental health problems.

The rates of mental health problems among youths in Malaysia was found in the range of 13.5% to 15.5% of which 10.5% were recorded in urban areas whereas 11.4% in rural areas (National Health and Morbidity Survey, 2016). These percentages only resemble the cases which had been reported in National Health and Morbidity Survey. However, there can be more unseen cases which are not recorded. There are few dominating factors which contribute to the increase in the rates of mental health problems among youths in Malaysia namely changes in lifestyle, new environment, emotional distress and most significant was the more awareness created among Malaysian which resulted in increased

reporting (Sherina et al., 2003). This study contributed to the body of knowledge in such way it established relations between independent variables and dependent variable which is not limited in the literature. So lack of information entails that there is no clear, comprehensive finding on the psychological well-being levels among graduate students. There is also no information regarding the contribution of types of coping strategies among graduate students' psychological well-being. And also there is no available literature regarding the influence of subscales of cognitive emotion regulation, social support and physical strength collectively, on the psychological well-being among graduate students. Meanwhile, substantial research has been done to indicate how cognitive, emotional regulation, social support and physical activities are related to psychological well-being. Therefore, the current study intended to identify the associations between cognitive-emotion regulation, social support and physical strength towards psychological well-being.

## 1.2 OBJECTIVES

- i. To determine the differences in psychological well-being across gender;
- ii. To investigate the associations between cognitive-emotional regulation, social support and exercise habit strength towards psychological well-being of graduate students; and
- iii. To determine the factors influencing psychological well-being of graduate students

## 2.0 METHODS

### 2.1 POPULATION

The first step in sampling is to identify the target population and the accessible population. The target population for this study is graduate students who are studying public Universities in Malaysia during 2017. However, the accessible population for this study was Master Degree students at one of the public University. Ph.D. students were excluded because less overall stress and greater psychological well-being have been reported among them than master students (Yang, 2010). It is also crucial to note that undergraduates have been investigated comprehensively by many researchers in various studies (Nordin et al., 2010; Zulkefly & Baharudin, 2010). Meanwhile, there is no conclusive and clear information about the psychological well-being of Malaysian graduate students. Therefore, in this study, the target population was master graduate students of a public University. The total accessible population of master degree students at the university that was selected for the study was 3426 (2124 females and 1302 males) based on data of 2017.

### 2.2 Instruments

Questionnaires will be used as the main tool for gathering information in this research. Therefore, four instruments were used in this research namely Psychological Well-being by Ryff C. (1989), Cognitive-Emotion Regulation by Garnefsky N. and Kraaij V. (2006), Multidimensional Scale of Perceived Social Support by Greg Zimet (1988) and Exercise Habit Strength Questionnaire by Grove & Ortega (2005). Table 1 showed in detail about the research instrument that will be used in this study and its overall reliability coefficient.

**Table 1: Specification of Instruments**

Parts	Questionnaires	Developers	Number of Items	Overall Reliability Coefficient
A	Demographic Information	Developed by researcher	7	-
B	Psychological Well-being Scale	Ryff C. (1989)	39	.87
C	Cognitive-Emotion Regulation Questionnaire	Garnefsky N. & Kraaij V. (2006)	36	.88
D	Multidimensional Scale of Perceived Social Support	Zimet et al. (1988)	12	.89
E	Exercise Habit Strength Questionnaire	Grove & Ortega, (2005)	18	.86



### 3.0 FINDINGS

#### 3.1 Differences in psychological well-being across gender

**Ho1: There is no significant difference in psychological well-being across gender**

The hypothesis was tested using independent-samples t-test to compare male and female students in psychological well-being. According to Table 5.1, there was no significant difference in mean score of psychological well-being for males (M= 3.77, SD= .469) and females [M= 3.85, SD= .479;  $t(122) = -.895, p = .372 > .05$ . Therefore, the results show that failed to reject Ho1. It means, there were no differences between male and females in terms of psychological well-being.

**Table 2: Result of Independent T-Test to determine the Differences in Psychological Well-being between Male and Female Students**

Group	N	Mean	SD	t	df	Sig
Male	60	3.77	.469	-.895	122	.372
Female	64	3.85	.479			

#### 3.2 Associations between Cognitive-Emotional Regulation, Social Support and Exercise Habit Strength towards Psychological Well-being

**Ho2: There is no significant difference between cognitive-emotional regulation, social support and exercise habit strength towards psychological well-being among graduate students**

**Table 3: Pearson-Correlation Test to investigate the Relationship between Cognitive-Emotional Regulation, Social Support and Exercise Habit Strength towards Psychological Well-being**

No		Psychological Well-being	Interpretation of the Relationship
1.	Cognitive-Emotion Regulation	.369**	Medium positive relationship
	• Self-blame	.350**	Medium positive relationship
	• Positive Refocusing	.269**	Small positive relationship
	• Planning	.218*	Small positive relationship
	• Acceptance	.264**	Small positive relationship
2.	Exercise Habit Strength	.297**	Small positive relationship
	• Negative Consequences	.334**	Medium positive relationship
	• Strong S-R	.255**	Small positive relationship

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

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

There was a significant and positive correlation between the overall mean of cognitive-emotion regulation and psychological wellbeing [ $r = .369^{**}, p < .01$ ] and this is considered as medium correlation. (Cohen, 1988). It means the cognitive-emotion regulation has a medium and positive relationship with psychological well-being. Consequently, four sub-factors of cognitive-emotion regulation have a significant and positive relationship between overall mean of psychological well-being namely, self-blame [ $r = .350^{**}, p < .01$ ] with medium correlation, positive refocusing [ $r = .269^{**}$ ,

$p < .01$ ] with small correlation, planning [ $r = .218^{**}$ ,  $p < .01$ ] with small correlation and acceptance [ $r = .264^{**}$ ,  $p < .01$ ] with small correlation.

On the other hand, there was a significant and positive correlation between the overall mean of exercise habit strength and psychological wellbeing [ $r = .297^{**}$ ,  $p < .01$ ] and this is considered as small correlation (Cohen, 1988). It means the exercise habit strength has a small and positive relationship with psychological well-being. Consequently, two sub-factors of exercise habit strength have a significant and positive relationship between overall mean of psychological well-being namely, negative consequences [ $r = .334^{**}$ ,  $p < .01$ ] with medium correlation, strong stimulus-response [ $r = .255^{**}$ ,  $p < .01$ ] with small correlation. Therefore, Ho2 were rejected except for the social support.

### 3.3 Factors Influencing Psychological Well-being of Graduate Students

#### Ho3: There is no significant difference in factors influencing psychological well-being of graduate students

The third hypothesis of the study is to determine the factors influencing psychological well-being. To do this, a multiple linear regressions test was carried out. However, before the regression test was carried out, there is a need to establish collinearity statistics. This is because if two explanatory variables are highly correlated with each other, they can cause problems during multivariate analysis since they explain almost the same variability in the outcome. Based on the correlations results as in Table 4 two variables indices above a threshold value of 30.0 were identified, which were self-blame and negative consequences. Therefore, only these variables were included in multiple regressions.

**Table 4 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.010	.338		5.953	.000	
	Self-blame	.347	.088	.319	3.930	.000	.989
	Negative consequences	.222	.060	.301	3.708	.000	.989

a. Dependent Variable: Psychological well-being

The predictor multiple regressions model was proposed to explain the factors influencing the variation of psychological well-being. The two predictors were the independent variables, self-blame ( $X_1$ ) and negative consequences ( $X_2$ ). All the independent variables were measured on a continuous scale. The dependent variable was psychological well-being. An enter regression method was used.

**Table 5 Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461 <sup>a</sup>	.212	.199	.42478

a. Predictors: (Constant), Negative consequences, Self-blame

b. Dependent Variable: Psychological well-being

**Table 6 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.886	2	2.943	16.309	.000 <sup>b</sup>
	Residual	21.833	121	.180		
	Total	27.719	123			

a. Dependent Variable: Psychological well-being

b. Predictors: (Constant), Negative consequences, Self-blame

Based on Table 4 till 6 the result of multiple regression shows, where the regression model consists of self-blame and negative consequences explains that 21.2% significant from the variance of psychological well-being among graduate students ( $F_{(1,123)} = 16.309, p < .05$ ). Based on the regression coefficient for self-blame ( $\beta = .347, t = 3.930, p < .005$ ) and negative consequences ( $\beta = .222, t = 3.708, p < .005$ ) showed that these are significant predictors of psychological well-being among graduate students. Of these two variables, self-blame makes the largest unique contribution ( $\beta = .347$ ), although negative consequences also made a statistically significant contribution ( $\beta = .222$ ) but it is less compared to self-blame. The equation of the proposed multiple linear regressions model is as follows:

$$\hat{Y} = \beta_0 + \beta_1(X_1) + \beta_2(X_2) + e$$

Where,

$\hat{Y}$  = Psychological well-being

$\beta_0$  = Constant (Intercept)

$\beta_{1-3}$  = Estimates (Regression coefficients)

$X_1$  = Self-blame

$X_2$  = Negative Consequences

$e$  = Error

Therefore,

$$\hat{Y} = .347x_1 + .222x_2 + 2.010$$

In addition, the predictor variables entered in the regression model show stable and unique characteristics of their own to explain their contribution in predicting psychological well-being. As a conclusion, the regression model confirms that self-blame and negative consequences were significant predictors or factors influencing psychological well-being. Therefore, Ho4 was rejected.

## **4.0 DISCUSSION**

### **4.1 Differences in psychological well-being across gender**

According to the T-test results, there is no significant difference in psychological well-being among male and females. This finding is in line with Ryff (1989), Ryff and Keyes (1995), where they found that men and women were facing the same level of stress in the daily life. Therefore, there are no much differences in the level of psychological well-being. However, it is in contrast with a study by Ruini et al., (2003), who concluded women have a higher score for psychological well-being compared to men. It is because of people's perceptions of themselves which changes in time and renewed in terms of the new situation, possibly more highlighted for educated people.

### **4.2 Relationship between Cognitive-emotional Regulation, Social Support and Exercise Habit Strength towards Psychological Well-being**

There was a significant and positive relationship between cognitive-emotion regulation and exercise habit strength towards psychological well-being. Based on the findings of the present study, it was evident that four out of nine sub-factors of cognitive-emotion regulation namely, self-blame, positive refocusing, planning, and acceptance were significant and had a positive relationship with the psychological well-being.

Based on the findings of the present work, the psychological well-being of graduate students is influenced by planning. One obvious way in which planning may contribute to psychological well-being is through facilitating goal attainment (MacLeod et al., 2008). There is emerging empirical evidence showing that planning for goal is strongly linked to well-being. High level of well-being has been found to be associated with high level of planning for personal goals (MacLeod & Conway, 2005; Nezlek, 2001).

In addition, the findings of the present study also revealed that acceptance positively influenced the psychological well-being of the respondent. According to Garnefski and Kraijl (2006), depression scores and acceptance have a positive relationship; the acceptance scores of a sample of psychiatric adults were rather high. Nezlek (2001) cites that the reason behind these results could be explained by the theory that differentiates between the passive form of acceptance. In this study, the passive form of acceptance is talked about as a commonly considered form of negative adjustment with poor results

(Nezlek, 2001).

Based on the findings of the present study, it was evident that two out of four sub-factors of exercise habit strength like negative consequences and strong stimulus-response towards exercise habits were significant and had a positive relationship with the psychological well-being. Lampinen et al., (2006) suggested that psychological well-being in later life is associated with activity and mobility status such as the ability to remain mobile and active, which should become targets for preventive measures.

However, there was no relationship between social support and psychological well-being based on the current study. The result of the present study is not supported by Rotheron et al., (2011), Kockar (2004) and Gulact (2010) who revealed that the support from family as the significant predictor of psychological well-being. Although the exact reason for this findings is not identified, it can be argued that generation gap is increasing day by day and young generations are not willing to follow their parents or family members as their role models, which does not satisfy their expectation (Arulrajah and Harun, 2000). In addition, Arafa et al. (2003) indicated negative family and support were significant predictors of low psychological well-being. As it can be seen, different findings show differences in the level of social support that might be due to diversities in cultural structures of societies.

### **4.3 Factors Influencing Psychological Well-being of Graduate Students**

According to the regression model, it is clear that self-blame and negative consequences were significant predictors or factors influencing psychological well-being. Self-blame is a sub-factor of the cognitive-emotion regulation.

According to Li & Lambert, (2007), the significant relationship between self-blame and psychological well-being showed that respondents usually blame themselves rather than pointing out others mistakes or blaming others for a particular failure. Eventually, it increases the respondent's psychological well-being because of them willing to improve themselves for the sake of personal growth. Moreover, respondent was not only accepting the reality by blaming themselves, but they are trying to improve and do better in future if they undergo the similar situation.

The negative consequence is a sub-factor of exercise habit strength. According to Lampinen et al., (2006), stated that most of the respondents exercise habits were very encouraging where they placed a lot of importance in doing exercise on a daily basis. It is because exercise habits were very important to maintain someone to stay fit and at the same time inculcate self-discipline and self-confidence among the respondents even during their later life. Therefore, the respondents have proper vision or goal in their life, and they usually accept their strength and weakness. Other than that, they always try to improve their lifestyle to be healthy in both mentally and physically.

## **5.0 CONCLUSION**

In this study, the factors influencing psychological well-being were tested among graduate students. The results of the study revealed that the self-blame and negative consequences were the most significant factors influencing psychological well-being. The findings of the study also demonstrated that students scored highest in the strategy of other-blame for cognitive-emotion regulation. With regard to social support, graduate students received support from significant others more than friends and family. With respect to exercise habit strength, strong stimulus-response scored the highest mean compared to other sub-factors.

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## A Review on Enhancing Employability Skills in Technical and Vocational Education and Training through Service-Learning

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### ABSTRACT

*In the fast-changing and borderless world, the evolving of Industrial Revolution indirectly has brought its impact to the youth unemployment and development. Align with these changes and facts, employability skills within graduates are among the skills that demand more attention by educational institution to meet the industry needs. Over the years, these skills have fast become compulsory rather than being desired among the employers in choosing better graduates. However, literatures have indicated that service-learning has been widely tested in providing students to connect and deal with real life experiences within the community, which can empower their cognitive and employability skills. This paper serves as an early stage of study on the concept of employability skills, concept of service-learning and the needs to enhance employability skills in TVET through service-learning to secure their job. In summary, this paper concludes and recommends that in order to decrease the mismatch of skills among students, teachers including TVET instructors need to empower their instructional pedagogy using service-learning as a training device that can bring more benefits within the learning environments.*

**KEYWORDS:** Employability skills, Service-learning, Technical and vocational education

### 1.0 INTRODUCTION

The evolving of Industrial Revolution from mechanical production equipment to cyber physical systems had widely give an impact to society, economic growth, education, employment and skills. Indirectly, these changes have affected youth development and unemployment rate. Nowadays, it requires education system transformation to prepare graduates that can meet the demand of revolution, which integrates technologies with industrial needs and global partnership.

In the other view, the landscape of employment rate has rapidly changed due to these trends. International Labour Organization (2017) reported that unemployment rate is expected to be modestly rising in 2017 to 5.8% from 5.7% in 2016, which gather the number of 201 million all over the world. In addition, in regional countries, unemployment rate for young graduates was seen higher than non-graduates with 5.5% difference (Dian & Zaidi, 2016). These scenarios gave us the signal that the future risk among the young generations especially graduates would affect the economic growth and productivity. The International Labour Organization (2016) also cited studies discovering that early youth unemployment has a critical long term negative effect on future incomes. For developed and developing nations, the challenge to decrease this rate would be a substantial issue and it would be more crucial if the young graduates are not considered. For instance, in Malaysia, Yuzainee (2014) mentioned that the unemployment rate in the last 20 years was 1.5% to 5%. Align with this, Malaysian government has shown their commitment by increasing the employment for graduates. The Malaysia Education Blueprints for higher education (2015-2025) outlined 'Holistic, Entrepreneurial and balanced graduates' as one of the 10 shifts that will spur continued excellence in higher education system. It can equip graduates from all aspects of knowledge and skills including employability skills, ethics and morality as well as civilisational literacy to a high level of personal well-being (MOE, 2015).

Unemployment rate among the graduates is related to their knowledge, skills, ability to work in workplace and desire to sustain it. The mismatch between changes in educational attainment of the workforce and types of job design is also manifested to some extent in demand for fresh graduates. There is clear evidence showing the mismatch of skills required by employers and the ability to graduates (Hesketh, 1999; Jonassen *et al.*, 2006). Besides equipping students with academic content and knowledge, educational institutions are also responsible in supplying skills including employability

skills in the learning environment. Close relationships between higher education and TVET institutions could bring out the impact to the fresh graduates before entering new workplace. Teaching employability skills by integrating them with the training into school curriculum can be an essential add of value for young graduates based on recommendation from several departments of labour (Deba *et al.*, 2014).

Despite the skills that have been rigorously embedded in policy documents, teachers particularly TVET instructors are still relying on unpromising instructional approaches that do not provide the skills for working to students (Dasmani, 2011; Bello & Aliyu, 2012). This scenario has revealed the concrete lack of strategies in approaches and training devices that build up employability skills among students. In addition, teaching employability requires some distinctive skills and attributes including the understanding on how people learn to develop such skills and the ability to contextualise employability-related teaching within vocational programmes (Pegg *et al.*, 2012).

Meanwhile in learning environments, experiential learning has more advantages on exposing the learners to interact with the real life individuals in a society or community. In addition to these experiential pedagogies, Wickham (2015) stated that service-learning has been proven to provide students with more skills that are helpful in their careers such as teamwork and leadership skills (Prentice & Robinson, 2010) and even alter their career aspirations in some cases (Seider *et al.*, 2011).

Service-learning is an instructional pedagogy grounded in experience as a basis for learning and on the centrality of reflection intentionally designed to enable learning process. It brings the opportunities for students to accomplish tasks that can meet human and community needs with real life experiences. Two essential aspects in 'service' and 'learning' connect with each other bringing multiple colours between students, teachers and community. Giles and Eyler (1994) mentioned that service and learning goals are of equal weight with each enhances the other.

## **2.0 THE CONCEPT OF EMPLOYABILITY SKILLS**

The concept and definition of the employability skills have been discussed since 1980's. Across the literature, the term of employability skills is becoming more widespread. In addition, labour market and university graduates are regularly linked with these skills (Finch *et al.*, 2013). This is supported by Deeley (2014) presenting that employability skills are important for students to compete especially in the current labour market. Nowadays, to survive in real changing industries, graduates need to equip themselves with deep understanding on technical knowledge (Knight & Yorke, 2006; Hinchliffe & Jolly, 2011) along with 21<sup>st</sup> century skills. McKinsey concluded that there is an issue with the educational system that failed to produce future workers with skills required by today's organisations (McKinsey & Company, 2012).

The concept of employability skills are referred to a set of skills, personal attributes (Bridgstock, 2009), competencies, knowledge and attitudes making the graduates likely to gain professional employment (QAA, 2009) and ensuring their capability of being effective in the workplace (CBI, 2011). However, Cassidy (2006) stated that employability skills are not job specific and more on practical skills (Knight & Yorke, 2002), but are skills that cut horizontally across all industries and vertically across all jobs from entry level to executive.

Overall, it is clear from the literature that employability skills are a complete set of skills gathering all three fundamental bases of getting a job, retaining a job and working effectively. In line with that, the term of employability skills is fast becoming a requirement for employment rather than desirable and that the responsibility for developing such skills lies within the educational institutions (Cassidy, 2006). These kinds of skill are the major part to equip graduates before entering fierce workplace environment while struggling to sustain it. Therefore, it is deemed necessary for the nations to construct a framework in collaborating employability skills with industry and education (Yuzainee, 2014).

## **3.0 THE CONCEPT OF SERVICE-LEARNING**

Service-learning is an educational pedagogy derived from experiential learning theory. This theory is influenced by John Dewey (1938) who proposed two principles namely i) the principle of continuity and ii) the principle of interaction. It was supported by Giles and Eyler (1994b) that the

philosophy of Dewey is a legitimate source for developing theory of service-learning. The essence of service-learning relies on a philosophy of service and learning that occurs in experience, reflection and civic engagement within collaborative relationship among community partners (Flecky & Gitlow, 2011). Furthermore, this pedagogy gives the opportunities for participants to reflect on their activities within educational and community objectives. Howard and Jacoby (2015) agreed that reflection has become among the core elements of service-learning based on Dewey's proposition. Therefore, it is apparent that service and learning have to balance each other to create partnership experience.

One of service-learning's theoretical foundations is that from Kolb's Experiential Learning Model. This model comprises four elements; concrete experience, observation of reflection on that experience, formation and synthesis of abstract concepts based on the reflection and active experimentation that evaluates the concepts in new situations. Participants can enter the cycle at any point, but service-learning is often designed to begin with concrete experience. These four elements form a cycle or spiral of learning as illustrated in Figure 1 below. Kolb (1984) stated that the process of learning starts with concrete experience as the learners test their newly developed concepts and continue with other elements.

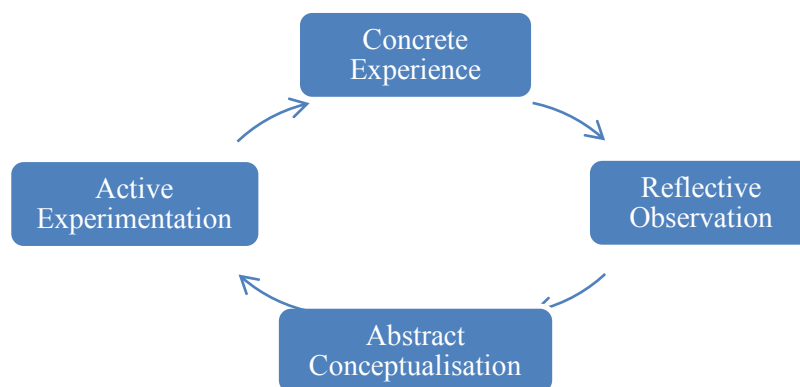


Figure 1: Experiential Learning Model, adapted from Kolb (1984)

Jacoby (1996b) stated that service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured design to promote students' learning and development. In comparison, this is different than volunteerism and community service from explicit learning objectives with community interactions to meet the driven needs. It was encouraged by Furco (1996) that volunteerism only provides service with no intentional link to reflection and learning while community service does not necessarily include reflection and may lack of academic content. Thus, the misconception on service-learning with other forms of programme will affect the participants' learning goal and community needs.

#### 4.0 SERVICE-LEARNING AND EMPLOYABILITY SKILLS IN TVET

Nowadays, service-learning has become the high impact practice among higher educational institutions throughout nations. According to Kuh (2008), one of high impact practices is service-learning that needs to be participated by students to enhance their engagement and success. In addition, abundance of structure during service-learning instruction has been widely recognised in different settings that brought so many learning outcomes (Weah *et al.*, 2000). Wickam (2015) revealed that there are four broad domains that impact students participating in service-learning, which are academic and cognitive development, civic and ethical development, personal and social development as well as career and vocational development.

From a study conducted among 142 university graduates by Gault *et al.* (2000), it was concluded that experiential learning including service-learning plays a vital role in enhancing the preparation and success of undergraduates in the entry-level job market. Similarly, employability skills have been identified as critically important to employers who express their concerns regarding the lack of such skills in entry-level job applications (Cotton, 2001). In this challenging era, graduates from



universities and other educational institutions have to be equipped with those skills to strengthen their personal growth in line with academic content while pursuing job opportunities. The stakeholders like educational institutions should come out with multiplicity combinations of strategies to prepare the students to meet the requirements by employers. Moreover, Cotton (2001) reviewed that there is a need to implement specific educational practices involving the issue of employability skill development especially in educational settings. Therefore, the need to implement service-learning for developing such skills in educational institutions has become more rigorous with this scenario. As experts' view, it has been found that service-learning which likely akin a combination of experiential learning methods with direct work experience is effective in developing employability (Pegg *et al.*, 2012; Deeley, 2014).

In another view, every nation has put an effort to empower the students with this skill. In Germany, for example, it is quite common that graduates with a Bachelor's degree to undergo an apprenticeship to improve their employment opportunities (Rauner 2005), whereas China has a strong reputation of vocational education and training and close relationship between higher and vocational education (Maclean & Pavlova 2011). In developing country, Malaysia has come out with Malaysian Educational Blueprint (2015-2025) for higher education highlighting the need to change the system focusing on university education to another academic pathways and equal value on much-needed technical and vocational training.

According to Staron (2006), technical and vocational education and training (TVET) is seen as knowledge-based industry where knowledge is its core business. TVET in other words seems to provide students with knowledge, skills and attitudes relevant for employment. Strategies in strengthening the TVET sector align with academic pathways is a good sign in providing students with multiple compositions of add value to meet the labour market needs. To enhance the students learning experience, the use of experiential and service-learning should be expanded to develop 21<sup>st</sup> century skills (Ministry of Education, 2015). Moreover, one of the four shift outcomes in Malaysian Educational Blueprint is to provide quality TVET graduates to meet the growing and changing demand of industry and promote individual opportunities for career development.

Thus, it can be summarised that transmitting employability skills concurrently in TVET needs an approach of instruction unlike the traditional approaches by TVET instructors today. Service-learning has been widely tested and shown to be beneficial to students from many backgrounds. This learning has the prospective to be more effective in meeting general teaching and learning needs while allowing the learners to gain much essential add values including employability skills in facing the real world challenges.

## 5.0 CONCLUSION

Experiential learning has widely shown to play a vital role in developing student learning experiences. However, service-learning has not received desired attention in most of technical and vocational education system compared to others, which can lead to poor youth development and increase the unemployment across the nation (Deba, 2014). Other than that, the involvement of community in service-learning as a place to face the real life experiences will benefit both parties in many ways rather than traditional learning that only focus on school environment. In different setting, collaborative cooperation among industries and TVET institution on providing platform for service-learning program should be appropriate to increase students' employability skills.

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## Developing Students' Reading Comprehension Using Effective Reading Strategies: A Review of Previous Studies

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### ABSTRACT

*With the overwhelming number of research studies which focus on examining the different types of reading strategies, it is concerning to note that there are a very little research studies aimed at comparing and contrasting the implementation of the different types of reading strategies in different online and offline contexts. The authors of this literature review examine some previous research studies which focused on the use of different types of reading strategies. The purpose of the literature review is to determine and identify commonly used types of reading strategies which helps in enhancing students' reading comprehension. The review paper focuses on four types of reading strategies which are metacognitive strategies, cognitive strategies, three phase approach strategies (pre, while, post reading strategies) and support strategies. The reviewed literature indicated that the reading strategies which have been used in reading comprehension are effective for both genders, though, there is some individual preferences between males and females. The authors also compared and contrasted between the research studies to highlight the most effective types of reading strategies which have been used in different contexts. The result provides in-depth details regarding the most effective types of reading strategies which can be implemented in the classroom to enhance the students' reading comprehension.*

**Keywords:** English language learners (ELL), English as a second language (ESL), metacognitive reading strategies, cognitive reading strategies, three phase approach reading strategies, support reading strategies.

### 1.0 Introduction

Despite the constant use of the term “reading” in our daily lives, there are various aspects of reading that are difficult and deemed complex to many learners. Reading is viewed as one of the main cores of literacy. In which, being a literate person means having the ability to read and write. However, such an expected requirement has changed throughout the years to take into consideration the importance of including other functions which are referred to be the different types of reading strategies. Readers are not just required to pronounce the written words of the text, but rather, they are required to interpret, analyse, predict and even connect the written information to their previous knowledge. There must be a visual connection between the reader and writer.

Building such a visual communication between the reader and the writer is challenging and requires some effort from both of them. The writer has to produce his ideas using a language that is easily understood, whereas, the reader has to think beyond the written message to understand the purpose of the text. Therefore, reading and writing are viewed as the base of learning a language. Krashen (1985) views reading as an interactive learning process between the reader and the writer and Gardner (1987) defined reading as ‘an action or series of actions employed to construct meaning.’

When discussing the topic of reading, it is hard to not include the term comprehension as well. According to the author Danielle S. McNamara (2012), the term “comprehension” is the propensity of understanding the meaning of the text by going beyond the words. McNamara (2012) asserts the idea that reading strategies should be utilised to rehabilitate reading comprehension. Although, there are some research studies focused on the importance of teaching the different types of reading strategies for reading comprehension, yet, students seem to have difficulties in using the strategies, and they even lack the interest and the motivation to use the strategies Küçükoğlu (2013).

Reading strategies are defined as tools that are employed to help readers make their process of reading successful (Baker & Boonkit, 2004). The review paper focuses on four types of reading strategies. These strategies are metacognitive strategies, cognitive strategies, three-based approach strategies, and support strategies. The authors of this literature review focus their attention on reviewing

and discussing 14 research studies in regards to the focus to the four strategies. The authors focus on metacognitive and cognitive strategies because these two strategies are not independent strategies but they work together (Rodriquez, 2014). As for the three-based approach reading strategies, they are also focused in this study because scholars assert that they help make the process of reading meaningful (Diaz-Rico, 2004). In terms of focusing on support strategies, such strategies are considered effective tools to aid with comprehension among learners (Mokhtari and Sheorey, 2001). The purpose of this review paper is also to bridge the gap among these four reading strategies to assist in the inclination of the development of reading comprehension.

## **2.0 Reviewing the Literature**

The review of literature is divided into five sub-sections. The initial four sub-sections explore the definitions of metacognitive strategies, cognitive strategies, three-based approach strategies, and support strategies. The fifth sub-section of the literature review addresses the in-depth information from the review of the 14 studies used in this study in a concise manner.

### **2.1 Metacognitive Strategies**

Metacognitive strategies are defined as “general skills in which learners learn how to manage, direct, and regulate their own learning” (Wenden, 1998). Scholars, such as Schmidt (2001) asserts that metacognitive strategies are strategies used by language learners to facilitate the process of learning. These conscious processes include “planning, controlling, evaluating one’s understanding” (Karbalaei, 2010). These consist of “setting purpose for reading, prediction, summarization, questioning, use of text structural features, directed attention and self-monitoring” (Karbalaei, 2010). Researchers, such as Mata (2005) and Parodi (2003) states that metacognitive strategies are not only beneficial when utilised by readers but implies that writers should also be aware of metacognitive strategies to produce good writing.

### **2.2 Cognitive Strategies**

Cognitive strategy is a strategy used by language learners to assist them in their process of learning, transforming and completing tasks in effective and active language use (McCordle & Christensen, 1995). This strategy involves learners reading slowly to gain understanding, to regain focus after getting side-tracked, to adjust the speed of reading in accordance to the reading material, to pay close attention to the material when the text inclines in difficulty, to stop occasionally to analyse the reading, to visualize information to help retainment of information in the memory, and lastly, to reread the text when it inclines in difficulty to elevate understanding of the reading material. Scholars, such as O’Malley and Chamot (1990), add that cognitive strategies also include the use of the first language for the purpose of comprehension and producing ideas for the target language. Scholars, such as Diaz Rodriguez (2014) and Vivian Cook (2008), believe that metacognitive strategies and cognitive strategies work hand-in-hand. Cognitive strategies are employed to support development, whereas metacognitive strategies are used to control and regulate the process of learning.

### **2.3 Three Phase Approach Strategies**

Another strategy in focus is the three phase approach strategies. This approach is concerned with three strategies; pre, while, and post reading strategies. It should be noted that this strategy is usually employed by the teacher. Pre-reading strategies are concerned with elevating and motivating students interest on a topic, getting student to predict or guess the text by doing some activities, utilising background knowledge possessed by students, getting students to warm up to the reading material, setting the context, setting the context using instructional aids and trying to draw connections by bridging the background knowledge that students possess to reading text (Varaprasad, 1997). While-reading strategies is also related to comprehending the reading material in response to the author’s purpose, structure of language, and organization, developing a stage for the comprehension of the text, the process of inferring and judging, guessing unfamiliar words through by regarding the importance

of vocabulary to assist in contextual clues, realizing elements that are cross-cultural, the act of reading as a conscious process, the ability to generalize the issue, underlining words and keywords that are unknown, undertaking the task of skimming and scanning (Varaprasad, 1997). Post-reading strategies include assisting students in using information or knowledge acquired to be utilised for similar texts, assisting language learners to integrate the knowledge gained into other areas of language skills such as speaking, writing and also grammar, helping integrate a different culture, looking for keywords for the process of summarization, language learners should have the ability to outline and summarize the text, and lastly, extracting main ideas from the text (Varaprasad, 1997).

## **2.4 Support Strategies**

Support strategies relate to language learners searching materials to support them that excludes the teacher and the text (Rastakhiz & Safari, 2014). There are seven important items that are employed when learners utilize support strategies (Mokhtari & Sheorey, 2001). These items are that learners take the initiative to jot down notes, the effort to read aloud when the text becomes challenging, using the dictionary, underlining phrases or sentences to help remember, paraphrase sentences and phrases to help with comprehension, the process of referring back and forth between words in the text to discover the relationships among them, and to ask self-probing questions to find the answer in the text (Mokhtari & Sheorey, 2001).

## **2.5 Review of Past Studies**

The review paper consists of 14 studies on effective reading strategies and reading comprehension among English language learners. The studies were obtained via the Internet through several online educational databases. Online databases utilised for this paper was Education Resources Information Center (ERIC), ProQuest, ResearchGate, and Academia. Some studies were also obtained from the utilization of Google Scholar as an academic articles search engine.

Journal articles were collected from publications such as *the Reading Matrix*, *International Education Journal*, *The English Teacher Journal*, *Asian Social Science Journal*, *Journal of ELT and Applied Linguistics (JELTAL)*, *Journal of Social and Behavioral Sciences (Procedia)*, *International Online Journal of Education and Teaching*, *Journal of Scientific Information Database (SID)*. The nature of all the studies obtained were mostly research articles.

The articles used to review this paper are peer-reviewed articles. By using keywords, such as “reading strategies”, “reading strategies to improve reading”, and “comparison between the types of reading strategies”. There was a tremendous generation of articles on the topic of reading strategies. However, the authors of this review paper only selected studies that were related to the aspect of English language learning. The journal articles reviewed for this paper are articles that were published from the year 2002 to 2017. All of the articles collected from participants from non-English speaking countries. A total of thirteen studies were collected from non-English speaking countries such as Turkey, India, Malaysia and China. Only one study was collected in an English-speaking country which was the United States of America. Despite having a study from a native-speaking country such as the United States of America, all studies focused on English language learners in the ESL and EFL context. Although studies collected were from non-native speaking countries, the medium of instruction used in all studies was the English language.

The studies used to review this paper are designed with three methods. Studies were conducted using quantitative method, qualitative method, and there were also studies that utilised the mixed-methods design. As many as five studies were quantitative in nature. Studies that were qualitative in nature amounted to two studies. However, the largest number of studies for this review paper consisted of six studies that employed a mixed-method design. Studies that consisted of mixed-methods designs consisted of questionnaire and semi-structured interviews. Several studies adapted the questionnaires from Metacognitive Awareness of Reading Strategies Inventory (MARSII).

## **3.0 Results and Findings:**

This section will be divided to six sub-sections. The first two subsections elaborate on the

participants and their age levels respectively. Subsequently, each subsection after that will report on an individual strategy. Main strategies are metacognitive strategies, cognitive strategies, three phase approach strategies and support strategies. The report will report the overall result of each main strategy despite the differences in the nature of methodology (i.e., quantitative, qualitative or mixed-methods).

### **3.1 Participants**

The number of participants varies across the chosen articles due to the selected methodological approach of each of the 14 studies. There are seven studies chosen to analyse the data using the mixed method approach. The number of participants in these studies varied from 8 to 162 students. Two of the studies collected data in Malaysia (i.e., Semtin & Maniam, 2015 and Behdani, Sharif & Hemmati, 2016), and the other studies collected data in Thailand, Iran, China, Turkey and the United Arab Emirates (i.e., Kasemsap & Lee, 2015; Li, 2010; Lai, 2017; Solak & Altay, 2014; and Tercanlioglu, 2004). Six other studies chose to use quantitative research method. The number of participants in these studies varied from 9 to 110 students. Three of the data collected in Turkey (i.e., Yukselir, 2014; Saricoban, 2002; and K $\ddot{u}$ ç $\ddot{u}$ koğ $\ddot{u}$ , 2013). The other two researchers collected their data in Malaysia and India (i.e., Heisat, Mohammed, Krishnasamy, Issa, 2009; and Pinninti, 2016). As for the qualitative studies, the authors identified two researchers used qualitative methodological approach (i.e., Hong-Nam, 2014; and Alsheikh, 2014). The participants in these two studies varied from 96 to 390 students. The researchers collected their data in two different countries, namely, the USA and the UK.

### **3.2 Age level**

The age level of the participants varies throughout the selected 14 studies. There are five studies had young adults who ranged from 9 to 20 years old. (i.e., Yukselir, 2014; Hong-Nam, 2014; Semtin & Maniam, 2015; Pinninti, 2016; and Alsheikh, 2014). Two researchers focused on collecting data from teachers as the participants (i.e., Ad-Heisat, et al., 2009; and Solak & Altay, 2014). Three researchers focused on collecting their data from adults which ranged from 19 to 26 years old (i.e., Behdani, Sharif & Hemmati, 2016; and Tercanlioglu, 2004). Unfortunately, five researchers didn't specify the age level of the participants as the participants appeared to be school children (i.e., Saricoban, 2002; Kasemsap & Lee, 2015; K $\ddot{u}$ ç $\ddot{u}$ koğ $\ddot{u}$ , 2013; Li, 2010; and Lai, 2017).

### **3.3 Metacognitive Strategies**

From the review done on past studies, the most popular metacognitive strategies used for reading comprehension were prediction, text structural features, setting purpose for reading, monitoring, self-evaluation, directed attention, checking, understanding, planning, (i.e., Yukselir, 2014; Heisat, Mohammed, Krishnasamy, Issa, 2009; Saricoban, 2002; Semtin & Maniam, 2015; Kasemsap & Lee, 2015; Solak & Altay, 2014; Alsheikh, 2014; Li, 2010; K $\ddot{u}$ ç $\ddot{u}$ koğ $\ddot{u}$ , 2012; Tercanlioglu, 2004; and Pinninti, 2016). As for the least popular strategy for reading comprehension was summarization (i.e., Semtin & Maniam, 2015).

### **3.4 Cognitive Strategies**

From the overall review of all the studies in this review paper, the authors find that cognitive strategies were utilised the most. Popular cognitive strategies from the review include translation, changing reading speed, visualising the text, paying close attention to detail by reading the text carefully, translation, pausing at texts to analyse, rereading difficult sentences (i.e., Yukselir, 2014; Heisat, Mohammed, Krishnasamy, Issa, 2009; Saricoban, 2002; Hong-Nam, 2014; Semtin & Maniam, 2015; Kasemsap & Lee, 2015; Alsheikh, 2014; K $\ddot{u}$ ç $\ddot{u}$ koğ $\ddot{u}$ , 2012; Tercanlioglu, 2004; Solak & Altay, 2014; Lai, 2017; Lai, 2017; and Pinninti, 2016). For the least popular strategies in terms to cognitive strategy is rereading the passage when it inclines in difficulty (Saricoban, 2002). As for the most frequently used strategy among the participants from the UAE is the translation method, as they relied on translating most of the English passages (Alsheikh, 2014).

### **3.5 Three Phase Approach Strategies**

The most popular pre-reading strategies are predicting from the title, asking warm-questions, bridging students' background knowledge, activating students' background knowledge, (i.e., Yukselir, 2014; Heisat, Mohammed, Krishnasamy, Issa, 2009; Saricoban, 2002; Kasemsap & Lee, 2015; Pinninti, 2016). In regards to the least popular pre-reading strategies for reading comprehension were setting the context and using instructional aids (e.g., music) to set the context (i.e., Heisat, Mohammed, Krishnasamy, Issa, 2009)

Popular reading strategies for the while-reading stage are skimming, underlining unknown words and keywords, discovering author's purpose, language structure and organization of ideas, analyzing the text, guessing unknown words through contextual clues, (i.e., Yukselir, 2014; Heisat, Mohammed, Krishnasamy, Issa, 2009; Saricoban, 2002; Hong-Nam, 2014; Semtin & Maniam, 2015; Pinninti, 2016). As for post reading-strategies, popular strategies are recalling the summary and the summarization of the text, and drawing conclusions (i.e., Pinninti, 2016; Heisat, Mohammed, Krishnasamy, Issa, 2009). As for the least popular strategy, it is the extraction of the main idea of the text (Yukselir, 2014).

### **3.6 Support Strategies**

With attention to support strategies, popular strategies include using the dictionary, reading aloud, and note-taking (i.e., Heisat, Mohammed, Krishnasamy, Issa, 2009; Kasemsap & Lee, 2015; Li, 2010; Solak & Altay, 2014; Alsheikh, 2014; Lai, 2017; and Pinninti, 2016). The least popular support strategy is asking self-probing questions to find the answer in the text (Saricoban, 2002).

## **4.0 Discussion and Conclusion**

From the studies reviewed, there are a number of similarities in the use of reading strategies. In terms of the use of metacognitive strategies, it is notable that metacognitive strategies are usually applied by students that are highly proficient language learners as compared to language learners with low proficiency (i.e., Yukselir, 2014; Saricoban, 2002; Semtin & Maniam, 2015; Kasemsap & Lee, 2015; Pinninti, 2016). Moreover, language learners that are younger in age, learners that are low in proficiency of the language, or are learning English to improve their reading comprehension in the English as a Foreign Language (EFL) context, tend to gravitate towards cognitive strategies as they can easily underline or circle the information without having the need of thinking critically (i.e., Yukselir, 2014, Hong-Nam, 2014; Semtin & Maniam, 2015; Kasemsap & Lee, 2015; and Solak & Altay, 2014). As for the three-phase approach reading strategies, teachers tend to use this strategy to ensure a systematic way of approaching reading comprehension. Reading comprehension can be challenging at times and the authors believe that by using this strategy it can act as a guideline for students. Lastly, for support strategies, the authors find that the low proficiency language learners or teachers dealing with students that possess a lower academic ability when it comes to reading comprehension tend to use support strategies to enhance the learning process (i.e., Heisat, Mohammed, Krishnasamy, Issa, 2009; Semtin & Maniam, 2015; Kasemsap & Lee, 2015; Pinninti, 2016).

Although the number of studies reviewed is small, these four main types of strategies are greatly supported by the scholars. Most studies were conducted on a medium-scale level and most papers were from the context of EFL. As for the data collection method, the majorities of the selected studies chose a mixed method approach to provide an in-depth result regarding the most frequently used types of reading strategies.

Based on the 14 chosen studies, the authors acknowledge the importance of teaching the different types of reading strategies to the students. Implementing such reading techniques are challenging, yet, rewarding because the learners will successfully manage to communicate with the writers. Hence, language teachers need to continue practicing the strategies with the students according to their learning preferences and needs to ensure their progression. Researchers, such as Solak and Altay (2014), indicated that the reading strategies 'can be transferred to the classroom setting and even to the free time activity as intensive and extensive reading.' (p.87). Even though the authors have only



reviewed 14 studies in total for this review paper, the number of studies have managed to show the importance of implementing the different types of reading strategies, namely, metacognitive strategies, cognitive strategies, three phase approach strategies, and support strategies. Thus, the authors hope that more studies in relation to the different types of effective reading strategies and reading comprehension will be explored in Malaysia as well as in other countries.

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## Differences of Rape Myth Acceptance between Genders: A Systematic Review

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### ABSTRACT

*Understanding the differences in rape myth acceptance between genders can help individuals to gain a better view about rape myth related intervention and reduce sexual assault cases. Based on a systematic review, this paper summarized the recent findings and discuss about the underlying reasons behind rape myth acceptance, from the perspective of cultural of gender. 10 studies were chosen and males showed higher rape myth acceptance than female. Traditional gender roles, stereotypical view of power between both genders and sexual objectification of female appeared to be the predictor of this difference. Nevertheless, the other predictors such as level of rejection to equality, education and knowledge about sexual related issues and occupation of an individual played a bigger role than gender in special occasions.*

**KEYWORDS:** Rape myth acceptance, Gender, Systematic review

### 1.0 INTRODUCTION

It is defined by Lee and Jordan (2014) that sexual assault is either a violent or non-violent behaviour which represents unwilling sexual relationship. According to statistical report from Women's Aid Organization of Malaysia (2011), rape cases which happened in Malaysia from year 2000 to year 2007 had increased from 1217 to 3098. Moreover, only 20% of rape cases were reported to the police in Malaysia (Yeo, 2017). Even though there were rape cases which are happening around Malaysia, it was mentioned that there were lower report rates when compared to the actual incidents (Woon, 2014). It is because some of the people accepted rape cultural as they did not think it was a serious issue. Some of the rape cases even happened in a family between the husband and the wife because the husband believed that it was not considered as a rape (Mokhtar, 2015). This kind of stereotyping views had prevented most sexual assault victims from reporting their cases to the authorities (Brown & Campbell, 2010).

Some people in Malaysia think that depersonalizing an individual as a sexual object was fine, which can be seen in the case of IACT College and Brickfields Asia College students, who made rape jokes about women in a WhatsApp group (Azlan, 2017). The existence of rape cultural followed by the comment of a former sharia judge, Datuk Shabudin Yahaya, who said that rape victims who married the rapist could reduce social issues in Malaysia (Lamb, 2017). He also made a comment that a 12-year-old child is well prepared for marriage, in both physical and mental. The rape cultural in Malaysia provides no justice for the rape victims, it even protects the rape perpetrator or rapist to continue and violate the safety of their targets. Both of these incidents pointed out males accept rape cultural more than female, and treat rape myth as a norm.

Burt (1980) defined rape myths as "prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists". It is a stereotypical view of a person towards rape behavior, sex offenders and the victims of rape. A study showed that those who had higher acceptance in rape myths would have higher chances of performing rape (Foubert, Brosi, & Bannon, 2011). The acceptance of rape myth would affect the likelihood of helping the rape victims as it is proved by an experiment study of bystander behavior (Banyard, Plante, & Moynihan, 2004). If a person had less acceptance of rape myth, which they believed that the rape victim was not to be blamed in the situation, they would help the victim. Thus, rape myth acceptance does not only influence the possibility of performing sexual assault, it also reduces the chance for one to help the rape victims. Some studies have shown differences in gender regarding to rape myth acceptance. A study of Mori, Bernat, Glenn, Selle and Zarate (1995) suggested that males having higher rape myth acceptance than females. A more recent study of Davies, Gilston and Rogers (2012) also supported that males portrayed more negative attitudes of rape myths than females. The underlying reasons of the difference in rape myth acceptance between both genders are intriguing. By understanding the differences and the cultural behind both genders, one can generate a

better prevention system in order to reduce rape myth. By examining the reason of causing gender differences in rape myth acceptance, one can effectively reduce the cases of rape and encourage the helping behaviour towards rape victims.

### 1.1 Objective

The aim of this review is to find out the differences in rape myth acceptance between both genders. Gender difference acts as a cultural, which plays an important role to understand rape myth acceptance between male and female. Various factors which influenced rape myth acceptance are expected to be found. The cultural differences will be examined systematically in order to answer the following objective:

1. To investigate the findings related to rape myth acceptance in both genders from year 2013-2017.

The first objective is to examine the finding of each literature, which is the final result in each study. As every selected literature is conducted in quantitative research, statistical test was used to analyze hypotheses in order to generalize the result to the larger population (Fraenkel, Wallen & Hyun, 2016). Thus, it is important to compare and contrast the findings of the literature, to see whether the results are generalizable into both genders.

2. To investigate the reasons of the differences in acceptance of rape myth between male and female.

The next objective is to find out the reason behind the differences in acceptance of rape myth between both genders. The reasons will be compared and discuss if there is or there is not a differences in rape myth acceptance between male and female.

## 2.0 METHOD

The main keywords, which are rape myth and gender, were entered for starting the systematic review into the search engine. The author's biases can be reduced if a systematic review is used as it is a step by step analysis that helps one to formulate the results of the findings. By following the objectives stated in the study, the author selected the suitable researches to produce a systematic review about rape myth between both genders. Systematic review can help the researcher to minimize the bias so that well-grounded results can be generated to complete the research objectives.

### 2.1 The Search Strategy

SCOPUS database was used to search for literatures. The keywords to enter were rape myth and gender, so a diverse amount of literatures were found to be selected later. Next, the inclusion and exclusion criteria were added in to the searching process, as shown in Tables 1 and 2. Only literatures from year 2013 to 2017 were retrieved. Moreover, the main subject area chosen was social science in the SCOPUS database. Moreover, inclusive language was selected as English to effectively search for literature later. The details are shown in Table 1.

Table 1. Inclusion Criteria of the Systematic Review

<b>Inclusion Criteria Presented in Order</b>	<b>Particulars</b>	<b>Literatures Identified</b>	<b>Remaining Literatures</b>
Key terms	Rape myth and gender	222	222
Year	2013-2017	80	80
Subject area	Social science	48	48
Language	English	48	48

Table 2. Exclusion Criteria of the Systematic Review

<b>Exclusion Criteria Presented in Order</b>	<b>Particulars</b>	<b>Literatures Identified</b>	<b>Remaining Literatures</b>
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Inclusion criteria		48	48
Article type	Article in press	3	45
	Review	2	43
Journal source	Journal of Criminal Psychology	1	
	Sexuality and Cultural	3	
	Sex Roles	1	
	SAGE Open	1	
	Social Justice Research	1	
	Social Science Quarterly	1	
	Military Psychology	1	
	Feminist Criminology	1	
	Total	10	10

## 2.2 Inclusion criteria

All literatures consisted of the keywords of rape myth and gender and were published within the year of 2013 to 2017. The articles were chosen from the subject area of social science and were written in English language.

## 2.3 Exclusion criteria

Studies which were articles in press and reviews were excluded. The final literatures were selected from the journal sources listed in Table 2.

## 3.0 RESULTS

### 3.1 Systematic review process

The highest numbers of journals, which are 222 relevant journals, were found using the keywords. The number gradually decreased when the inclusion and exclusion criteria were added. The researcher ended the search when the journals were identified and selected in the database. The selected journals were saved in Adobe pdf (Version 3) format. Table 3 was constructed as every journal was studied and reviewed.

222 journals were found by the use of keywords initially and 80 journals from year 2013 to 2017 were chosen. Then, the subject of social science was added as inclusion criteria and 48 journals were chosen. These 48 journals remain as English language was added as another inclusion criterion.

After that, the journals were excluded from article in press and review, and 43 journals were selected. Finally, 10 journals were selected from the certain journal source listed in Table 2. All selected journals are summarized in Table 3.

### 3.2 Study findings

In total, 8 of 10 journals were published in United States, one journal was from United Kingdom and one journal was from Serbia. All the studies were conducted quantitatively. 6525 participants were involved in these studies and 4267 of them were males whereas 2258 of them were females. The findings are presented in Table 4.

Table 3. Summary of Selected Literatures

Author (Year)	Title of the Article	Country	Sample	Objectives
Barnett, M.D., Hale, T.M., & Sligar, K.B. (2017)	Masculinity, Femininity, Sexual Dysfunctional Beliefs, and Rape Myth Acceptance Among Heterosexual College	United States	Heterosexual college men and women: 840 Male: 230	The study examines beliefs about sexuality and gender roles with the connection of rape myth acceptance.

	Men and Women		Female: 610	
Emmers-Sommer, T. (2014)	Adversarial Sexual Attitudes Toward Women: The Relationships with Gender and Traditionalism	United States	Male: 342 Female: 375	The study examines gender differences in adversarial attitudes towards women and their relationships with traditionalism and age.
Papp, L. J., & Erchull, M. J. (2017)	Objectification and System Justification Impact Rape Avoidance Behavior	United States	Female: 294	Participants were surveyed for experiences of objectification, belief in a just world, gender-specific system justification, benevolent sexism, rape myth acceptance, and engagement in rape avoidance behaviours.
Stephens, T., Kamimura, A., Yamawaki, N., Bhattacharya, H., Mo, W., Birkholz, R., Makomenaw, A., & Olson, L.M. (2016)	Rape Myth Acceptance Among College Students in the United States, Japan, and India	United States	U.S., Male: 90 Female: 116 Japan, Male: 102 Female: 113 India, Male: 65 Female: 151	The study examines relationship of country and gender differences in rape myth acceptance among undergraduate students in the United States, Japan, and India.
Carroll, M.H., Rosenstein, J.E., Foubert, J.D., Clark, M.D., & Korenman, L.M. (2016)	Rape Myth Acceptance: A Comparison of Military Service Academy and Civilian Fraternity and Sorority Students	United States	U.S. Military Academy, Male: 1003 Female: 166 Midwestern university, Male: 1551 Female: 365	The study examines differences of rape myth acceptance among participants from the military and fraternities.
Borinca, I. (2016)	Social Exclusion and Sexual Objectification Among 18- to 30-Year-Old Men in Kosovo	Serbia	Male: 94	The study examines the relationship between sexual objectification of female and rape myth acceptance among male participants.
Duff, S., & Tostevin, A. (2015)	Effects of gender, rape myth acceptance, and perpetrator occupation on perceptions of rape	United Kingdom	Male: 65 Female: 120	The study examines the relationship of participant's gender, perpetrator occupation and rape myth acceptance with attitude towards rape victims.
Farris, E.M., &	Public Officials and a	United	Male: 548	This article investigates

Holman, M.R. (2015)	"Private" Matter: Attitudes and Policies in the County Sheriff Office Regarding Violence Against Women	States	Female: 5	the relationship of sheriff's attitudes, office's policies and rape myth acceptance.
Hayes, R.M., Lorenz, K., & Bell, K.A. (2013)	Victim Blaming Others: Rape Myth Acceptance and the Just World Belief	United States	Male: 110 Female: 241	The study interested in finding the gender difference in rape myth acceptance.
Chapleau, K.M., & Oswald, D.L. (2013)	Status, Threat, and Stereotypes: Understanding the Function of Rape Myth Acceptance	United States	Male: 67 Female: 102	The study finds out relationship of gender differences, rejection to equality and rape myth acceptance.

Table 4. Findings of selected journal articles

No.	Author (Year)	Relevant findings
1	Barnett, M.D., Hale, T.M., & Sligar, K.B. (2017)	Both male and female sexual dysfunctional beliefs were positively associated with rape myth acceptance. Gender roles did not have relationship with rape myth acceptance among males, whereas femininity was negatively correlated with rape myth acceptance.
2	Emmers-Sommer, T. (2014)	Males have higher rape myth acceptance, adversarial sexual beliefs and interpersonal violence than females.
3	Papp, L. J., & Erchull, M. J. (2017)	Experiences of sexual objectification and system justification constructs were significantly positively correlated with rape myth acceptance.
4	Stephens, T., Kamimura, A., Yamawaki, N., Bhattacharya, H., Mo, W., Birkholz, R., Makomenaw, A., & Olson, L.M. (2016)	U.S. participants were less likely to believe in rape myths, followed by Japan and India. Females showed lower rape myth acceptance in general.
5	Carroll, M.H., Rosenstein, J.E., Foubert, J.D., Clark, M.D., & Korenman, L.M (2016)	Male showed higher level of rape myth acceptance compared to female.
6	Borinca, I. (2016)	Sexual objectification of female was not related to rape myth acceptance among male participants.
7	Duff, S., & Tostevin, A. (2015)	Participant's occupation and rape myth acceptance, regardless of gender, were related to attitude towards rape victims.
8	Farris, E.M., & Holman, M.R. (2015)	Sheriffs who had high rape myth acceptance would have negative attitude towards violence against women.

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9	Hayes, R.M., Lorenz, K., & Bell, K.A. (2013)	Male accept rape myths more than female.
10	Chapleau, K.M., & Oswald, D.L. (2013)	Rape myth acceptance was affected by one's rejection to equality, and the status of victim and perpetrator.

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#### 4.0 DISCUSSION AND IMPLICATION

Sexual dysfunctional beliefs play a larger role when compared to self-perceived masculinity and femininity regarding to relationship with rape myth acceptance (Barnett, Hale, & Sligar, 2017). One's own stereotype about sexuality and traditional gender roles is positively related to rape myth acceptance. If a society endorses more traditional biases, those who are living in such cultural will have higher chance to accept rape myth. The society will tend to blame the rape victims and disregard their trauma by making rape cases a norm.

The study of Emmers-Sommer (2014) stated that our world is guided by traditional sexual scripts despite of our education, profession or social economic status. Males generally are given more power in sexual relationship whereas females are treated as less active. Thus, some might blame females for allowing the sexual intercourse to become rape as the females did not fight back. This is supported in the study of Carroll, Rosenstein, Foubert, Clark and Korenman (2016), as males also reported a higher rape myth acceptance than females. The related rape myths were denial of male rapist's responsibility, females who drink alcohol and dress inappropriate are responsible for the rape cases and beliefs that women lied about being rape.

Other than that, the study of Hayes, Lorenz and Bell (2013) also showed that males had higher rape myth acceptance when compared to females. Males typically receive more power in the gender role, therefore create a false vision that females are weaker and can be blamed for when rape cases happened. The women are more passive in a sexual relationship when compared to men, who are more aggressive, thus are blamed for not rejecting the sexual intercourse. Even if the female rejected, it was considered as not truthful or not genuine.

However, females who encountered more sexual objectification will show higher rape myth acceptance as it makes them feel safer (Papp, & Erchull, 2017). She projected her fear for being sexually assaulted to others, thus reported a higher beliefs in rape myth. System justification also plays in explaining higher acceptance of rape myth among females as it is a way to convince oneself that although one situation can have negative impact, it can still produce positive result for one's society position. By projecting one's fear when being sexually objectified, one feel less threatened in their cultural. Thus, if a cultural often sexually objectifies females, rape myth acceptance may be higher within the particular cultural. As blaming the rape victims is socially accepted and it serves as a norm in one circumstance, females may report higher beliefs in rape myths in order to protect themselves from society's discrimination.

There is another study which proposed that sexual objectification of female did not have relationship with rape myth acceptance among male participants (Borinca. 2016). The study showed that if the male was emotionally sensitive in a romantic relationship, they perceived women as a human being rather than an object. Males who were sensitive in romantic relationship tend to pay more attention to their partner, as they wanted their relationship to be safe. Thus, this category of males was less likely to sexually objectified women and showed less rape myth acceptance. It suggested among the selected population, personal experience and personality is more important than environmental effect when one perceives beliefs in rape myth. However, this study only used the sample of Kosovo male, so there was no comparison between genders.

Another study which used 99 percent of male participants showed those who had more negative attitude towards violence against women would also report higher result in rape myth acceptance (Farris and Holman, 2015). This study showed its significance as it was done in the population of U. S. sheriff, who were the main force when dealing with everyday domestic violence. It also found that those who believe in rape myths tend to receive less education or training related to sexual assault's issues. Thus, the study suggested that the possible reason of high rape myth acceptance among sheriffs was the lack



of knowledge about the related policies.

Moreover, a study showed rape myth acceptance differs among three countries, which were United States, Japan and India (Stephens, Kamimura, Yamawaki, Bhattacharya, Mo, Birkholz, Makomenaw, & Olson, 2016). Participants from U. S. showed lower rape myth acceptance, and followed by participants from Japan and India. One of the reasons behind the difference is students from U. S. received adequate education regarding to sexual discrimination from schools. Title IX is a type of model used for educating students about sexual assaults, thus they understand the effect and misconception of rape myth. When compared, participants from Japan and India had less knowledge regarding sexual assaults or rape myths. The study also suggested that those who have less knowledge about community or organization for sexual assault prevention would report higher rape myth acceptance. Overall, this study stated that education and knowledge within a cultural can influence one's beliefs in rape myth.

The study from Duff and Tostevin (2015) however showed that one's occupation had a greater impact rather than gender in relation to attitudes to rape victims and rape myth acceptance. The perception of oneself was related to one's attitude more than how he or she recognized with the perpetrator of the rape case. There is no relationship between one's occupation and the rapist's occupation in relation to rape myth acceptance or attitude towards rape victims. For example, if a rapist is male, it is not necessary for a male observer to have negative attitude towards rape victims or reported higher rape myth acceptance. On the other hand, one from the helping profession such as social worker who has more sexual assault related knowledge, may have lower rape myth acceptance regardless of gender.

Moreover, one's rejection to equality in the society, as one oppose changes in traditional cultural in order to protect themselves, was positively related to rape myth acceptance. Participants who had higher rejection to equality showed higher rape myth acceptance, when the victims was at low status and the perpetrator was at high status in society. For example, people with higher rejection to equality could not believe that a doctor would rape a prostitute, therefore would defend the high-status rapist. This situation applied for both males and females. However, for male who had lower rejection to equality, he would believe that the rapist should get punishment for the crime, without considering the status of the rapist. Female with lower rejection to equality on the other hand, would only had the similar belief if the perpetrator was higher status than the rape victim.

Overall, there is a gender difference in rape myth acceptance, as male generally reported higher rape myth acceptance than female. The differences occur due to traditional gender roles, stereotypical view of power between both genders and sexual objectification of female. However, under certain circumstance, gender becomes less significant than other predictors such as level of rejection to equality, education and knowledge about sexual related issues and occupation of an individual.

The underlying reasons which cause the differences of gender in rape myth acceptance are discussed. Although intervention can be done accordingly to these reasons, it is undeniable that males need more sexual related education when compared to females. Changing one's traditional gender role values is a challenge, but this is a worthy effort to be made for living in a better and safer environment. Gender serves as a cultural for one to better understand rape myths, as the society expects one to behave in certain ways. The traditional gender roles therefore produce stereotypes and then related to rape myth acceptance. The impact of rape myths can be reduce if one is taught with adequate knowledge, and trained to provide suitable help to the victims. The prevalence of rape cases might also decrease as the society understand the harmfulness of rape myth acceptance, therefore stop threatening such crime as a norm. The education field can teach students about sexual related knowledge, to increase their awareness and reduce beliefs in rape myths.

The limitation of this study is that most of the selected studies were from United States. Thus, the analysis is more western orientated. Moreover, only 10 journals were selected for this study. The further study is suggested to include journals from other countries, and review more journals to collect more information. Other than gender, additional cultural influences can be discussed and included in the further study. Qualitative research can help to interpret the differences in a more culturally precise way as it focuses on individual experience. Thus, more research including qualitative research is encouraged to be conducted in several different countries.

## 5.0 CONCLUSION

Based on the discussion above, one can understand that in general, male reported higher rape myth acceptance than female. Traditional gender role which form the norm of society and self-concept of a person plays an importance role to explain the differences. Next, as the power of male is traditionally higher than female, the female often become the person to be blame in a rape case, for not being genuine to reject the sexual intercourse. Also, sexual objectification of female causes women to have high beliefs in rape myth, as they do not want to be judge by the society norm.

Nevertheless, gender is only one of the predictor of rape myth acceptance, as more related variables surface when more complicated studies were done. Level of rejection to equality, education and knowledge about sexual related issues and occupation became more dominant than the effect of gender when examined with rape myth acceptance. Therefore, more research is encouraged to be conducted especially in Asian countries where rape is often seemed as a taboo and rarely been discussed.

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## Effectiveness of Cognitive-behavioral Stress Management Program among Novice Vocational Teachers: A Pilot Study

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### ABSTRACT

*Stress has become one of the major problems that cause the work performance of the novice teachers to decline. The causes of stress including in increasing in sudden of workloads and unfavorable work environment. In order to manage the stress problem, a cognitive-behavioral stress management program is seemed to be one of the best solutions. This program will focusing on controlling information overload, learn the tools to staying calm and in focus despite uncertainty, learn to get more stability and happiness from the areas that they can control, saving time and reducing stress by improved listening, create important time for themselves and reduced stress through improved organization. The target samples will be the first year novice vocational teachers (NVT) because the first year NVT have to cope with so many things to work systematically in a shorter time. Thus, causing the teachers to get high level of stress. NVT will be divided into two groups, where the first group is for control purpose and will not follow up the program while the other group will be sent to the stress management program every two months for six times beginning on January and end on November to see whether this program can help NVT to control stress problems. At the end of the year, the stress level for both groups will be measures to see the effectiveness of the program to control the stress.*

**KEYWORDS:** Stress, Stress Management Program, and Novice Teacher

### 1.0 INTRODUCTION

Teaching profession has become one of the popular professions among students after finishing high school in Malaysia. According to Kamalanathan (2015), there are about 69,000 applications for teaching courses in IPGM (Institut Pendidikan Guru Malaysia) and the number is increasing every year. Although the number of teacher increasing each year and many teachers are waiting for placement but the workload of teachers seem to be increased tremendously over the years and causes huge impact of stress to this profession. Stress among teachers is not a new thing, to cope with the workloads and work environment is not an easy task. It became worst when teachers have to deal with human being, either the students or parents. These two groups of people give challenges to the teachers and in order to give the best services to these two groups of people, teachers need to learn about human behavioral or else teachers will face with a lot of problems that can causes stress.

According to Sumati (2016), the main reason that causes stress among teachers is because of the high expectations for the teachers to know and practice 21<sup>st</sup> century teaching styles. The teachers must be creative and critical thinkers too in order to make HOTS (Higher Order Thinking Skills) questions so that the students can think out of the box. This critical thinking include the skills to questioning, predicting, investigating, analyzing, reflecting, revising, comparing, evaluating and forming opinions. Other than that, the teachers also have to do a lot of clerical work on a daily basis and conduct programs and work on the documentation. Besides that, if there are upcoming competitions at zone, district or national level, the teachers have to prepare the students for the events. Other than that, they need to oversee the co-curricular activities and attend the meetings. There are many occasions where the teachers have been told to attend courses despite of all the current works that they still need to finish on time. All of these things contribute to high stress level among teachers and causes some of the teachers to seek for psychiatric treatment as they cannot cope anymore with the work stress.

Thus, the process of stress management among novice teachers is one of the solutions for the teachers to cope with the never ending stress. The stress management program is a tool for novice teachers to learn about stress management. The reason of why novice teachers is chosen because in the hope that novice teachers can learn about stress management at the very beginning of their career and sustain until the end. In this programs the teachers will be taught to focus on 1) controlling information overload, 2) learn the tools to staying calm and in focus despite uncertainty, 3) learn to get more stability and happiness from the areas that they can control, 4) saving time and reducing stress by improved listening, 5) create important time for themselves and 6) reduced stress through improved organization.

This stress management program can benefit the novice teachers in reducing personal stress, improving decision making, reducing negative organizational stress, increasing individual productivity and responsibility, better team communication and morale and getting more value, balance and happiness every day.

### **1.1 Problem Statement**

Ismail Nihat, former president of National Union of the Teaching Profession Malaysia (NUTP) stated that the stress level among teachers in this country is increasing each year because of extra workloads (Sapidin, 2005). Adams (2001) found that the vocational teachers are the individuals with high stress level. According to his research in USA, 72 percents vocational teachers having stress in their career mostly because of the tasks they have exceeding the duties of a teacher. The changes in Technical and Vocational Education and Training (TVET) system in the national education system cause additional workloads to the teachers. Thus in this research, a cognitive-behavioral stress management program is used to see the effectiveness of the program to control stress among novice vocational teachers by comparing the result between control group and experimental group.

### **1.2 Research Objective**

From the problems that have been stated, there are three research objectives in this study which are (1) to know the level of stress among novice vocational teachers, (2) to identify the problems that causes stress to novice vocational teachers, and (3) to know the effectiveness of cognitive-behavioral stress management program among novice vocational teachers.

## **2.0 LITERATURE REVIEW**

Teaching profession has become one of the professions that are highly prone to stress because of many reasons such as increasing of workload and unfavorable work environment (Bermejo-Toro & Prieto-Ursúa, 2005; Lim, Bogossian, & Ahern, 2010). According to Selye (1950), known as the 'father of stress', stress can produce numerous physical and mental symptoms that can endanger life because it causes health declines as well as depression, unless there are adequate adaptive responses. This adaptability and resistance to the stress are the fundamentals of a happy life. Although stress is often being referred as subjective experience, but the levels of stress actually can be measured by using various physical tests similarly to those that are used in polygraphs. One of the ways to measure stress is by using Perceived Stress Scale (PSS) (Cohen et al., 1983). The original PSS consists of 14 items and always show good reliability based on the previous literature, but there are four of the items that have the tendency to perform poorly when evaluated by using exploratory factor analysis, thus the 10-item form of PSS is usually been used. Cohen et al. (1988) then reduced the PSS to a four item form but the scores on the 4-item PSS always show lower reliability when been tested. According to Roberti et al. (2006) the reliability for 10-item PSS is 0.85 and 0.82 for scores on the perceived helplessness and perceived self-efficacy scales respectively. So, the 10-item PSS is the most reliable compare to 4-item and 14-item form of PSS.

Teacher stress actually can lead to a decline professional outcome among teachers such as the problem of absenteeism, burnout and attrition and this problem causes teacher performance to decline (Embse, Schultz, & Draughn, 2015; Menken, 2006; Yoon, 2002). Thus, it is important to prevent it from becoming worst.

Novice teachers are one of the groups of people that are highly prone to stress because of transition between student life to work life (Dicke et al., 2015; Smith & Ingersoll, 2004). The life as a student and worker is totally different. It causes the novice teachers have to cope with so many things to work systematically in a shorter amount of time. Thus, causing the teachers to get high level of stress. Novice teachers are someone who have the licensed, certified and credentialed to be a professional educator but has zero to three years of teaching experience which make them lack of knowledge in teaching profession compare to the experience teachers who has experience in teaching field more than three years (Davis, & Cearly-Key, 2016).

Stress management consist of a wide spectrum of techniques to control a person's level of stress

especially chronic stress so that it can improve the everyday life functioning. Chronic stress is the response to emotional pressure that an individual get after a prolonged period of time with little or no control over it. Cognitive-behavioral stress management program for novice teachers is a program where the novice teachers been teach to manage stress with the help of psychologists, motivators or specialists in stress management area. Stress management program has help many stress worker to cope with their current situation at work (Basco, Glickman, Weatherford, & Ryser, 2000; Hamamci, 2006; Hiçdurmaz & Öz, 2011). In this program, it will focus on cognitive-behavioral therapies by Beck (2008). Cognitive therapy is based on cognitive model that focusing on thoughts, feelings and behavior. An individual can overcome difficulties by identifying and changing unhelpful or inaccurate thinking, problematic behavior and distressing emotional response. Thus, this research is aiming on how stress management program helps novice teachers to reduce stress and how this program helps novice teachers to improve their performance during teaching process.

### 3.0 METHODOLOGY

#### 3.1 Research Method

This study using experimental research design to see the effectiveness of cognitive-behavioral stress management program among novice vocational teachers. The teachers will be divided into two groups, one group is for the control purpose so they will not follow up the stress management program, while the other group is to see the effectiveness of the program thus the teachers will follow up all the stress management program. The mixed methods approach which are quantitative and qualitative data collection and data analysis is used. For quantitative data, researcher will use questionnaire and for qualitative data researcher will held an interview with the teachers.

#### 3.2 Duration of the Study

The research took place for the whole one school year. Two period of data collection were designated which are at the beginning of school years (January) and at the end of school years (December). The stress management programs will be held every two months for six times starting at the end of January, March, May, July, September and November. The highlight for every program can be referring to Table 1.

**Table 1: Program Highlights**

Timetable	Highlight	Information
January	Controlling the information overload	Focus on how to manage the work overload accordingly and what type of work has to be done first.
March	Learn the tools to staying calm and in focus despite uncertainty	Focus on how to arrange everything in order even there are a lot of problems in between.
May	Learn to get more stability and happiness from the areas that they can control	Focus on what is their specialty and how they can use it to make their work easier
July	Saving time and reducing stress by improved listening	Focus on how to arrange their works by focusing on the highlights of the instructions that have been given.
September	Create important time for themselves	Focus on how to make a time for them and recharge the energy back despite of a lot of workload.
November	Reduced stress through improved organization	Focus on how to work systematically in an organization and built a good connections with the colleagues.

### **3.3 Participants**

#### **3.3.1 Quantitative Data (Survey)**

The survey participants are all first year teachers from Vocational College Seri Iskandar and Vocational College Seri Manjung. There are 12 teachers from Vocational College Seri Iskandar and 16 teachers from Vocational College Seri Manjung and 11 of them are males and 17 are females. The teachers will be divided into two groups for both vocational college. For Vocational College Seri Iskandar will have six teachers for each groups, one group for control purpose while other group will follow up the program, while for Vocational College Seri Manjung will have eight teachers for each groups, one group for control purpose while other group will follow up the program. The teachers will be divided evenly according to their stress level. At the end of the year, the stress level for both groups will be measures to see the effectiveness of the program to control the stress.

#### **3.3.2 Qualitative Data (Case Studies)**

For case studies, researcher will conduct an interview at the beginning of school year to all teachers from experimental group to see what type of situation that causes stress to teachers so that during stress management program a solution to the common causes of stress problems and on how to manage the stress will be teach to the teachers. Then at the end of school years the teachers will be interview again to see the effectiveness of the program towards teacher's stress level.

### **3.4 Instruments**

#### **3.4.1 Quantitative Data**

In quantitative data, a set of questionnaire will be given to all teachers to see their level of stress. The instrument use is the modified 10-item Perceived Stress Scale (PSS) by Cohen et al. (1983). The questionnaire consist of two part where the first part is to know the demographic of the respondents like age and gender and the second part is to measure the stress level among teachers. There are ten items that need to be answer by the teachers with score 0-4, where score (0) never, (1) almost never, (2) sometimes, (3) fairly often and (4) very often encounter with the problems. Then the scores will be add up where the scores ranging from 0-13 is classified as low stress, scores ranging from 14-26 is classified as moderate stress and scores ranging from 27-40 is classified as high perceived stress.

From the past research, 10-item PSS show relatively satisfactory reliability estimates score with the range of Cronbach's Alpha coefficient is from 0.72 to 0.85. Thus, it show that the consistency and stability of the scale through repeated measure tests can be trusted. This results show that 10-item PSS is reliable and valid to measure the stress level.

#### **3.4.2 Qualitative Data**

In qualitative data, an interview will be conducted to all teachers from experimental group before and after the program. The first interview will be held on January after the teachers answering the questionnaires. In this interviews, the teachers will be asked what type of problems or situations that causes stress to the teachers. The teachers also will be asking on their opinion about the workload among teachers in Malaysia. For second interview will be held on December after the last program to see the effectiveness of the program among teachers based on teacher's perception.

### **4.0 CONCLUSION**

Stress is not something that can be avoided because everything in our everyday live can trigger stress to worst. But stress can be managed if we know the correct ways to overcome it, so that it will not bring a huge impact on our performance. Nowadays, there are no stress management programs for the novice vocational teachers (NVT) in Malaysia. So, by conducting this program, we can see the

different of stress level among NVT before and after the program. The NVT can see the impact of stress management towards their job performance and they can learn about the best methods to manage stress. This stress management program can help the NVT to learn on how to manage the stress and enjoy the work environment simultaneously. It is because in this program, the NVT will be taught on how to manage stresses based on the research that have been done before. They also can get new knowledge from the experts. Teaching profession should be a profession that give happiness to the teachers so that they can give their best to their students. A happy teacher will help in improving student's achievement and performance. Not just student's achievement and performance will be better but also teacher's achievement and performance. Teachers that have less stress problem always show a better attitude in workplace.

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## Factors that Affect Satisfaction towards E-learning among Teachers

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### ABSTRACT

*In the new economic era, advancement of computer and networking technologies are fueling a transition in all educational institutions. Advances in e-learning technology and practice, are reshaping the way knowledge is constructed. In the Malaysian education scenario, e-learning is still at its infancy. Though only used currently as a compliment to the classroom teaching, there are a few issues and gaps that needed to be looked into. Lack of usage is the number one challenge which brings us to the issue of satisfaction. Many studies have shown satisfaction to influence continued usage of the e-learning system. This paper is a review of current studies, which focuses on factors that have been found to affect satisfaction.*

**KEYWORDS:** elearning, user satisfaction, teachers

### 1.0 INTRODUCTION

Equipping our students with 21st century skills calls for new approach to teaching and learning, which can be enhanced through technology. Instructional approaches should be modified to prepare students for future jobs. Technology enables a broad range of teaching and learning strategies be made accessible to students. This allows for the teaching and learning of difficult concepts to be taught more seamlessly. The integration of technology in the classroom is no longer an accessory in the classroom, but expected and required by the Ministry of Education (MOE), and the community at large. In 2013, the Ministry of Education (MOE) in Malaysia has provided a learning management system to all the nation's 10,000 schools, with 4G internet connection under the 1BestariNet project. The study conducted by Cheok and Wong (2016) among primary school teachers, found that though teachers embraced and were aware of the benefits that ICT bring into their students' learning, some factors have prevented them from fully embracing it. These include heavy workload, unstable and slow internet connection, lack of computers, LCD and competence in handling the technology have prevented them from fully embracing the system. Therefore, MOE need to establish clear plans on how to use the learning management system (Frog VLE) before investing in the technology. The previous ICT innovative implementations carried out before the current 1Bestari project will not automatically prepare teachers to use the elearning system.

Teachers need insights on how to increase the impact of their technology usage. We must do away thinking that computer-technology is just an accessory in our classrooms. We need to learn from research findings and experiences of others in order not to let our investment be wasted. Satisfaction has been found to be one of the important factors in successful e-learning implementation (Asoodar, Vaezi & Izanloo, 2016).

## 2.0 WHY SATISFACTION?

This paper focuses on predicting which factors forms the key conditions that are crucial elements in influencing teachers' satisfaction towards the VLE. The reason why the focus is on satisfaction is because in VLE, satisfaction has been found to be one of the reasons that help sustain usage after the initial use. DeLone and McLean (1992) in their Updated Model of DeLone and McLean Information System Success Model proposed that learners' satisfaction is one of the important determiners for a successful e-learning implementation. The Expectation-Confirmation Theory (Oliver, 1980) hypothesise that the level of satisfaction a consumer has with a product or service determines their repurchase intention. They will form a satisfaction based on their confirmation level and expectation on which that confirmation was based. A satisfied customer will form a repurchase intention while dissatisfied customers will discontinue. Satisfaction has been found to be more dominant for continuance intention (Bhattacharjee, 2001). In fact, in the Post-Acceptance Model of Information System Continuance, expectation formed during their pre-acceptance towards the perceived performance of the VLE in terms of its perceived usefulness, perceived ease of use, flexibility and interaction will be confirmed or disconfirmed after their initial use. These evaluative response or satisfaction formed will either lead towards continuance or discontinuance intention. Figure 1 shows the theories that have supported satisfaction in predicting the success of an innovation. These theories have been extended to educational settings (Khasawneh & Yaseen, 2017).

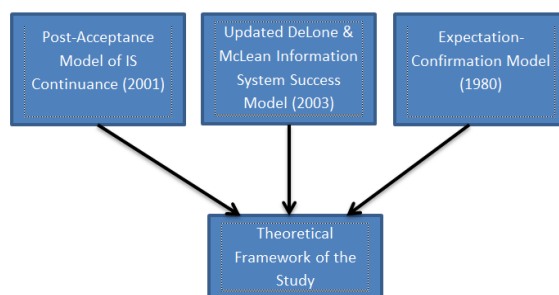


Figure 1. Theories that Proposed Satisfaction as System Success Measurement

Auditor-General's Report in 2013 reported that the RM663 million which was spent on the 1BestariNet did not produce the desired effect (National Audit Department, 2013). Parents, teachers and students did not utilise the system much. Usage among teachers was found to be at a surprisingly low rate, between 0.01 percent and 0.03 percent. Studies on satisfaction could then provide us with better understanding and resources, of our local teachers context, which in turn would reduce our risks of failure in our quest for a successful e-learning implementation.

## 3.0 METHOD

A comprehensive search of the literature, including dissertations, article journals, and conference papers was carried out to collect relevant information and data related to the topic. The objective of this article is to carry out a literature review of studies on the factors that influence satisfaction towards elearning. The search was however limited to studies in educational contexts and keywords included education, virtual learning environment and teachers.

## 4.0 FACTORS AFFECTING SATISFACTION TOWARDS E-LEARNING

To design and deliver effective e-learning environment, three issues should be considered; user characteristics, e-learning system being adopted, and the organisational support as shown in Figure 1.

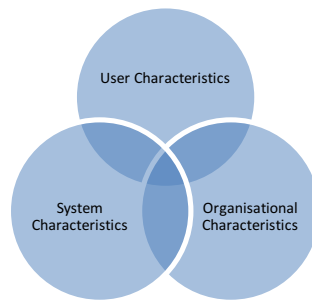


Figure 2. Factors Affecting E-Learning Implementation in Schools

A user's attitude towards technology will determine the amount of acceptance and tolerance that they are willing to absorb. The effectiveness and efficiency of a learning management system depends largely on the users and their attitude when using them (Sun, Tsai, Finger, Chen & Yeh, 2008). Users' attitudes are influential in technology-mediated learning. Meanwhile, Internet self-efficacy has been found to be correlated with, and predictive of satisfaction in a study involving online learners (Kuo, Walker & Shroder, 2010). Internet self-efficacy refers to self-assessment of one's ability to organize and execute internet-related activities that would get them their desired results (Eastin & LaRose, 2000). Another affective aspect that is equally important is computer anxiety. This is due to inadequate knowledge about computer and psychological fear towards technology which has been shown to affect satisfaction in e-learning (Sun, Tsai, Finger, Chen & Yeh, 2008).

Prior research has shown that an information system characteristics can significantly affect user beliefs in various contexts (Venkatesh & Davis, 2000). As such, the Frog VLE needs to embody good pedagogical practices by building on an iterative design and evaluation process. This is because despite the fact that Frog VLE has been shown to be a success in the UK (Boulton, 2014), one must remember that good pedagogical ideas developed differently in new teaching contexts. The e-learning as an instructional tool should be perceived as easy to use and useful by the teachers in their respective classrooms. Teachers have to see it as a tool which can be applied to achieve a variety of goals in the learning process. So flexibility is an important consideration in e-learning.. In addition, as elearning allows for more frequent interactions between teachers and learners, interaction has also been identified as an important predictor of satisfaction (Ali & Ahmad, 2011; Lee, 2012). It is through these interactions that learners build on their knowledge and skills. As argued by Bruner (1973), learning is more likely to take place within a social interactional context. Thus, as more learning takes place, teachers and learners' satisfaction towards the e-learning will also be increased.

Supporting environmental factors like having technical assistance, training and supportive management are factors that ought not to be taken lightly. In our Malaysian school context, management plays an important role (Oh & Chua, 2016). The management must first be committed to the school's reform plans as well as having clear and meaningful goals. The teachers and the curriculum have to be supported first before any changes can be expected. Expecting teachers to change their practices without accompanying reform at the micro, meso and macro level, it is not going to work. Longer class periods, more emphasis on project-based learning, plus change in assessment should also be expected. There must also be a strong collaborative learning environments for teachers. With the existing challenges and minimal support available, teachers are not to be left fumbling in the dark, to imagine what teaching in an online environment looks like. Instead, teachers need to be adequately and appropriately trained. Several studies examining barriers to VLEs poor uptake indicated that teachers might be insufficiently trained (Bart, Bas, Simon, Serena & Roger, 2016). To obtain the most desired effect from the VLE, on-going continuous training for teachers must be provided. Sorebo, Halvari, Gulli & Kristiansen (2009) argued that on-going trainings are crucial in strengthening the intrinsic motivation to continue using ICT in education. It is those teachers who feel prepared to teach through the VLE that are going to use it more frequently and in more productive ways.

Another major influencing factor is the availability of technical support. No matter how much they enjoy using the VLE, if they do not have enough technical support, they are not going to continue using it. Many of them lacked troubleshooting skills not to mention the time to carry them out. For our VLE's effective use, timely on-site technical and online support are a must-have especially for those struggling with teaching through VLE, a greater need for training and support is needed. At a glance,

Figure 2 proposed the factors believed to be involved in influencing satisfaction towards the Frog VLE as indicated in the literature review.

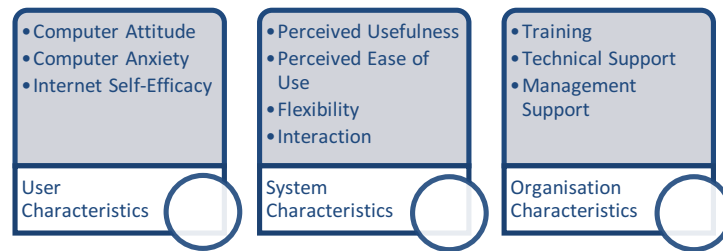


Figure 2.0 Factors Influencing Satisfaction towards Elearning

## 1.0 CONCLUSION

This paper aims to shed some lights into identifying and understanding factors that affect users satisfaction towards elearning. This is to offer an improved understanding of the conditions under which satisfaction can be increased which would then subsequently lead to an increase use or reuse of the VLE.

It goes without saying that there are many other factors that can affect teachers' satisfaction towards the VLE. However, this paper has only focused on factors that are within the means of the various stakeholders; the MOE and the school's management to make changes and further improved on them. On the other hand, factors considered in this paper are factors that are within the MOE's means to influence them. User's characteristics can be influenced and worked on especially during the Continuous Professional Development sessions. The system's usefulness, ease of use, flexibility and interactional aspects need to be highlighted and stressed upon during the training, and through more advanced practices and use, teachers will be able to see the many benefits inherent within the system. Additionally, with continuous support in terms of the school management, training and technical aspects, teachers' computer attitude, computer anxiety and internet self-efficacy can be altered to the level that is deemed encouraging and suitable in influencing teachers' satisfaction to the level where they will continue using the elearning system. In a nutshell, true measure of success of the elearning happens only when we see a systemic change in the way our teachers teach and the way our students learn. Thus, by working on their satisfaction, we can influence teachers to want to integrate e-learning into their teaching and learning processes.

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## Identifying Antecedents in Fostering Work Engagement among Employees in Public Sector

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### ABSTRACT

*Many organizations either in public or private sector are facing engagement issues in their respective departments. Despite plenty of benefits on work engagement, it is a shocking truth to find out that engagement level among employees worldwide remains poor. Malaysia is even performing worse with having among the highest percentage of disengaged employees in the world. Several other studies also confirmed this finding by stating Malaysian employees recorded low percentage of having engaged workforce. The public service is not an exception. As Malaysia is aiming high in becoming an advanced nation in 2020, this issue indeed need urgent attention from top management level in public service. More importantly, public workforce has been identified as the primary facilitators in implementing various government transformational initiatives towards achieving this noble dream. Many studies pointed out that work engagement is a good predictor for excellence performance. This unique construct can lead to higher productivity, generate customer satisfaction, promoting both in-role and extra –role behaviour and even stimulate innovation among employees. On the other hand, having disengaged employees are associated with many negative consequences such low productivity, high turnover, setting bad examples to co-workers and drive customers away through poor services. Hence, identifying antecedents that can boost work engagement in public service is vital towards recording significant positive impact. Studies have revealed that some variables such as personal resources, job resources and transformational leadership have proven track record in fostering work engagement and thus leading towards significant positive result for individual and organizations.*

**KEYWORDS:** Work Engagement, Public Service, Job Resources, Personal Resources and Transformational Leadership

### 1.0 INTRODUCTION

People are unique in a sense it cannot be duplicated or imitated by competitors. In fact, it is the most valuable asset for any organization if being properly managed. One of the effective ways to get the best result from employee is to ensure that they are engaged with their role performance. Thus, understanding engagement concept has become important for organizations in public sector to seek consistent success. For Malaysia, this is indeed the right time to have highly committed and engaged public service workforce as they have identified as the primary facilitators in achieving Vision 2020 (Public Sector Transformation Division, 2014). However, the journey towards achieving this high income nation is full of challenges due to increasingly challenging global environment such as bleak global economic downturn, wealth inequalities and high cost of living. Therefore, highly engaged public service workforce is highly sought as they are the playmaker in ensuring Vision 2020 is attainable.

Benefits of work engagement are numerous. Many studies have confirmed that work engagement have played significant roles in recording positive outcomes. At organizational level, this construct are

found to lead towards various positive result such as less turnover, engaged staff, financial sound and organizational success result (Salanova, Agut & Peiro, 2005). Work engagement also has been identified as powerful indicator for company health and long term performance (Bazigos & Harter, 2016). Both of them also mentioned that increasing level of engagement can be described as improving customer satisfaction, increasing growth revenues and producing better products. In terms of individual benefits, work engagement is proven to be the leading indicators in producing better outcomes in the forms of reducing absenteeism rate, employee turnover and positive association with daily task and overall health (Boldani, 2013). Surprisingly enough, engagement also promoting bottom-up innovation among employees at workplace (Bazigos & Harter, 2016). Despite many advantages of work engagement on plate, research undertaken by Gallup (2013) pointed out that there was only a mere of 13 percent engaged employees around the globe. The other 63 percent that fall under disengaged category and the remaining 24 percent is belong to actively disengaged group.

The shocking truth is Malaysia is performing even worse. Gallup's (2013) reported that Malaysia has among the highest proportion of disengaged employees in the world. In our case, Malaysia was recorded with having only 11 percent of engaged employees. The remaining 89 percent were belong to disengaged group (81%) and actively disengaged employees (8%). Other related studies from different organizations also pointed towards the same conclusion that is low representation of engaged employees in Malaysia. For example, a study undertaken by International Data Corporation (IDC) that is based in Singapore in 2016 found out that only 23 percent of Malaysian professionals are engaged and satisfied at work (Jiminez, 2016). This percentage was the lowest engagement rate across the Asia Pacific region compared to Australia (42%), Philippines (59%) and India (59%). Another survey done by Jobstreet.com in July 2016 regarding the well being of Malaysian workforce found out that nearly 52 percent belong to disengaged group, 23 percent choose to be neutral and only 23 percent is falling under engaged group or happy employees category (New Straits Times, 2016). Finally, the latest study by AON regarding trends in global employee engagement report 2017 placed Malaysia and Singapore as the least engaged employees among major Asian markets (HR Asia, 2017).

For public sector, the consequences are massive. As our nation is gearing towards Vision 2020, having large pool of disengaged workforce in the public service will not help at all! It is high time to study the antecedent that can bring back the spirit and motivation of public servant to serve the nation with pride, dignity and glory. Therefore, fostering work engagement among public service staff is the key for the success implementation of our national agendas.

## **2.0 DEFINITION OF WORK ENGAGEMENT**

Many scholars have defined work engagement as a construct that have unique characteristics and boost positive impact towards individual and organizational performance. The most cited definition is referring to a meaningful work that is closely related to state of mind which is characterized by vigor, dedication, and absorption (Schaufeli, Pinto, Salanova & Bakker, 2002). Vigor is associated with feeling energetic, strong mental and able to put more effort than required in order to complete the task. Dedication can be referred as having the feeling of important, highly committed, well motivated, readily inspired and able to take challenges. Meanwhile, absorption is being fully concentrated and heavily attached in his role performance. For Khan's (1990) who introduced the concept of engagement, he mentioned that this construct is strongly related to employee psychological aspect where they really invest in their physical, cognitive and emotional resources. He also stated that employees show strong job performance in the presence of three psychological conditions that are related to experience meaningful, safe and available. In other words, this construct is totally against the concept of burnout.

Based on many definitions given, the construct of work engagement is about superb work performance that has close relationship with enjoyment of the duties. In essence, work engagement is a powerful construct that manifested as energy, involvement and commitment from employees in meeting organizational goals (Macey & Schneider, 2008). According to Bakker, Simon and Leiter (2011), there is no consensus among scholars in defining work engagement. However, most scholars agreed that it is related to energy, involvement and willingness of employees in ensuring organizational goals can be achieved.



## **2.1 The Importance of Work Engagement**

Work engagement has tremendous positive impact on occupational well being both personal and organizational level (Bakker & Demerouti, 2008). Previous studies confirmed work engagement are truly matter to performance such as customer satisfaction (Salanova, Agut & Piero, 2005), improving both informal and formal role of performance (Schaufeli, Taris & Bakker, 2006) and lower intention to quit (Schaufeli & Bakker, 2004). It also boosts many other personal consequences in terms of happiness, enthusiasm, joy and optimism (Bakker & Demerouti, 2008). Furthermore, this construct also being reported helping employees to stay focused, becoming energetic and connected to their role performance. More importantly, this construct also lead employees towards feeling of competency, overcome job demands and keeping burnout at bay (Leiter & Maslach, 1988).

Interestingly enough, work engagement among employees will lead towards the formation of engaged employees. According to May, Gilson, and Harter (2004), engaged employees are able to perform at high intensity due to their burst of energy and enthusiastic in carrying out their duties. In fact, they are unique as they enjoy their time at workplace and not job addicted like other workers. Meaning to say, they are having fun at work and enjoy doing other things outside work. Separate study by Macey and Schneider (2008) concluded that engaged employees are dedicated, energetic, engrossed in their tasks and feel time flies during role performance. In addition, separate research undertaken by Jim Harter from Gallup Group found out that those who are engaged at workplace have the feeling of indebted towards their organizations. In this scenario, these staffs perform at their best abilities as they possess strong personal feeling that it is their duty and responsibility in ensuring organizational objectives are within reach. This can be translated of having employees that are showing more attentive, vigilant and willingness to support their buddies and organizational needs (Boldani, 2013). Overall, the importance of work engagement is massive and can contribute significantly towards attaining both personal development and organizational objectives.

## **3.0 MAJOR ISSUES IN PUBLIC SERVICES**

Government has introduced many initiatives to implement public service transformation in its quest to deliver better and efficient services to the people. For instance, the introduction of Key Performance Index (KPI) in 2004 form as a basis to benchmark the performance for all ministries and agencies in public service (Johari, Mit & Yahya, 2009). On top of that, the formation of National Integrity Plan (NIP) in 2004 also is aiming to reduce corruption, mismanagement, power abuse besides enhancing the efficiency of service delivery and improving corporate governance. In showing the seriousness of government transformation initiatives, Honourable Prime Minister launched several transformation programmes in 2010 such as “1 Malaysia: People First, Performance Now”, GTP, ETP and introduced National Key Result Area (NKRA) as a platform to enhance service delivery to people (Rosli, Aziz, Mohd, & Said, 2015). Later on, government has taken an initiative to implement National Blue Ocean Strategy (NBOS) in the current Eleventh Malaysia Plan (2016 – 2020). This is the strategy that focuses on delivering high impact project at low cost and rapidly executed. The Eleventh Malaysia Plan also lays foundation for public sector to play pertinent role in building a better Malaysia for all Malaysians (Eleventh Malaysian Plan, 2015)

However, issues lingerig public service is far from over. As reported by Abdullah, Sulong and Said (2014), there are still major issues concerning accountability, integrity and ethical behaviours among government staff. It can be said that corruption among government employees is like a cancer that was spread to many government agencies either at federal, state or district level. The main culprit is public servant as the number of them getting caught for graft is increasing. According to Malaysian Anti-Corruption Commission (MACC), corruption among government employees is rampant and need strong will to tackle this issue. As mentioned by MACC (Prevention), Datuk Shamshun Baharin Mohd Jamil during talk at Ministry of Rural and Regional Development, nearly 50 percent of the 2,329 graft cases from 2014 - 2016 are made up of civil servant. In 2016 alone, there number of investigation paper alone stood out at 665 cases against government staff. As of February 2017, MACC have detained 548 government staff for bribery. This proves that corruption among government staff is a serious matter that needs to be address urgently by government (New Straits Times, 2017).

Even though, there are audit team to counter check unethical activities in the public service,

their functions are limited due to understaffing and less support from top management (Ahmad, Othman, Othman & Jusoff, 2009). Even poor maintenance of public infrastructure and facilities gave bad image and perception to government staff in terms of accountability and integrity (Pawi, Juanil & Yusoff, 2011). Issues lingering public service is not new. During 13<sup>th</sup> public service conference, it is noted that public service is still facing many issues ranging from poor service delivery, bureaucratic red tape, slow implementation of project, lack of empathy towards customer besides corruption cases (Najib Razak, 2008). In terms of number of public complaints regarding public service performance from the year 2013 till 2016, it is shown in Table 1 below:

Table 1. Number of Pubic Complaints from 2013 – 2016

Year	Total Complaints
2013	9,879
2014	7,199
2015	6,388
2016	6,494

Source: Official Portal *Public Complaint Bureau, 2017*

Table 1 explained that for the past four years, the daily average of complaints received regarding inefficient public service deliveries are at twenty one cases per day. This is quite high considering public servant has all the support at workplace to perform their duties at the best possible manner. The entire negative scenario explained under this section portrays the level of engagement among government employee can be said at unsatisfactory level. Due to their disengagement at work, they work with no passion and just do certain job for their self interest. They are not serious to solve problems and answering enquiries from public. As mentioned by Gallup (2013), these disengaged employees are ‘sleepwalking’ throughout the day. The worse is some of them are involving in bribery and corruption activities that really tarnish the image of their respective departments and government. This must be stop immediately as it can lead towards negative perception from the public at large. The truth is out there!

#### 4.0 ANTECEDENTS OF WORK ENGAGEMENT

Employees are not simply engaged in their tasks. In reality, there are many antecedents or factors that influencing the engagement level among workers. The truth is employee can be an engaged worker on certain time and becoming disengaged on the following days. Therefore, the main question is when do people feel or experience work engagement? As it is related to three components of work engagement, it can be said that employees may experience the feeling of more vigorous, absorbed and dedicated between days, weeks or months (Sonnetag, Dormann & Demerouti, 2010).

Work engagement is about individual construct which is closely related towards individual feeling. Hence, there is a strong justification to believe that engagement is strongly related to someone’s behaviours, attitudes and intentions (Saks, 2006). As such, personal resources are considered as one of the main factor that can heavily influence level of engagement among employees. This term is related to individual resources at workplace which enable him or her to perform exceptionally well. Personal resources can be described as positive attitude that is linked to resilience and employee is able to perform well even though in difficult situation (Hobfoll et al., 2003). Therefore, the more personal resources an employee has at workplace, we can expect many other positive results especially in terms of goals achieved (Judge, Bono, Erez & Locke, 2005). Self-efficacy, self-esteem and resilience are examples of variables that are related to this resource which are proven to have positive impact towards personal growth and organizational performance (Bakker & Demerouti, 2008).

The second identified factor that can boost engagement level among employees is job resources. In fact, many studies have confirmed that job resources are the major antecedents that significantly influence work engagement among employees. Job resources are referring to various

aspects which are related to physical, psychological, social and organizational that are functional in overcoming job demand impact, helping employees to achieve organizational goals and able to boost personal development (Schaufeli & Bakker, 2004). Examples of job resources are social support, performance feedback and autonomy (Halbesleben, 2010). Studies by Xanthopoulou, Bakker, Demerouti and Schaufeli (2007) found out that employees becoming more engaged when they were characterized by many job resources. Study by Altunel, Kocak and Cankir (2015) among academicians in Turkey confirmed that fostering engagement is viable by having ample job resources.

The third component that has direct impact in fostering work engagement is leadership style. Undoubtedly, leadership is a key aspect that play pivotal role in determining level of engagement as they have big influence towards their staff to stay motivated and engaged at work (Jones & Harter, 2005). Therefore, leaders must act as a role model for engagement to flourish (Schaufeli & Salanova, 2007).

The leadership style that has close relationship towards increasing level of engagement at workplace is transformational leadership (Sonnetag, Dormann & Demerouti, 2010). Previous study also identified transformational leadership as key resources for the development of engagement among employees (Tims, Bakker and Xanthopoulou, 2009). The main element of transformational leadership is about motivating employees to attain organizational goals and objectives. According to Bass (1985), he described transformational leadership as special relationship that bind leaders and followers in which they motivate each other towards attaining organizational goals. This theory also relies heavily on leaders to inspire, motivate and foster commitment among followers in ensuring the successful implementation of tasks (Bass and Waldman, 1987). As work engagement involve both emotional and behaviour shown at work, the interaction of leaders and employees hold the key in ensuring employees are engaged throughout their job activities. Therefore, transformational leadership is proven to be the importance leadership approach as they are able to motivate and ‘energize’ followers in fostering work engagement.

## **5.0 SIGNIFICANCE OF HAVING ENGAGED EMPLOYEES IN PUBLIC SERVICE**

The number of employees in public service in Malaysia is estimated around 1.6 million staff. It covers all government staff that is working either at federal, state, district level or local authorities. There are also government schemes that are big enough for their specific job categories namely police, armed forces, teachers and medical staff. Excluding these big job categories, there is around two hundred fifty thousand government staff that are scattered around the country (New Straits Times, 2017). As mentioned earlier, public service is responsible towards implementing many transformation initiatives that have been introduced since 2009. All the above mentioned transformation programmes such as GTP, ETP, NKRA, NKEA and NBOS, to list a few will only be materialised by having highly engaged public service workforce. Hence, having engaged employees is significant to record excellence performance as wish by many.

Based on literatures, it is strongly agreed that engaged workers perform far better than disengaged worker. According to Schaufeli, Leiter and Maslach (2009), organizations badly need engaged employees in order to perform beyond the current level of doing task to thrive in this competitive world. This is due to the fact that mankind is simply the most important resource that any organization can have even though technology advancement slowly reducing employees’ functional roles. Anitha (2014) mentioned that having engaged employee is the key towards the successful outcome of their operations. She stressed out that employees that show positive feeling, emotion, character and behaviour can have big impact toward organizational performance. This will lead towards attainable of organizational goals.

According to May, Gilson, and Harter (2004), engaged employees demonstrated high energy and display enthusiastic characters in performing their duties. They also found out that highly engaged employees are unique in a sense that they are enjoying their time at workplace and not job addicted. In addition, they are having fun at work and enjoy doing other things outside work. In the meantime, they are also feeling exhausted after long office hours but their tiredness is treated as pleasant due to positive achievements generated. In fact, those who are engaged in their daily tasks receive much praise from their co-workers in their works either involving in-role or extra-role performance. This situation that can be best described where engaged employees are able to perform up to the standard required and

even surpass that expectation imposed on them from their bosses and organizations (Bakker, Demerouti & Verbeke, 2004).

Another interesting finding from having engaged employees paves the way for good health condition. Study by Hakanen, Bakker and Schaufeli (2006) that involve teaching profession in Finland revealed those engaged with their duties have positive association with self-rated health and workability. The same finding is reported from separate research done earlier by Schaufeli and Bakker (2004) among employees serves in different service organizations in Netherlands. Hence, these engaged employees are able to perform exceptionally well and thus provide their organizations with competitive advantage in the forms of higher productivity and lower turnover (Vance, 2006).

The advantages of having engaged employees are simply numerous. As mentioned by Agrawal (2015), she stated that engaged employees care for the organization, loyal and willing to put extra efforts for organization growth and development. In addition, engaged employees also satisfied with their work, appreciate their organizations and want to remain there for longer period. In general, these engaged employees are very proud to be associated with their organization and this is echoed in their service contribution in daily task (Agrawal, 2015). Based on the above evidence, having engaged government staff is compulsory for the government ministries to record the desired result. This is the critical area that needs to be addressed urgently as public employees remain the backbone for the successful implementation of various government projects and initiatives. Failure to recognise this issue will bring negative consequences to the overall performance of government machineries.

## 6.0 CONCLUSION

Public service cannot remain static and stagnant. As global landscape becoming more chaotic and create uncertainty environment that lead to slow economic growth, highly engaged workforce are the key to drive progress in public service. At the same time, government realizes the importance of moving ahead with the agenda of transforming this country towards achieving an advanced nation status. As such, Malaysia is banking on government servant to perform their duties effectively as they are the backbone of this nation. This is a necessity to move Malaysia to achieve its noble dream as outline in Vision 2020.

In fact, promoting work engagement remains huge challenges for government ministries and agencies not only in Malaysia but worldwide. As employees are diverse in nature, organizations need to identify certain factors and antecedents that are critical to get the best abilities from their employees. As such, three antecedents that have proven to boost work engagement must be given proper attention in the form of personal resources, job resources and transformational leadership. These three variables must be studied deeper from the public service perspective as the consequence of work engagement is massive. Moreover, engaged employees will lead towards strong bonding and thus will contribute significantly in making their organization perform well. Having motivated, happy and positive emotion will motivate public service employees to give their best shot for their self development and organizational excellence. Finally, there is no doubt that highly engaged workforce in public service hold the key in ensuring all government initiatives and programmes can be implemented successfully for the benefit of all Malaysians. Indeed, this is the dream of every Malaysians.

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## Investigation of Career Indecision among Malaysian Undergraduate Students

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### ABSTRACT

*The present study aimed to examine career indecision among Malaysian undergraduate students. The sample size of the study was 534 students aged from 18 to 24 which were chosen by a multi-stage cluster sampling method. For data collection Career Decision Scale (CDS) was utilized. The findings revealed that 74% of undergraduate students reported low to high career indecision, and only about 26% were decided about their future career. Furthermore, Male students scored lower in career indecision compared to females. Moreover, freshman students reported the highest level of career indecision in this study.*

**KEYWORDS:** Career Indecision, Career Decision Scale, Undergraduate Students, Malaysia

### 1.0 INTRODUCTION

One of the most investigated concepts in career counselling is career indecision (Gati & Levin, 2014). A reason of increasing the number of students who quit college without obtaining any degree is confusion about the job to be taken. The students who drop out are most susceptible to increased negative managing skills along with a diminished sense of well-being. This circumstance problematizes professional and social realms (Essig & Kelly, 2013). Uthayakumar, Schimmack, Hartung, & Rogers (2010) explored the relation of career decidedness with undergraduate students' personal health. Results confirmed that subjective well-being is directly related to career decidedness. Those students who had a clear idea about their career considerably had a better feeling about their life. Feldman (2003) also scrutinized career indecision in young adults. His findings brought to the fore temporary, harmful results that afflicted the life of persons whose career choice was subjected to undecidedness. The results included lost income, a negative outlook towards jobs, and decreased problem solving potential. Agreed that well-being is under the direct influence of career decidedness, career indecisiveness will lead to varieties of negative consequences. The previous explorations of career indecision aimed at identifying the variables that could distinguish the people who were decided about their future career from those who were not (Ferreira, 2013).

Regarding the warning statistics, the young people who struggle to determine the direction of their upcoming life and job, experience a discouraging and devastating situation. The statistics show that in 2000, 11.1% of university students were doubtful about choosing their major in college. The figure hit 13% of incoming students in 2007 (Kelly & Shin, 2009). Reviewing the present reports reveals that in Malaysia the figure of university students with career-related problems has touched 50% or even more (Abu Talib & Tan, 2009). The study of Fadaei Nasab (2012) represents that nearly 85% of Iranian students at undergraduate level are doubtful about their major. In this case, males express a higher career indecision compared to females. Likewise freshmen are reported to suffer a higher hesitancy in choosing their occupation compared to sophomores. As Kelly and Shin (2013) explain, between 11 and 13% of new students at university level have no idea of their major in college. A study which was accomplished by Ministry of Pacific Island Affairs (2014) resulted in to similar findings. In overall, 64% of the research subjects had not decided about their job. Still, most of the students who had decided

on that, had not explored it. Lately in another case, 51% of the volunteers who participated in Rao study (2017) confirmed that they were still undecided about choosing their career. Therefore current research aimed to examine career indecision among Malaysian undergraduate students to explore if they struggle to determine the direction of their upcoming life and career or not. Furthermore, present study designed to find out whether exist any differences on career indecision among undergraduate students according to gender and academic year of study.

## **2.0 RESEARCH METHOD**

### **2.1 Participants and Procedure**

Current study utilised a descriptive research design. The sample of this study comprised of 543 undergraduate students. The respondents' age ranged from 18 to 24 years old with the mean age of 21.13 (SD= 1.82). The multistage cluster random sampling was utilized for conducting this research. At the first stage, from four public universities in Selangor state, two universities were selected randomly. The faculties of both universities were categorized into three fields (science, social science, and technical). Then the respondents were recruited from these three fields of studies. At the next stage, a faculty was chosen randomly from each field. Finally, at the last stage, a class from each faculty according to student's year grade was randomly selected, and data were collected during one of the regularly scheduled classes. All students in each class were chosen as participants. Participants completed the instruments included a demographic information sheet purposely designed for current study and Career Decision Scale (CDS).

### **2.2 Instruments**

In the present study to measure different backgrounds of the participants demographic information was collected. Respondents completed a demographic survey which was asking about their age, gender, educational level, and marital status.

Career Indecision was measured for this study by Career Decision Scale (CDS; Osipow, 1987). The scale consists of 19-items with 16 items regarding indecision (items 3–18), two regarding certainty (items 1 and 2), and an open-ended question to indicate concerns about career decision and uses a 4-point Likert-type scale that ranges from not at all like me (1) to exactly like me (4) (Osipow, 1987). In this study, only the career indecision subscale was used due to the focus on indecision. Osipow (1987) reported a two-week test-retest correlation of .82. Hartman et al. (1983) found the internal consistency for the scale to be approximately .80 and a study by Stead and Watson (1993) established convergent validity of the CDS with the Career Decision Profile. Kang (2009) cited study that established Cronbach's alpha of .88 for the Indecision subscale. Retest reliability scores for the 2 factor model were .82 and .90, respectively. More recently, Feldt (2013) reported Cronbach's coefficient alphas ranging from .82 to .90 for the CDS full scale. Depending on how authors report scores on the CDS, data based on the full scale or using the 2-factor model will be used as dependent variables representing the state of career indecision (Evenson, 2016). The reliability Coefficients Cronbach's Alpha of CDS in the present study was 0.85.

## **3.0 RESEARCH FINDINGS AND DISCUSSION**

Descriptive analysis was conducted on the key variables of this study. According to Table 1, the number of respondents in the present study includes 294 (54.1%) males and 249 (45.9%) females. The respondents' age ranged from 18 to 24 years old with the mean age of 21.13 (SD= 1.82). The percentage of Single to Married and Separated students was 87.8 to 9.2 and 3. Table 1 also revealed that of the 543 respondents, 182 students (33.5%) were in the freshman year; 148 (27.3%) students were in the sophomore year; 110 (20.3%) students were in the junior year, and 103 (19%) students were in the senior year.

Overall, as it can be seen on Table 2, the findings show around 74% of undergraduate students reported low to high career indecision, and only about 26% were decided about their future profession. These findings indicated percentage of undecided undergraduate students in this study were much



higher than other studies (Cramer, Herr, & Niles, 2004; Kelly & Shin, 2009; Rao, 2017; Shin & Kelly, 2013) except research of Fadaei Nasab (2012) which reported approximately 85% of Iranian undergraduate students are undecided.

Table 1. Background of Respondents

Variable	Frequency	Percentage	Variable	Frequency	Percentage
Age (years old)			Year of Study		
18	38	7.0	1 <sup>st</sup> Year	182	33.5
19	91	16.8	2 <sup>nd</sup> Year	148	27.3
20	85	15.7	3 <sup>rd</sup> Year	110	20.3
21	89	16.4	4 <sup>th</sup> Year	103	19.0
22	96	17.7	Marital Status		
23	74	13.6	Single	438	80.7
24	70	12.9	Married	97	18.9
Gender			Separated	8	1.4
Male	250	46.90			
Female	283	53.09			

Table 3 revealed the distribution of respondents according to career indecision. The obtained mean score for career indecision was 39.19 (SD= 11.85). Male students scored lower in the CI (M= 37.74, SD= 11.56) compared to females.

Table 2. Prevalence of Career Indecision among Undergraduate Students

Career Decision Status	Score	Number	Percentage
Decided	<27	141	25.97%
Moderate	27 to 51	318	58.56%
High	>51	84	15.47%

Note: n = 543

These findings are consistent with several previous studies (Abu Talib & Tan, 2009; Migunde, Othuon, & Mbagaya, 2015; Nota, Ferrari, Solberg, & Soresi, 2007; Patton & Creed, 2001) that found higher career indecision among female students. Moreover, Khasmohamadi et al. (2010), Fadaei Nasab (2012), Middleton (2017) and Lam and Santos (2017) have reported higher career indecision among male students which is in contrast with findings of this study.

Table 3. The Mean Scores and SDs of Career Indecision according to Gender

Variable	Female		Male		Total	
	Mean	SD	Mean	SD	Mean	SD
Career Indecision	40.42	11.98	37.74	11.56	39.19	11.85

SD: Standard Deviation

Table 4 presents the means, and standard deviations for career indecision between freshman, sophomore, junior and senior undergraduate students. The obtained mean of career indecision for

freshman students was the highest (M=40.65, SD=11.47) followed by sophomore (M=40.40, SD=9.44) then senior (M=38.30, SD=14.72) and junior students (M=35.98, SD=11.83). Overall, senior students reported the lowest level of career indecision (M= 38.30, SD= 14.72) compared to other groups. Likewise freshman students reported the highest level of career indecision (M= 40.65, SD= 11.47) in this study.

Finding of current study is in line with previous studies (Fadaei Nasab, 2012) that showed freshmen reported the higher level of career indecision than sophomore students.

Table 4. The Mean Scores and SDs of Career Indecision according to Academic Year

Variable	1st Year		2nd Year		3rd Year		4th Year		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
CI	40.6	11.4	40.4	9.4	35.9	11.8	38.3	14.7	39.1	11.8
	5	7	0	4	8	3	0	2	9	5

SD: Standard Deviation; CI: Career Indecision

Findings also supports Super's career development theory (1957) which insist one reason of existing higher career indecision among freshmen would be students need for having more time to explore other alternatives. Super believed that freshmen and sophomore students may feel they still have the chance of changing their major to pursue a better job in future particularly in the first year of their study.

#### 4.0 CONCLUSION

The present study has looked into the career indecision for increasing understanding about career indecision among undergraduate students. Results showed around 74% of Malaysian undergraduate students reported moderate to high career indecision, and only about 26% were decided about their future careers, which is very high percentage. Male students scored lower career indecision compare to females. Senior students reported the lowest level of career indecision relative to other groups. Likewise freshman students reported the highest level of career indecision.

The present study's total career indecision scores were extremely high, indicating that undergraduate students in this sample experienced more career decision-making difficulties than most of other study populations. These findings imply that academic organizations as well as counsellors in the universities should take the students' career indecision seriously. According to Watts (1996) countries in their early stage of economic development encourage individuals to choose the jobs which benefit national economy of the country. These individuals are guided to choose their jobs by informal system like family, caste, and class. Therefore, the role of counselling services in universities is crucial for helping students who experiencing career indecision. The result of present study provided some valuable information to professionals in career counselling and vocational psychology in Malaysia.

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## Increasing Student'S Creativity by Integrating Low-Cost 3D Printing Into Traditional Classroom: A Conceptual Review

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### ABSTRACT

*This paper examines and reviews the relevant articles related to increasing learner creativity through integration of low-cost 3-D printer into traditional classroom's instruction. Various theories and appropriate instructional strategies are examined as part of the integration process. Armchair analysis technique was conducted in this review with the purpose of generalizing and synthesizing previous studies. The study contributes to the topic by providing an in-depth and comprehensive perspective of the literature related to integration of 3D printing in traditional classroom. There are three sections in this conceptual report. The first section introduced the background of low-cost 3D printing technique and the problems existed in creativity instruction. The second sections reviews the integration of low-cost 3D printing in education and sundry approaches to achieve it. Theories and principles are discussed in the final section of the paper. The findings illustrated that collaborative project-based learning using 3D printer has been adapted by various researchers in multidisciplinary learning situation. Three theories, which includes the condition of learning, constructivism theory, and constructionism theory, are used in different settings to support the learning activities. Shortcomings such as time-consuming, diversity of student technical level, and the defects in low-cost 3D printer products are reported in the literature as well. In sum, the researchers summarize the instructional strategies applied in the integration of 3D printing in the classroom and the theories behind it by using armchair analysis technique.*

**KEYWORDS:** Creativity, Low-cost 3D printing, Collaborative project-based learning, Constructionism

### 1.0 INTRODUCTION

Creativity skills are highly valued in education as it empowers students to be innovative and proactive about their own learning process. Previously, educational institutions have been criticized for “spoon feeding” and “killing” creativity in classroom, which resulted in high demands for schools to explore or develop innovative methods and revolutionary tools by embracing emergent technology in traditional classroom setting (Shaheen, 2010). Some research had focused on integrating 3D printing in education in order to encourage students' creativity thus enhancing their learning performances in class. Three-dimensional (3D) printing refers to the technique of building a solid object from a series of layers: each one printed directly on the top of previous one (Excell & Nathan, 2010). Gibson, Rosen & Stucker (2015) stated that the Computer Aided Design (CAD) allows the designer to construct resultant components in visual format in the software and then print it out. Immersing experience in creating 3-D printing enables learner to easily gain a deep comprehension of complex concepts in STEM subjects. At the same time, the cultivation of creativity is achieved as well during the process of creating 3D printing. Previous studies have identified various advantages and values of integration low-cost 3-D printing technology in conventional classroom (Canessa, Fonda, & Zennaro, 2013; Chiu et al, 2015; Mavromanolakis, 2015). As an essential and crucial part, how to use theories with matched learning strategies in integration of 3D printing to support and produce creative learning outcomes is analyzed and discussed in the study.

### 2.0 BACKGROUND

Technology has dramatically transformed learning process in past decades. Communication, interaction, instruction are now supported by various integration using social network, Internet, mobile phone, and other technological products (Kostakis, Niaros, & Giotitsas, 2015). Although not widely

recognized, 3-D printing is a new but maturing technique that has been widely applied in different sectors due to its various advantages: simplified fabrication procedure, economize resources, and reduction of time (Gibson, Rosen, & Stucker, 2015). This innovation is raising lots of consideration and interests among researchers as well as educators since it has been shown to help students' learning in high technology-oriented world (Canessa, Fonda and Zennaro, 2013). However, the investigations of integrating 3D-printing in conventional classroom are still insufficient.

On the other hand, creative education faces a lot of difficulties (Shaheen, 2010; Davies, 2004). Creativity is defined by The National Advisory Committee on Creative and Cultural Education as "imaginative activity fashioned so as to produce outcomes that are both original and of value". Several important characteristics are revealed in the definition: imagination, fashioning process, to produce outcomes, original work, and value. Secondary school education is partially transformed into a more spoon-fed instruction under the pressure of college entrance examination (Lo, 2013). Another critical reason why the school is regarded as the hindrances to develop creative thinking skill is that teaching emphasizes more knowledge acquisition (Davies, 2004). However, we need to built the consensus that increasing the amount of knowledge is not the only result of education since it is hard to know what kind of knowledge will be useful in the unpredictable future. Besides, Davies (2004) expressed that creative learning occurs when the teacher is imaginative and described as "planning geniuses, innovators, and experimenters". It is emerging to input new technology to classroom in assistance of instruction. 3D-printing functions as a solution for actualize student's project which can perfectly fits the requirements of fostering learner creativity.

Designing a 3D model initially requires the use a three-dimensional Computer-Aided Design (CAD) system and it incredibly simplifies the fabrication process. People are benefiting a lot from the high speed of the design and manufacturing process and the reduction of resources and processes. With the capability of rapid prototyping 3D objects across the range of archaeological artifacts, complex mathematical surfaces, up to medical prostheses, 3D-printing hold the possibility to lighting future in different commercial sectors (Canessa, Fonda & Zennaro, 2013). However, the machine still cost at least US\$ 10000 although it has vastly diffused in industry, which is unaffordable to implement it in educational scenarios at that time (Berman, 2012). Then, Benefiting from terminated 3D printing patents and the open-source movement, the cost of 3D-printer significantly decrease to US\$300~1500 (Canessa, Fonda & Zennaro, 2013). The low-cost 3D-printer therefore switches to a valuable and powerful personal tool.

In spite of realizing the gap in creativity development and the potential of implementing the low-cost 3D printing in it, there still exist numerous difficulties to merge and consolidate them together to produce an effective learning outcome. For example, the instructor is limited by lacking CAD expertise and the fixed mindset is the barrier to bring the emergent innovation into classroom. Moreover, teacher-centered instruction also reduces the students' opportunities of embracing and interacting with 3D-printing in order to achieve productive goals (Department for Education, UK, 2013). Instructional design lacking theoretical support usually results in a poor design and it cannot reflect the full function of the advanced technology, which is a waste of the resources.

### **3.0 RESEARCH OBJECTIVES**

The main objectives of the study is to provide an understanding on applying effective instructional strategy in the integration of low-cost 3D printing in creative instruction. Other than that, the researchers aim to identify learning theories which can increase students' creativity in 3D printing integrated classroom. In specific, the objectives of this research are translated into more specific objectives as listed below:

1. To identify the effective instructional strategies to increasing students' creativity under the integration of low-cost 3D printing in traditional classroom.
2. To identify the learning theories related to the learning situation of implementing low-cost 3D printing in the traditional classroom.

### **4.0 RESEARCH METHOD**

The study aims to identify the effective and suitable instructional strategies of applying low-

cost 3D printing in traditional classroom as well as the learning theories behind the technology implementation. Conceptual research method is used in the study as the mean to brainstorming new solutions or to reinterpret preexisting concepts (Kothari, 2004). Glass (1976) likewise identified the significance of reviewing and synthesizing existing findings from articles to reconstruct more meaningful result. Armchair analysis is used as a non-empirical technique to obtain data by reviewing previous research. Hence, the study is carried out armchair analysis technique to audit the most relevant articles regarding the integration of low-cost 3D printing in conventional classroom. This study hopes to held some light on future research by synthesizing and analyzing a moderate amount of the latest articles to produce a summary work related to 3D printing in traditional classroom.

## **5.0 SIGNIFICANCE OF THE STUDY**

The significance of the study is to gather a certain amount of articles related to the cases which integrating 3D-printing technology, in particular, the low-cost ones in the traditional classroom. As mentioned before, low-cost 3D printing technology is perceived as a powerful innovation with considerable potentials in facilitating every aspect of people's life including education. This study for reviewing and re-analyzing the previous studies can contribute to update the existing literature and offer new perspectives on the approaches or the strategies of low-cost 3D printing application in creativity education. Furthermore, the study bridges the actual instructional implementation of 3D printing with the theoretical framework. Summarizing the practicable theories or principles in instructional context is of importance not only in guiding technological application process but also in helping the later scholars to establish in-depth and systematical understanding about the theoretical framework of 3D-printing implementation.

## **6.0 STRATEGIES APPLIED IN THE INTEGRATION OF LOW-COST 3D PRINTING IN THE TRADITIONAL CLASSROOM**

Benefiting from its rapid prototyping and fabricating attributes, 3D printing enables the school to explore STEM education in a more immersive and enriching instructional way (Department for Education, UK. 2013). Various approaches are employed by researchers to bring creative education to students with the assistance of 3D printing. Collaborative learning is the most typical approach to achieve the technology integration goal in physical classroom. In Mavromanolakis, et al (2015)'s study, he asserted that during student's usage of 3D-printer in performing a collaborative project, they acquire multidisciplinary knowledge and operational skills of the 3-D printer machine. Specifically, students were asked to organize knowledge and information in an assortment of physic, astronomy, mathematics, and so forth to reestablish the Antikythera Mechanism (a famous ancient artifact). During the collaborative designing procedure, each group member actively interacts with each other and the 3-D printer and finally come out with an impressive 3-D model artifact. Social skills and creative thinking skills are developed in the project. The students who participated in the project are more possible to develop a substantial body of knowledge with authentic learning experience in the learning process since either STEM or historical and geometrical knowledge are involved. More advantages are revealed according to other studies in the collaborative learning context of 3-D printer integration. Kostakis, Niaros & Giotitsas (2015) experimented the low-cost 3D printing in Greece high schools to ask students create 3-D object with real function. ICT tools (i.e., computers, Internet, social media, open source projects) are engaged innovatively in sharing thoughts in group cooperation and presenting their work by students in the project. The students form group in a small size and then create artifacts which can carry message in Braille language. From the experiences above, 3D printing integration in traditional classroom positively fosters various digital literacies and creative capacities of students in accordance with the spirit of the interconnected, information-based world (Kostakis, Niaros & Giotitsas, 2015). Besides, Pantazis & Priavolou (2017) demonstrated that Visual impairments are no more barriers for disable learners to communicate within groups in the 3-D printing collaborative project learning.

3-D printing can also benefits in helping students assimilate or accommodate abstract concepts. Stavridi (2017, March) applied the technology in geometric instruction and students create the geometric objects and interact with them via tactile and visual sensation. Stavridi (2017, March) stated: "this tactual-visuality allows sensing parts of the whole, further the exploration and clarification of

concepts and abstract ideas to those standard 2D images or 3D visual dynamic reference which are difficult to describe". Mobilizing students more sensations into a learning situation is a good teaching strategy because it can reinforce their comprehension of the learning content and maintain a longer memory.

According to Kolitsky (2014), iterative design pedagogy fit the 3D printing-based instruction as the creating of real object allows the students to see and assess the shortcomings of it and carry out redesign until it meets its design expectations. So, during each redesign step, it is a challenge for the learner to give a better solution to the problem and increase the maturity of the product. The learner spends more personal time and efforts to make necessary adjustments to the flaws of the design (Kostakis, Niaros & Giotitsas, 2015). Meaningful discussion and interaction occur frequently in the redesign stage. As noted, teacher in the 3D-printing integration classroom is shifting from a dominant role to a facilitator or an advisor and student-centered instruction has become the mainstream in 21<sup>st</sup> century education as the learners can acquire the knowledge or master the skills by doing it.

Despite all these advantages and well-developed pedagogical strategies, there still exist some shortcomings in 3D printing technology in blended learning. Time consuming is a vital problem since it takes a lot of time to print a real object, which is quite a low throughput, thus the process can not take place at school (Kostakis, Niaros & Giotitsas, 2015). In addition, not only in instruction level but in school level, 3D printing means a big time investment for acquisition and assembling of it (Canessa, Fonda & Zennaro, 2013). Another problem is the inconsistent level of technological literacy among students. The teacher need to deliberately distribute his or her energy to students who possess a lower level of ICT aptitudes to make sure that the group work is efficient with a high level of communication and interaction and finally the students can achieve the same level of understanding and knowledge. The low product quality and limited size output are other concerns revealed in the 3-D printing instruction. Canessa, Fonda & Zennaro (2013) indicated that the size of the product is typically 20\*20\*20 cm, very small with not high quality, but a big 3D object can still be assembled by many small components, but it is more challenge for students to design sophisticated products.

## **7.0 THEORIES BEHIND 3D PRINTING INTEGRATION IN TRADITIONAL CLASSROOM**

In order to solve the problem of low throughput and diversity technical background among students, Chiu et al (2015) employed the condition of learning theory by Robert Gagne to design the 3D printing integration lesson. The Nine Instructional Events are the basic steps of the theory and each of the step represents a cognitive process. With the design based on the Nine Instructional Events, 3D-printing instruction actually becomes a self-paced learning to fit each individual's learning styles and needs. Perfect integration between the theory and the application of the technology illustrated that the proposed pedagogical model is quite suitable in designing learning task using 3D printing technology and the well-designed class are flexible to coordinate and accommodate different resources in various settings with changing budgets.

Students can learn in many ways, but 3D printing provides them the opportunity to learn by doing. Stavridi (2017) argued that the applying of 3D printing in instruction transforms constructivist learning into action. Kolitsky (2014) also ensure that constructivism plays a vital role in the process of self-actualizing imagination to the practical setting that can analysis real-world problem. By transforming idea and concept into solutions for real-world problem, students actually construct their own knowledge through conducting investigation, conversation, or activities. In this way, the collaborative approach and learning by doing model facilitate the learning process within the framework of constructivism. In the student-centered learning environment, active engagement is the key of deep learning. It is the reason why students can achieve more knowledge and practice various abilities in a 3D printing-supported cooperative learning environment.

However, since the technology already changed our classroom environment, the impact of learning environment did not reveal and been considered in the above examples, which may lead to some extent of isolation and decrease the engagement level (Toyama, 2011). In Kostakis, Niaros & Giotitsas (2015)'s case, ICT tools are more emphasized and as crucial function as 3D printing in classroom as for a solution to a shortage in student engagement. Therefore, the researchers developed an educational scenario based on the learning theory of constructionism, which emphasizes the



“personalized production of knowledge artifacts as well as the social nature of the learning process”. Both constructivism and constructionism are describing how people learning by constructing the knowledge. But different from Piaget’s constructivism, which is about students in relation to the interaction between their experiences and their ideas, Papert’s constructionism focuses on how learners interact and engage in a conversation with the artifacts and how it boosts self-directed learning to facilitate the knowledge construction process. The learning circumstance is important. Based on constructionism, a open educational environment was created and the researchers received a satisfied learning outcome and a positive feedback from the learner in the end of the class.

## 8.0 CONCLUSION

This conceptual paper presents on the instructional strategies applied effectively in the integration of low-cost 3D printing in the traditional classroom and the theories to support them. From the literature review, the main purpose of integrating 3D printing technology in the physical classroom is to empower the educators to design more effective, productive, creative and meaningful courses to students. Collaborative project-based learning is the main strategy that aligned with condition of learning theory, constructivism, and constructionism in current 3D printing instruction. It enriches the learning environment and enable the learner to solve real-world problems. The learning-by-doing process stimulates learner’s creativity and encourages the communication and interaction during the learning process. ICT tools are also important in 3D printing blended instruction. However, there are some issues that may inhibit the application of low-cost 3D printing where it needs to be resolved in technical or pedagogical level in order to produce more effective means for teaching and learning purposes.

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## **Mobilizing the Role of Local Foods in Rural Destination: Opportunities And Challenges in Community Development**

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### **ABSTRACT**

*Many past literatures acknowledge that tourism industry in rural destination has generates various economic benefits to the local communities. In tourism aspects, rural destinations tend to sell common attributes such as nature, historical sites, natural landscape and cultural heritage. Current research has found that local food at the rural destination helps to promote destination awareness, form destination identity, create tourist activity and contribute to tourist satisfaction and experience. Local food in rural destination not only satisfy hunger, but also provides a major component of intangible heritage and become increasingly important attraction for tourists. By participating in local food activities, it gives the opportunity to identify closely the different culture and identity of a rural destination. Integrating rural destination and local food system provides new opportunities for the local communities to increase economic development, promote the cultural heritage and respond to the demand for unique dining experience. Thus, local food can be used as a tool to developed economies in rural destination. Therefore, this conceptual paper provides the understanding of the benefits that local food provides to local communities particularly at rural destinations.*

**KEYWORDS:** local food, rural destination, community development, benefits of local food.

### **1.0 INTRODUCTION**

Tourism can plays an important role in creating more jobs (World Tourism Organization, 2016) and help to increase the economic benefits, particularly in the rural communities (Jaafar, Kayat, Tangit, & Yacob, 2013). According to Frederick (1993), destination with specific attractions such as rainforest and mountains, heritage sites, beaches, and other natural attractions serve as free and valuable economic resources for economic development in the tourist destination. Tourist destination is rich with natural resources interest, which possibly will give competitive advantages to the destination (Haven-tang & Jones, 2005) as compared to other tourist destinations. The potential of area needs to be explored in order to create its own strength and to increase its competitiveness thus can generate more income (Porter, 2003).

Ideally, in many destinations, rural destination has been connected with farm tourism (Oppermann, 1996) or agro-tourism (Sharpley, 2002) and national parks (Jaafar et al., 2013). Each rural destination has its own unique attractions and resources that are beneficial to the host community (Jaafar et al., 2013). Local culture activities and practices take place in the rural destination should be protected by conservation and preservation. Thus, highlighting the different and core product that is locally produced would help in creating more tourism activity in a particular place (Samuel Folorunso Adeyinka-Ojo and Catheryn Khoo-Lattimore, 2013). In order to differentiate one destination from another, Beerli and Martin (2004) has developed nine destination attractions attributes in determining

the perceived destination image. Amongst the listed destination attractions attributes are food and culture. Current research has found that local food at the rural destination helps to promote destination awareness, form destination identity, create tourist activity and contribute to tourist satisfaction and experience (Adeyinka-Ojo and Khoo-Lattimor, 2016). Regardless whether food is the tourist’s main attraction, it is generally accepted that food provides an enjoyment and memorable experience for the tourists (Sánchez-Cañizares & López-Guzmán, 2012). Moreover, according to Long (2004) food is one of the key elements that influenced tourists in deciding a destination. This paper emphasizes on the benefits that local food bring to the local communities particularly in rural destinations.

## 2.0 LITERATURE REVIEW

In food tourism literature, the terms ‘local food’, ‘local cuisine’, ‘regional food’, or ‘ethnic foods’ have been used interchangeably (Montanari & Staniscia, 2009) to explain the meaning of food that is grown and produced locally without adding any imported ingredients (Nummedal & Hall, 2006). The role of food in destination is not only being a basic need for tourists, but is an essential element for understanding and learning more about the regional culture and identity that adds extra value to the image of a destination (López-Guzmán & Sánchez-Cañizares, 2012). Local foods represent a symbol of destination’s tangible heritage, and through its consumption, tourists can gain a truly authentic cultural experience (Okumus, Okumus, & McKercher, 2007). Highlighting local food as part of destination image may help to strengthen destination local culture identity and competitiveness.

Local food can be considered as part of distinctive destination, which reflects local culture and identity in many countries. For instance, the unique foods of France, Spain, and Italy are well known globally, and have significantly attracted many visitors. López-Guzmán & Sánchez-Cañizares (2012) examined sampling of local food and found that it was either the primary or secondary motivator among the tourists who visited Cardoba in Spain. Their study revealed that majority of the tourists agreed that local food is one of most important reason to travel to Cardoba. This result added to the past literature conducted by Enright and Newton (2005) who examined local food was found the second highest motivation for tourists to visit Hong Kong, fourth motivation to visit Bangkok, and fifth motivation to visit Singapore.

Many countries have started to showcase the range of distinctive foods that are available in order to create what might be called ‘local taste’ (Jalis, 2016). This strategy is useful for rural destination since it can add value to the destination, such as a cultural base activity. Incorporating local food activities into tourism existing packages, can enhance destination awareness, diversify experience and encourage tourist to spend (Jalis, Che, & Markwell, 2014). It also gives positive economy impact to the destination development and increasing community social wellbeing, particularly in rural areas. Table 1 below shows the lists of examples of past studies that are related to the benefits of local food in rural destination.

Table 1. Summary of findings from reviewed articles

Author(s)	Tourist Destinations	Sample characteristic	Data Collection	Data analysis	Findings
Adeyinka-Ojo and Khoo-Lattimore (2016)	Bario in Sarawak, Malaysia (A local Village)	Tourists + local residents + agriculture investors + government agencies + marketing and branding experts	Qualitative (Interview + participant observation)	Thematic data analysis-transcribed and coded	This study found that regional food and food event at Bario in Sarawak, Malaysia has potentially help market the rural tourism destination. The finding also revealed that the slow food event has potential in developing the rural destination with the cooperation between local community, tourism organization and other tourism stakeholder.
Pratt (2013)	North East of Fiji Island	Tourists	Qualitative (Participant observation)	-	Producing more foods locally in Fiji Island has minimized food miles, help in increasing local

			+ field notes) Quantitative (Online Survey + open ended question)		economy and highlighting the cultural aspect of preserving the quality food tradition.
Hjalager and Johansen (2013)	Danish National Park ( Mols Bjerge and Skjern Aadal), Denmark	Algiculture association + tourist boards + municipal bodies + NGOs	Quantitative (Online Survey)	Correlatio n	The development of food production at protected area represents economic sustainability of food producer and food provider and at the same time enhances the demand of service quality and adds more exciting experience for the visitors.
Everett and Slocum, (2013)	United Kingdom	Tourism consultants+ food festival organizers + local government officers + nonprofit organizations	Qualitative (Interview)	Thematic data analysis- transcribe d and coded	Promoting and selling local food products to tourists help to support the important sustainability agendas that have been endorse by UK government bodies which are traditional industries, job development, rural economies, encouraging social justice and diversifying agriculture. The study also found that issues pertaining to the social capital were particularly fundamental in helping realize agricultural and tourism objectives.
Sims (2009)	National Park : Lake District and Exmoor , United Kingdom	Tourist + food producers	Qualitative (Interview)	-	Promoting of unique local food products can help to create an 'image' of the destination particularly to the new tourists. The image of local food products can be linked to traditional landscapes and farming method that tourists will experience during their holiday.
Skuras, Dimara, and Petrou (2006)	Two Mountains region in Greece	Visitors	Quantitative (Survey – Structured questionnaire )	Descriptiv e statistic	Tourists spending on local food products increase the size of expenditure that have positive impact on exports thus increase multiplier effects on regional income.
Telfer and Wall (1996)	Island of Lombok, Indonesia	Local food supplier	Qualitative (Participant observation)	-	Established linkage between tourism industry and local food production will benefit both sides in order to produce high quality local food products that delivered on time. At the same time, the tourism industry will create a positive image to the local community.

Destination must realize the importance of local food in boosting the tourism with contribution in unique visitation experiences, as well as supporting the local economy (Haven-tang & Jones, 2005). This is associated with today's increasing number of tourists travelling for the reason of gastronomy (Long, 2004). According to Okumus et al., (2007) we can identify a symbiotic relationship between the style of cooking and the destination, as cuisines are usually associated by the origin countries such as Chinese, India, Italian, Turkish, Mexican and others. The success of utilizing local food as tourists' attraction has inspired other developing countries such as Thailand, Indonesia, Vietnam as well as Malaysia to highlight the range of distinctive foods in promoting their local food as part of their tourism products (Jalis, 2016).

Essentially, the advantage of encouraging tourist to consume more local food is to help preserve small-scale farmland in rural areas as the money spent remains among the community (Alias, Karim, & Isa, 2015). It also minimizes the distance of the food being transported from farm or factory to the consumers or 'food miles'. Reducing the 'food miles' helped cut down on the fuel consumption, energy use and traffic congestion (Pratt, 2013). In return, it also benefits the buyers who are participated in local food activity when on holiday. Tourists can obtain better understanding of the 'story behind the food' by talking to the people who grew or prepared the food (Brain, 2012). Connecting consumers with the people and place that offer the food will enhance their stronger sense of place, their trust and pride of having been to the place, as well as building a positive relationship within the community. Thus, this results in benefit the both host community and tourists (Sims, 2009).

As the demand of local food increased, it has become an opportunity for destination marketers and service providers to explore the potential value of utilizing local food in promoting rural destination in order to provide uniqueness experience to the tourists. This example can be found in a case study conducted by Samuel Folorunso Adeyinka-Ojo Catheryn Khoo-Lattimore (2013) at Bario, Sarawak. This study revealed that, foreign tourists decided to join the event because they wanted to experience the unique local culture through slow food event (event that connected with promoting local sourced ingredients and traditional cooking). The same study reported about a group of foreign tourists who came for jungle trekking rearranged their schedule itinerary because of the slow food event at Bario. Local produce such as traditional food prepared by local people can provide attractive experience to the tourist and encouraged more tourists to visit the destination (Sims, 2009). According to Hall, Sharples, Mitchell, Macionis and Cambourne (2008), tourists are more motivated to stay longer at a destination because of the availability of local food products and other related activities. This enables the rural area to utilize on their natural resources to market rural location as a tourist destination, thus increase tourist spending.

### **3.0 DISCUSSION AND CONCLUSION**

Each of rural tourism destination has its own attractions, strengths and opportunities (Jaafar et al., 2013) that can help to improve communities' welfare by increasing their economic and social development. Generally, rural destination is the place that is remote and difficult to reach by the tourists. This make rural destination could perceive by tourists to have certain qualities such as natural landscape, quietness and uniqueness (Brown & Hall, 1993). The natural resources like local food produced can be used to enhance rural destination development. Integrating local food in rural destination may help boost economic development in rural area, and can be considered as source of additional income for indigenous and rural communities. The involvement and participation of the local communities in this industry is really important (Anand & Sen, 2000). The job opportunities in tourism related-business must be given priority to the local communities. According to Todaro (1995), if the industry is unable to create job opportunities to the local communities, the traditional economic activities will remain the same and cause them to remain in poverty.

Linkages between local food and tourism in rural area are seen as ways of promoting local entrepreneurs to be more economically and socially sustainable through increase tourists spending and extension tourist seasons (Chiffolleau, 2009). Producing and growing more food locally could significantly retain the money by providing new economic opportunities to the local entrepreneurs, reducing 'food miles' and promotes healthier nutrition for the consumer (Green & Dougherty, 2008). A case study in the island of Vororvo in Fiji Island examined tourists' perception on the local food

menu (Pratt, 2013). This study found that majority of the respondents satisfied with the menu offered and one of the tourists commented that the raw ingredients used are fresh and much healthier.

It can be seen from the literature review that are more the benefits of using local food for promotional activities at many destination including rural destination. Integrating local food in rural destination holds much potential to enhance tourism development contributing to the authenticity of a destination, strengthen the local economy, and provide environmentally friendly infrastructure, enhancing visitor experience through food activities, strengthening the regional identity, and stimulating growth in other sectors. It also directly provides information specifically for local food providers who are targeting foreigners as a target market to experience and appreciate the taste of local food specifically in rural destination. In order for rural destination to sustain in the domestic and global industry as a tourists' destination preference it is essential for policy makers, tourism bodies, government as well as other related sectors to cooperate and assist each other in developing strategies for tourism development of the country. Promoting local food products at rural destination is viewed as important element to generate demand by tourists for locally grown products. Local food products at rural destination hold meaning for both tourists and local communities as a symbol, a sign of communication as well as a class marker will expedite the process of local community development as well.

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## Personality Traits and Level of Motivation of TESL Undergraduates towards ICT Integration in L2 Teaching

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### ABSTRACT

*In this robust digital age, the younger generations of students known as Digital Natives learn languages and other fields of knowledge via the use of technology. Many educational policies including the Malaysia Education Blueprint 2013-2025 have taken the initiatives to implement ICT in learning in bid to cater to the learning styles of the Digital Native students. However, reports have shown that the implementation process has not been smooth-sailing as majority of teachers have not been integrating ICT in their lessons seamlessly. Goldberg's (1981) Big Five Model of Personality can explain various usage of ICT based on their respective trait but TESL undergraduates in the Malaysian context had not been studied before in the literature. In this study, the researcher purposively selected 72 TESL undergraduates from the Faculty of Educational Studies, Universiti Putra Malaysia to be involved in a quantitative study to investigate their personality traits and level of motivation in integrating ICT in their teaching practice. A questionnaire and semi-structured interview were used for data collection. The findings reported that their level of ICT integration in L2 teaching was high. Their level of motivation in integrating ICT in L2 teaching was also high. Next, the sample scored the highest in Openness to experience, followed by Conscientiousness, Agreeableness and Extraversion towards ICT integration in L2 teaching while low in Neuroticism. Using Pearson correlation, the findings showed that there was a statistically significant, moderate, positive relationship between their level of motivation, Agreeableness, Conscientiousness, Extraversion and Openness traits and their ICT integration in L2 teaching. These findings present vital implications for TESL program and course coordinators to facilitate their pre-service teachers to leverage ICT in their teaching practice.*

**KEYWORDS:** Big Five personality theory, Motivation, ICT, TESL undergraduates, L2 teaching

## 1.0 INTRODUCTION

Digital Natives are the younger generations of students who grow up with technology throughout their formative years of learning (Prensky, 2001). Employing ICT to teach language is appealing to Digital Natives (Al-Mahrooqi & Troudi, 2014) as the integrations of interactive graphics, audios and videos match well with their learning schemata (Yang, 2010). The role of teachers and ICT has evolved to meet the context of these current times. Teachers are no longer the primary knowledge providers as their role has now become multi-faceted by facilitating their students to explore and guide their own learning process using ICT (Smeets, 2005; Rosnaini & Mohd Arif, 2010; Cakir, 2013). As a result, the learning environment becomes more student-centred and is able to cater more to the needs of individual differences in order to motivate and increase the student's interaction with the target language (Al-Mahrooqi & Troudi, 2014).

To better understand how ICT is integrated in the L2 classroom, teachers' personality traits and levels of motivation should be investigated from the psychological perspective (Butt & Phillips, 2008; Perkmen, 2014). Personality is a crucial factor which is influencing human behaviours and choices in ICT use (Yoo & Gretzel, 2011; Perkmen, 2014), especially on the Internet (Amichai-Hamburger, 2002). This can be inferred that different teacher personalities motivate different extent of ICT integration in their lessons.

### 1.1 Problem Statement

Despite all the hype about catering to the learning needs of Digital Natives by integrating ICT into the lessons, the level of ICT integration among teachers is still insufficient and not fully optimised

(Yunus, 2007; Kim, 2008; Rosnaini & Mohd Arif, 2010; Li & Walsh, 2010; Uluyol & Sahin, 2016). In the Malaysian context, the Preliminary Report of the Malaysia Education Blueprint 2013-2025 pointed out that, in 2010, about 80% of teachers were found to utilise ICT in their teaching for only less than an hour on a weekly basis, despite having pumped in a colossal amount of RM6 billion for ICT in education. Following this, the government's efforts in granting Internet access and virtual learning environment (VLE) to all 10,000 schools in Malaysia may go to waste if Malaysian teachers do not actively put them into good use (Lee, 2013).

There are teachers who are reluctant to adapt and grow with the latest, relevant teaching methods which involve the use of ICT (Nurul Atikah et al., 2006) and the main challenge cited is the intensive curriculum which is holding them back from using ICT to stimulate student-centric learning (Uluyol & Sahin, 2016). Despite encountering this setback when the green light has already been given to maximize the integration of ICT, personality plays a major role in influencing human's behaviour and is what sets teachers apart in integrating ICT to a certain degree. Every teacher thinks, feels and behaves in a unique, consistent manner in response to stimuli in the real world which makes their personality a fundamental aspect of individual differences (Pervin & John, 2001; Dörnyei, 2005). This means a large degree of variability in ICT integration can be observed based on the issues mentioned by the literatures both locally and abroad. Despite the official implementation of integrating ICT into student's learning by government policies, a substantial portion of teacher population still does not leverage ICT to its full potential. Individual differences among teachers namely their personality and motivation, which are still often overlooked in research but carry crucial bearings on student's learning achievement, should serve as the starting points to explain this variability (Dörnyei, 2005).

Besides, the population in most of the literature on the Big Five and Internet usage focuses on non-education major undergraduates namely in Norsiah et al.'s (2015) study. Focusing on such population does not yield relevant insights on how to best guide TESL undergraduates on ICT integration before they graduate and deal with Digital Native students in school. Therefore, investigating the TESL undergraduates for the present study would be of significant value in understanding the challenges that the education system may encounter in bid to integrate ICT successfully in language teaching (Rahimi & Yadollahi, 2011).

## **1.2 Significance of the Study**

A number of studies have been conducted to examine personality traits and motivations in relation to ICT use, but their target population has always been focusing on participants who are not from the education major or the teaching profession (Norsiah et al., 2015; Mark & Ganzach, 2014; Wehrli, 2008). Besides, the current literature to date has not covered the Malaysian context (Norsiah et al., 2015), especially involving the ESL teachers. Students are said to be able to greatly benefit from their learning process if their teacher is able to integrate ICT seamlessly into their lessons (Gülbahar, 2007). However, Angeli & Valanides (2008) reported pre-service teachers lack the confidence and willingness to give ICT a chance in their teaching. Hence, this study presents the opportunity to understand teacher's personality and motivation towards ICT, as different personalities will bring in different ICT experience to enhance student's learning process.

The present study is interested to answer the following research questions:

1. What are the TESL undergraduates' level of ICT integration in their L2 teaching?
2. What are the TESL undergraduates' level of motivation in integrating ICT in their L2 teaching?
3. What are the personality traits of TESL undergraduates towards ICT integration in L2 teaching?
4. What is the relationship between their personality traits and ICT integration in L2 teaching?
5. What is the relationship between their level of motivation and ICT integration in L2 teaching?

## **1.3 Theoretical Framework**

As a unified theory to explain personality, Goldberg's (1981) Big Five Model of Personality served as the theoretical framework for the present study. Known as the Big Five theory, it has received many empirical supports and been recognized as the standard personality trait measure (Costa &

McCrae, 1992; Guadagno, Okdie & Eno, 2008; Wehrli, 2008; Ryan & Xenos, 2011; Moore & McElroy, 2012; Ozguven & Mucan, 2013; Norsiah, Mohd Sobhi & Siti, 2015). Its nickname comes from the acronym OCEAN which consists of Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism that make up the model.

In this theory, and using the context of education, the concept of Openness to experiences trait is where the individual is the first to adopt new technology-enhanced, pedagogical innovations in their classroom, whereas conscientious teachers may only selectively integrate ICT to achieve their lesson objectives. Meanwhile, extraverted teachers would seize this opportunity to engage their students' attention and participation during their lesson. On one hand, agreeable teachers would integrate ICT to cater to their Digital Native students' learning styles more effectively. On the other hand, neurotic teachers may not integrate ICT to avoid adding unnecessary stress into their work.

## **2.0 LITERATURE REVIEW**

In conjunction with the breakthroughs of digital technologies in the 21<sup>st</sup> century, the role of computers in language teaching is becoming increasingly relevant (Kern & Warschauer, 2000). The ultimate goal of Computer-Assisted Language Learning (CALL) is to become part and parcel of human's daily life, by becoming "normalised" to a point where it is "hardly even recognized as a technology, taken for granted in everyday life" (Bax, 2003). Much has changed in CALL in the recent years due to the breakthroughs of unlimited access to the Internet, Web 2.0 and mobile technologies, which have expanded the roles of teacher in language teaching and learning (Beatty, 2010; Dudeney & Hockly, 2012). These inventions have also assimilated into many aspects of daily life (Beatty, 2010), thus bringing CALL closer to normalisation. Efforts have been made to achieve this normalised state in education and the Malaysia Education Blueprint (2013-2025) is one excellent example.

The existing body of literature on personality traits and level of motivation in relation to ICT integration lacks focus on the education field and teacher population, as research in this area is relatively new. Guadagno et al. (2008), Moore & McElroy (2012) and Norsiah et al. (2015) found that individuals high in Openness like to explore new things, are the first to adopt new technology, always keep up with latest features of social media and try out new social media as alternate means of communication. Landers & Lounsbury (2006), McElroy et al. (2007) and Wehrli (2008) reported that Conscientiousness is related to ICT usage especially computer for academic purposes such as making notes and written assignments, and conscientious individuals would not invest time and energy in social media which are considered as distractions; they would rather invest in engaging with academic activities online. Hamburger & Vinitzky (2010) and Moore & McElroy (2012) discovered that agreeable individuals would post more online contents about themselves by uploading pictures and sharing contact information. Many studies reported significant, positive relationship between ICT usage and several constructs of the Big Five (Shen et al., 2014; Ryan & Xenos, 2011; Mark & Ganzach, 2014; Norsiah et al., 2015).

In Nurul Atikah et al's (2006) study, the teachers were very motivated to use ICT to capture and maintain their students' interest towards learning, as well as to better fulfil their various learning style needs. To the best of the researcher's knowledge, this is by far the only study done on teacher population in the Malaysian context. Uluyol & Sahin's (2016) teachers commented that ICT had helped making their job easier in preparing and delivering the content. Their finding also reported that student participation increased when ICT was utilised compared to using blackboard, and Pinner's (2012) study explained that CALL is more meaningful and real to the Digital Natives. Several studies found significant, positive relationship between ICT usage and level of motivation among teachers (Sang et al., 2011; Perkmen & Cevik, 2010).

The literature on ICT integration among teachers showed that presentation technology is the most popular tool in class with teachers as the users and their students as their audience (Kim, 2008; Li & Walsh, 2010; Uluyol & Sahin, 2016). Kim's (2008) teachers cited that limiting ICT to being an instruction tool helped preventing their students from getting distracted to browse the Internet without having any actual purpose in mind.

### 3.0 METHODOLOGY

The present study employed a quantitative study comprising descriptive and correlational designs. The participants of this study were TESL undergraduates doing their degree program in UPM. There were 87 of them in total across the three batches present in the Faculty of Educational Studies. Through purposive sampling, 15 participants took part in the pilot study, while the remaining 72 participated in the final study to find out about their personality traits and level of motivation in integrating ICT in L2 teaching.

Two instruments were employed in the study. Firstly, the Personality and Motivation to Integrate ICT Questionnaire was adapted from Isleem (2003), Li (2008) and Vahideh (2012) to extract data from the participants to answer the RQs. The participants mostly completed the 71-item, self-report questionnaire within 10 minutes. Prior to its administration in the final study, its validity was established by a panel of experts and its reliability confirmed by pilot study's result via Cronbach's alpha which yielded a highly acceptable value of 0.88. The other instrument was semi-structured interview which served to triangulate the findings from the questionnaire. It had 4 questions regarding their ICT integration, level of motivation and personality traits and followed-up questions were asked based on their responses. Each session which lasted about 8 minutes was audio recorded with their permission.

The data collection was done within one week with all the three batches of TESL undergraduates, along with semi-structured interview involving three participants representative of their batch. RQs 1, 2 and 3 were to be answered using descriptive statistics, whereas RQs 4 and 5 were to be answered using Pearson Correlation with the alpha level set at .05.

### 4.0 RESULTS AND DISCUSSIONS

The participants were mostly in their early 20s, and the majority was female (75%). Among the sample, those from Malay ethnic group made up 83.33% of the sample, followed by Chinese (8.33%) and Indians (5.56%). The distribution of participants across the three batches was nearly proportional with the 2<sup>nd</sup> semester having the most number of participants (36.11%).

#### 4.1 Level of ICT integration among TESL undergraduates

According to Pallant's (2011) interpretation of mean scores, data analysis for RQ1 shows that the TESL undergraduates have high level of ICT integration in their L2 teaching as six items scored above average mean values: Internet ( $M = 4.99, SD = .12$ ), word processing such as Microsoft Word ( $M = 4.90, SD = .38$ ), multimedia application such as YouTube ( $M = 4.82, SD = .45$ ), e-mail ( $M = 4.80, SD = .47$ ), presentation software such as Microsoft PowerPoint ( $M = 4.78, SD = .48$ ), and subject-related programs such as Edmodo and Quia ( $M = 4.63, SD = .62$ ), while the remaining items scored within the range of moderate mean values which is below 4. The three interviewees taken from the sample were well aware of the advantages of integrating ICT in their teaching, namely to engage students better, acquire information and teaching materials easier, manage work more efficiently and reduce time taken to present input in class. Meanwhile, they were also concerned with its setbacks such as glitches, distractions and its unavailability in different schools. These findings are consistent with those of Kim (2008), Li & Walsh (2010) and Uluyol & Sahin (2016).

Table 1. Participants' level of ICT integration in L2 teaching

Item	Mean	SD	Percentage (%)
Internet	4.99	.12	100
Word processing	4.90	.38	97.3
Multimedia application	4.82	.45	97.2
E-mail	4.80	.47	97.2
Presentation	4.78	.48	97.3
Subject-related program	4.63	.62	93
Database program	3.78	1.05	59.8
Online interactive content	3.65	.84	55.6
Drill and practice	2.83	.95	22.3

Game-based learning	2.76	1.12	23.6
Graphics	2.54	1.15	19.4
Authoring	2.38	1.26	20.8
Spreadsheets	2.18	.79	7

Integrating Internet scored the highest ( $M = 4.99$ ,  $SD = .12$ ) and this was supported by one of the interviewees who shared that browsing Google Search can help teachers acquire the needed information easily without having to go through the trouble of scanning books after books which is very time-consuming. Presentation technology namely PowerPoint ( $M = 4.78$ ,  $SD = .48$ ) dominated the top six as another interviewee commented it was useful for saving time in lesson delivery and avoiding student distractions.

#### 4.2 Level of motivation among TESL undergraduates

Results for RQ2 reveal that they have high level of motivation in integrating ICT in their L2 teaching as all of the 13 items regarding ICT motivation scored above average mean values such as to get useful information ( $M = 4.68$ ,  $SD = .58$ ), to communicate ( $M = 4.63$ ,  $SD = .57$ ) and to make lessons more interesting ( $M = 4.61$ ,  $SD = .60$ ). The three interviewees commented being motivated to integrate ICT to capture their students' interest, cater to their various learning styles and prepare teaching materials more efficiently. These findings are consistent with those of Nurul Atikah et al. (2006), Uluyol & Sahin (2016) and Pinner (2012) on teachers' ICT motivation.

Table 2. Participants' level of motivation in integrating ICT in L2 teaching

Item	Mean	SD	Percentage (%)
I use ICT to get useful information.	4.68	.58	94.4
I use ICT to communicate with others.	4.63	.57	95.9
ICT makes the lessons more interesting.	4.61	.60	97.2
ICT reduces my workload.	4.49	.71	93
Learning becomes very exciting when using ICT.	4.44	.67	93.1
Language learning becomes easier by using ICT.	4.40	.64	91.7
ICT can have a positive impact on the way I teach.	4.35	.74	84.7
I use ICT in English lessons to do extra listening and speaking.	4.29	.68	87.5
ICT provides many real-life materials for language learning	4.29	.76	84.7
ICT usage can help me become an effective teacher.	4.25	.78	87.5
My confidence in using English has improved with the help of ICT.	4.21	.79	80.6
I use ICT to prepare children for the digital age.	4.18	.83	76.4
I use ICT in English lessons to do extra reading and writing.	4.08	.78	79.1

Two interviewees respectively mentioned that integrating ICT in L2 teaching has become a necessity nowadays and the need for adaptations in teaching Digital Native students more effectively. Therefore, given the fact that this collective batch of TESL undergraduates is in their early 20s which means they were born in the era during which technology is thriving such as the rise of personal computer and Internet, they have the mentality of Digital Natives and should be able to better understand how L2 lessons should be taught more meaningfully.

#### 4.3 Personality traits of TESL undergraduates

The TESL undergraduates in this study are dominantly open individuals towards ICT as they scored the highest for the Openness trait with the above average mean value of 4.0525. The values among the Conscientiousness, Agreeableness and Extraversion traits are very close by the decimal

points and they belong to the higher end of average means. Besides, the differences in value among these four traits are considerably small, so it can be observed that these pre-service teachers were high in Openness, Conscientiousness, Agreeableness and Extraversion. On the other hand, they scored the lowest for the Neuroticism trait with the below average mean value of 2.2875. Its value is a stark contrast to the values of other traits and it shows that the TESL undergraduates were relatively low in Neuroticism.

Table 3. Average mean values of participants' Big Five by ranking

No.	Personality trait	Average mean
1	Openness to experience	4.0525
2	Conscientiousness	3.8913
3	Agreeableness	3.8700
4	Extraversion	3.8650
5	Neuroticism	2.2875

During the interview with the selected interviewees, they were given a hypothetical scenario on how they would teach an English lesson in a classroom which has full access to ICT facilities and Internet connection. Based on their responses, the way they would utilise those perks in their teaching would reflect on their dominant Big Five as shown in the key phrases below.

“I will use everything that is provided... we cannot be old-schooled. The children now... their tendency for gadgets is higher, so make use of it.”  
(Sha, S2)

“I don't want my students to be distracted... I want them to focus on the things I'm gonna teach... I want them to gain information and not just having fun looking at my slides...”  
(Bah, S4)

“... I have not used the smartboard but I have seen it and it's very interesting... I do see myself producing my own teaching materials from one time to another to get the students excited without doing the same thing every single time...”  
(Rul, S6)

The S2 interviewee's responses reveal that she was an agreeable individual towards ICT because she displayed the characteristics of being cooperative when she intended to make full use of the ICT facilities, and being compassionate as she put herself in the shoes of her Digital Native students and wished to keep up with their learning styles. The S4 interviewee was a conscientious individual towards ICT because she was very organised in the way she would deliver her lesson using ICT, and intended to use ICT to help her students achieve their learning objectives and not simply for their own enjoyment. Lastly, the S6 interviewee was an open individual towards ICT as he displayed his genuine curiosity to try out the smartboard to enhance his lesson and did not follow routine-based teaching to keep his students interested in learning.

Table 4 below summarises the interview data above which are similar with the findings of many past studies (Guadagno et al., 2008; Moore & McElroy, 2012; Norsiah et al., 2015; Landers & Lounsbury, 2006; McElroy et al., 2007; Wehrli, 2008; Hamburger & Vinitzky, 2010).

Table 4. Personality traits and ICT behaviour of interviewees

Interviewee	Personality trait	ICT behaviour
S2	Agreeableness	Cooperative (fully utilise ICT facilities) Compassionate (keep up with Digital Native students' learning styles)

S4	Conscientiousness	Organised (no ICT distractions) Goal-oriented (achieve learning objectives with ICT)
S6	Openness to experience	Curious (smartboard for class) Non-routine-based (diversify teaching materials to prevent monotony)

#### 4.4 Relationship between personality traits and ICT integration in L2 teaching

The four constructs of the Big Five have a significant, moderate, positive relationship with ICT integration, namely Agreeableness, Conscientiousness, Extraversion and Openness to experience based on Cohen's (1988) interpretation of *r* value. These findings are similar to those of several studies (Launders & Lounsbury, 2006; Hamburger & Vinitzky, 2010; Shen et al., 2014; Ryan & Xenos, 2011; Mark & Ganzach, 2014; Norsiah et al., 2015; Perkmén & Cevik, 2010) in terms of significant, positive relationship with ICT usage. Moreover, the interviewees in the present study possessed three of these four traits.

On the other hand, Neuroticism is reported to have very weak, not statistically significant relationship with ICT integration. This finding is contrary to those of Shen et al. (2014) and Mark & Ganzach (2014). However, the context of ICT usage that Shen et al. were focusing on was the social media only and not for academic purposes, which may have produced a different correlation outcome for Neuroticism. Although Mark & Ganzach were focusing on ICT in the academic context, their sample was young adults in general which may not have sufficiently captured the teacher education student population because it is a niche area of focus in leveraging ICT for teaching. Hence, their correlation outcome for Neuroticism accounted for populations different from the teachers.

Table 5. Correlation between TESL undergraduates' personality traits and ICT integration

Personality traits	N	<i>r</i>	<i>p</i>
Openness to experience	72	.373**	.001
Conscientiousness	72	.447**	.000
Extraversion	72	.399**	.001
Agreeableness	72	.491**	.000
Neuroticism	72	-.085	.475

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

In regards to the strength of the relationship, Agreeableness had the strongest with ICT integration. This could mean the pre-service teachers were displaying their level of cooperativeness in understanding, complying and implementing the Ministry's ICT policy for education. Their Agreeableness trait had one of the highest average mean in the top three which was 3.8700 and the S2 interviewee was an example of an agreeable individual. She had previously mentioned that, given the opportunity, she would fully utilise all the ICT facilities in order to cater to her students' learning styles more effectively. It can be seen that she was showing her cooperation and compassion in utilizing ICT for her lesson.

#### 4.5 Relationship between TESL undergraduates' level of motivation and ICT integration

The TESL undergraduates' level of motivation is significantly related to their integration of ICT in their L2 teaching. This finding is similar with Sang et al.'s (2011) and Perkmén & Cevik's (2010) study, including the qualitative ones (Uluyol & Sahin, 2016; Pinner, 2012).

Table 6. Correlation between TESL undergraduates' level of motivation and ICT integration

Motivation	N	<i>r</i>	<i>p</i>
Level of motivation	72	.393**	.001

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

This finding is further strengthened by the interview findings with the three interviewees. The

responses from all three of them had been encouragingly positive with capturing students' interest, catering to various learning styles and efficiency in preparing teaching materials being their motivating factors. Especially for this sample of TESL undergraduates in the present study, they were born in the robust digital era, so they should possess certain characteristics of Digital Natives such as mastering the basics of computer skills and being literate around the Internet, thus understanding how knowledge should be best delivered to their junior counterparts.

## 5.0 CONCLUSION

Today's generations of pre-service ESL teachers are receptive in embracing and to seamlessly integrate technology in their classrooms which is crucial in meeting the needs of the 21<sup>st</sup> century learning. There was a time where books and pens were considered useful tools in learning but in today's digital age, computers and its technologies are now changing our educational landscape (Bax, 2003). Therefore, it is imperative that teachers are guided to utilise ICT tools and integrate them in their lessons meaningfully. Nevertheless, this does not mean L2 teachers should give up their teaching role and leave their job to the technology. Face-to-face teaching still has its important place in the classroom but being able to integrate ICT in a lesson is a crucial plus point (Copriady, 2015). This study provides two recommendations: a replication of the quantitative study to another context, and a longitudinal case study to investigate the personality traits and level of motivation of TESL undergraduates taking the CALL subject for a semester. As the S4 interviewee said, "as we progress, we have to change our style of teaching."

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## Possibilities of Reading Skills Improvement via Technology: A Systematic Review

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### ABSTRACT

*Researchers always have been trying to invent new ways to help teachers and instructors to teach their students the reading skills either using traditional reading skills such as printed texts and books, or by using an assistance technology, such as computers, mobile applications, or software programs. A great number of contributions have been done over past years to investigate the effects of using technology in developing the language acquisition skills in the classroom. This paper follows a systematic approach to review the possibilities of reading skills improvement via technology. The authors discuss the possibilities of making use of different technologies to improve reading skills, not only for English and other languages learners, but also in the case of children who suffer from reading difficulties (dyslexia).*

**KEYWORDS:** Reading skills, Reading technology, Reading Improvement, Reading difficulties.

## 1.0 INTRODUCTION

The English language is an international language and mostly used as a main language for most communication. One of the most critical ability that the learners of the ESL are required to learn during their language acquisition is reading skills (Levine, Ferenz, & Reves, 2000). However, reading is not an easy word to be defined rather than “reading is a complex cognitive skill” (Dubin, Eskey, Grabe, & Savignon, 1986).

Researchers always have been trying to invent new ways to help teachers and instructors to teach their students the reading skills either using traditional reading skills such as printed texts and books, or by using an assistance technology such as computers, mobile applications, or software programs etc. Teachers attempt to use technology-based tools to support the students’ learning that starts from preschool students to higher levels of students’ learning, particularly non-native students and students with dyslexia.

For more than 30 years, researchers pay attention to utilize technologies in teaching early reading skills (Blok, Oostdam, Otter, & Overmaat, 2002). Technology plays an essential role in education and learning process. A lot of research also has been done over past years to investigate the effects of using technology in developing the language acquisition skills in the classroom. However, a recent review on possibilities of reading skills improvement via technology is needed to have insights on the different technologies that might be useful to improve the reading skills. Therefore, this review paper aims to systematically analyze the existing research background from research studies.

## 2.0 REVIEWING THE LITERATURE

This paper follows a systematic approach to conduct the review. The authors performed a focused search for every article on (1) reading skills/improvement/enhancement (2) technology/technologies in two major databases: Science Direct and Google Scholar (Figure 1). Out of 50 articles (result of research query), the final refined and selected papers to be analyzed are 12 papers.

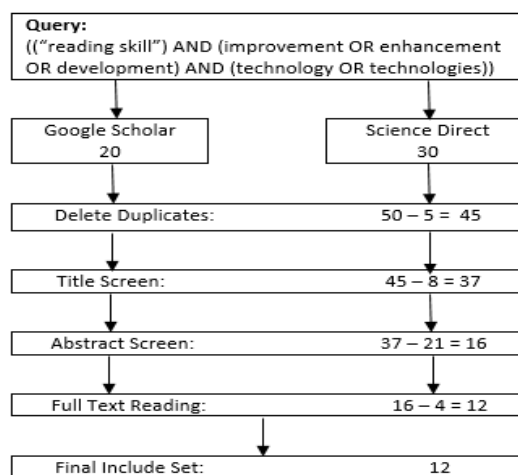


Figure 2: Flowchart of the article selection

This literature review is presented according to the possibilities of using technology to develop reading skills; the first part is about improving reading skills for both children learners, and adult learners at university level. The second part presents few studies which examine the possibilities of using technology in teaching reading for dyslexic children.

### 2.1.1 Using technology for improving students' reading skills

#### Using technology to improve children learners reading skills

Among the twelve chosen studies, four studies focused on young learners, at the phase of childhood, (Vincenza, Rosita et al, 2016; Arthur M, Glenberg Æ Andrew B, Goldberg Æ Xiaojin Zhu 2009 ; Parr, 2012; Mioduser, Tur- Kaspas, & Leitner, 2000). The first study, (Vincenza, Rosita et al, 2016), aimed to investigate the influence of technology in the improvement of children's reading capability, effectiveness of (the silent reading) using an interactive computer program that based on 2 things, one is less regularity in grown up intervention, and the other one is the technology interaction in children to support the progress of reading comprehension ability. 144 children (79 male and 65 female) were chosen for this study, all Italian, students of primary school, and from similar background. They were divided in two groups; the first was exposed to the reading task using supportive technology but not the second because of the higher performance in early step evaluation. The used technology was a Terence program, this computer-based program consists of 3 tasks: Reading of stories with increased difficulty levels and supported by graphics to help the students understand the stories, Smart Games which include different stories with increased difficulty based on the reading task of the stories, and Relaxing Games tasks which different than the previous tasks as these activities aim to stimulate the students memory, visual discrimination and reasoning. The results indicated that the short time exposition of this program have the positive influence on reading ability of the children. The suggested interactive technology provides a stimulation to the students' comprehension ability in the silent reading which was observed through the progress in the performance of the children in answering the questions and the activities about the given stories of the reading task, the used technology provides interactive visual or sound feedback which warns the students of errors and wrong answers. This kind of technology enhances the learning environment without the need of the intervention of adults as in teachers, and it provides the appropriate feedback to follow the progress of the students by observing the number of the wrong answers and the time they spent on each task. However there is a real need for more studies of this kind, because the study was conducted on a sample of children with low reading abilities and with short stimulation time of 6 months, the results may be different with a longer timeframe or with different level of reading abilities. (Vincenza, Rosita et al, 2016).

The second study, (Arthur M, Glenberg Æ Andrew B, Goldberg Æ Xiaojin Zhu 2009), had a purpose of showing that manipulating the toys images on computer screen helps the first and second grade children in comprehension and also the toys physical manipulation. Total of 53 first and second

grade children were selected from two sources as the participant; and after school program, and a research registry in which the parents working in the Madison Metropolitan School District. The use of technology was Computer software called JavaScript-powered internet application that can be run in a regular net browser and the findings indicate the effectiveness of the moved by reader intervention under classroom condition. The suggested approach of CM computer manipulation of images of toys and PM physical manipulation of actual toys benefits children to learn how to apply the meaning of abstract words /principles, those game activity can plays as motivation to learn and comprehend the meaning of the reading texts, the same principle of CM can benefit adults learners of foreign languages, putting in consideration that in this study CM and PM help children to learn through reading and not to learn how to read. (Arthur M, Glenberg, Andrew B, Goldberg, & Xiaojin Zhu, 2009).

The third study, (Parr, 2012) is an ethnographic study which suggests the effectiveness of offering TTST (text-to-speech technology) as a partial degree of reading back up of a comprehensive reading. This kind of technology is viewed as a supportive tool under the special education or assistive technology, which can be used with the students who struggle with their reading ability or suffer from reading disorders. Some students may have reading issues in the form of decoding issues which can drain their energy and can be very demotivating and result in withdrawal from the reading task. Text-to -speech technology can be supportive tool to the students with decoding issues, they can control this tool and pause when they need which gives them the advantage of hearing the text as many times as needed. It offers assisting with the pace of the reading; students learn to speed up their reading pace with the regular use of this technology. As a result of introducing this technology to students as a choice day to day in the class room, students believe that for lots of students, TTST would be unnecessary tool, but for some can be a useful choice, and for a few students who struggle with reading issues, TTST, will be a lasting necessary tool to support and enhance their reading and comprehension abilities. Such technology seems very supportive especially in reducing the dependency on the teachers` help in the class room, and in improving the feeling of student`s independence in addition of developing self confidence of the students as a result of using such tool by themselves for their own advantage. However such intervention need a frequent regular exposure by the students to such tool and in significant duration of time in order to see results in the abilities of comprehension of the reading texts, decoding, reading pace and in the development of self confidence of students. Such tool can be a supportive choice inside and outside the classroom; students can make use of such technology at their homes which requires the cooperation between teachers and parents to support the chances of success with such technology, (Parr, 2012).

The last study, (Mioduser, Tur- Kaspas, & Leitner, 2000), investigated the efficiency of using computer as teaching enhancer to before school reading abilities of children( aged 5,6), comparing to the traditional modes of instruction such as the use of textbooks by teachers. The study aimed 46 Israeli children with high risk of learning disabilities (were assessed for the study), they were divided to 3 groups; group 1 of 16 kid received reading instruction with reading program including both printed and computer-based materials, group 2 of 15 kid received reading program with only printed materials, group 3(control group) of 15 kid received regular educational program without any particular training like the previous two groups the results referred to considerable progress in preschool reading performance as phonological, word knowledge, and alphabet naming skills of the students who were exposed to teaching supported by computer comparing to the other two groups who did not receive such instruction. The finding of the study indicate the importance of early intervention in the case of the kids of high risk of learning difficulties, such intervention can be a precaution procedure to eliminate such risk at the kindergarten phase and before formal school. Such promising intervention can be considered as encouraging factor to invest in developing such materials; such technology provides visual/sound aspects which help to enhance the comprehension of the relationship between the letter and the sound. Another useful characteristic is that such program keeps record of the children work in terms of the competency level at different skills which facilitates following the progress of the children performance. The suggested computer –based materials enables the teacher to choose the instructional materials in terms of the skill and the level of the difficulty according to the need of the students, such in the case of the game-type activities and in addition to that the students get to choose the game which they prefer to work with which can be considered as a motivational aspect of using computer-based materials to enhance the preschool reading abilities, (Mioduser, Tur- Kaspas, & Leitner, 2000).

### **Using technology to improve adult learners reading skills**

Five of the chosen studies were done about adult learners, (Ray & Belden, 2007; Levine, Ferenz, & Reves, 2000; Milková & Hercik, 2014; Tanyeli, 2009; Salomi Papadima-Sophocleous & Marina Charalambous, March 2014). The first study within this category, (Ray & Belden, 2007), examined a behavioral model for conceptualizing developed reading insight a “higher order” behavior class, using a man-made smart adaptive tutoring and assessing program system called: “MediaMtrix”. The results suggested 17% progress from pre-to-post reading scores, which make this system very promising approach for improving reading comprehension. The suggested system provides tutoring and testing aspects, in order to shape the comprehension of the students and teaching them some specific content. The system exposed the students to a gradual presentation which increase or decrease the content, in terms of the amount as the number of paragraphs and the complexity and as result students have need to study in advance. The technological system uses adaptive strategies of feedback according to the performance of the students answering different range of questions. This study had loss of some participants as a result of some drop and error on the final testing regarding the timeframe which suggest the need for more studies to examine the efficacy of using MediaMtrix as tutoring and testing model of teaching and maybe with different population of students in terms of age and the course of study, (Ray & Belden, 2007).

The second article, (Levine, Ferenz, & Reves, 2000), examined the topic of the improvement of EFL critical reading abilities in PC-networked conditions, findings of the study indicate that the PC learning approach helped to the improvement of EFL critical literacy abilities more than the traditional regular learning did. The participants of the study are 58 students of EFL courses at Bar-Ilan University Israel and the study was yearlong. For students at university level developing academic reading skills is a must, in order to process the information of the academic texts, and comprehend the used language in such texts. The results show that web assisted learning environment helped the students of the experimental classes to develop critical reading skills as the lesson plans of these classes with the net search assignments require the ability of making decisions in searching for reading materials from the net, and evaluate the content of these materials and how suitable to be used in class, by focusing on the content and using the background information. The net search activities had positive influence on the students` behavior too in terms of developing their independence and decreasing the reliance on the help and guidance of the teacher. Another benefit was that the web assisted environment encouraged the cooperation between students, students even did not complain when the web search assignments required after class extra time which can be considered as a sign of motivation as result of such approach. On other hand the classes with conventional lesson plans, did not offer the students such flexibility to choose reading materials, the teacher had control on the pace of the activity and the expected work from the students. The students complained about spending too much time on the homework, in traditional class rooms the activities cannot be practiced by including all the students in every class session, and these activities cannot be changed to meet the needs of every student. The used of the suggested web based environment had positive effect on developing critical reading skills, and on the role of both of the teacher and students in the class room and the nature of the relation between the teacher and the students. Such approach can be very positive with younger learner at different school levels, so such studies are needed with participants of younger ages, (Levine, Ferenz, & Reves, 2000).

The third article, (Milková & Hercik, 2014), examined the possibilities of using combined exercises of technological types and methodological types to practice and strengthen the following skills; reading, listening and writing. The findings suggest that between reading and listening comprehension, discrete choice exercises are more suitable, discrete exercises refer to all kinds of questions which can be solved by clicking, moving objects and pointing which usually have few possible answers. As for practicing language skills, for every skill being practiced no other skill should be involved, for example for practicing listening , writing should not be involved to the extent that may challenge students with weak writing skills. The study stated that the exact description of the most and least suitable set of these combined exercises should be available after the final analysis is completed. However the study did mention that both the technological types of exercises and methodological exercises can be used together in a virtual learning environment combined as questions for reinforcement purpose, assessment and for practicing different language skills (reading, listening, and writing) (Milková & Hercik, 2014).

The fourth article, (Tanyeli, 2009), used Online reading activities to find out if the learning experience of students in EMU will improve by using the web to enhance the reading or not, the results suggest that web-assisted English language teaching is more efficient than the traditional teaching of English language reading skills. The study used triangulation in gathering the data; observation of the student's performance using online activities and in the setting of traditional learning setting, interviewing students to find out their attitude towards both online activities and traditional activities in learning English, and questionnaire was delivered to the students too. According to the results the online assisted learning provides higher level of learning to the students but the study measured vocabulary development and comprehension on the intermediate level only. There are differences in the reading comprehension scores before and after using the online assisted English language learning, which was in the favor of using the online assisted learning. The study did not include other skills than reading, so there is room for more studies which can focus on other skills and different online activities, couple of students in the study mentioned that they faced difficulties using the online activities which stress out the importance of computer literacy and skills in order to the students can make use of online assisted learning, (Tanyeli, 2009).

The last study of these five studies, (Salomi Papadima-Sophocleous & Marina Charalambous, March 2014), investigated the effects of iPod Touch technology on reading task which done again and again, and on how fluent the English spoken Reading, in L2 among Cyprus University of Technology students who suffered of unusual Learning problems. The participants were 8 students with low level of English language competence, and back ground of 1-5 years of learning English language, they used the technology for duration of 8 weeks. The suggested technology of the study gave a chance to the students to listen to 3 recorded reading texts by native speakers, and they get to record their best performance of each text as they try to replicate the performance of the given module by the native speakers. The results suggest that the use of iPod, with frequent reading tactic had positive influence on how fast and accurate the students can read, and their pronunciation of particular phonemes, loud reading involve the ability of reading words and decoding them; so reading pace, pausing, repetition of some words, self corrections and intonation can be factors to evaluate the speed and accuracy of loud readers (oral reading fluency). The traditional approach of teachers in cases of loud reading difficulties is about giving the students chance to read some parts of reading materials, but not in repeated way, which cannot help students outside the classrooms. In this study the used technology enabled the students to be independent learners, they used the technology as after class practice in their free time and as much as they want. This approach provides room of practicing outside the classroom setting, with longer exposure of the target language and the reading task activities, however the study had small number of participants and they had special reading difficulties so further studies are needed with larger number of students and with different English language level. The suggested approach can be used with different forms of technological devices and not only iPod technology, such as smart phones and laptops which will be convenient for all kind of English language learners and not only students.

### **2.1.2 Using technology for Dyslexic students**

Dyslexia is a learning issue that includes reading difficulties because of issues distinguishing discourse sounds and figuring out how they identify with letters and words (deciphering/decoding). It influences regions which processing the language in the human brain. The methods and technology used to address this issue differ from study to another, among the three studies (León, Bravo, & Fernández, 2017; Kujala et al., 2001; Vasilyeva, 2016) that comes from three different nationalities; Spain, Finland and Russia orderly. Those studies had different approaches regarding studying reading difficulties, the used method and the technology.

The first article, (León, Bravo, & Fernández, 2017), aimed analyzing fifteen apps (for the Android and iOS systems) in Spanish for children with reading difficulties, those apps were recommended by experts in the field of dyslexia. As results of a descriptive-analytical method, the available app in Spanish are very limited, only two of the fifteen apps can be used by children over 11 years old, six of those apps are only available for iOS which cannot be used in Spanish school where the computers use Android or Linux systems, and those apps used activities of a traditional educational nature (repetition, blank space, crosswords) which make those apps with very limited use, cause of the focus on one area of the basic psycholinguistic aspect. The study suggest the need of more studies in order to create better ICT for dyslexia as the 15 apps which the study analyzed proved to be with low

quality regarding the approach of the creation of these apps; it does not provide a treatment on depth to the issue or from interdisciplinary point of view. Dyslexia can be because of laterality and deficits in the visual perceptual development (which can be approached by the use of apps and video games too), not only because of a deficit in the psycholinguistic processes which is the only side these apps focus on. Those apps are suitable for children in primary school which make them very limited in regard of the age sector too. Generally the idea of using apps on smart phones to treat dyslexia is very promising as in how convenient as approach for both teachers and parents to help students with such issue, but these apps need to consider more than the psycholinguistic aspect of dyslexia to be useful, and to consider other ages in addition to considering the which computer system is used in the educational system too. Such apps should include clear fonts, using visual and sound stimuli, increase the difficulty level from task to task but with clear instruction of each task and fun reward as a positive feedback to keep the dyslexic students interested in finishing the tasks to provide a meaningful learning in the context of dyslexia, (León, Bravo, & Fernández, 2017).

The second article, ( Kujala et al., 2001), examined the possibility of using training which involving sound and pictures without language involvement as a remedy on central auditory processing and reading skills of the dyslexic children, a PC game that includes abstract assignments, which involve sound/pictures matching, without words for the practicing sessions in the study. Two groups of dyslexic children in the age of seven years old, control group of 11 girls and 13 boys and another group was training group of 9 girls and 15 boys who participated in the audiovisual training, subgroups of 11 dyslexic children in each group for extra assessments to obtain the target behavior identification after the ERP session and prior and later the training time frame. The results show improvements in reading skills, which suggests the given training causes changes regarding neural substrate of sound discrimination, the results are encouraging in the area of finding remedial procedure to dyslexia and in the area of understanding dyslexia, (Kujala et al., 2001).

The third article, (Vasilyeva, 2016) , aimed to create a program to correct the visual mechanism function of children with reading difficulties to reach the final goal of enhancing their reading abilities. The sample covers only kids of 8 years age divided in 2 groups; experimental group 22 kids, 12 boys and 10 girls, control group of 24, 14 boys and 10 girls. And kids with low sight, hearing abilities and speech issues were not included. For the training sessions interactive computer programs (Furor) for develop and strengthen motor and sensor mechanisms,(Expo) for develop and strengthen mechanisms of binocular integration, and (Chibis) to develop and strengthen mechanisms of binocular stereopsis, all of the three programs were used, for fifteen organized sessions held individually for 15-20 minutes 5 times a week, according to the results there is a constructive outcome of the suggested sessions on improving visual mechanism and their indirect influence on the reading skills. The study had the aim of creating a program to correct reading difficulties in the children, the suggested sessions indicate success in relation of the development and correcting of the visual mechanisms of the dyslexic children as a result of the implementation of informational technologies, which is very important approach considering that visual mechanisms form the foundation of reading process, (Vasilyeva, 2016).

### **3.0 DISCUSSION AND CONCLUSION**

In the review of the studies, it is found that technology has positive effects in improving learners' reading skills. Researchers were able to identify the learners' reading preferences, oral reading fluency, and reading skills from these studies of the use of technology. In one of the reviewed studies, it is demonstrated that the major abilities and its actions are entirely automated and it permits for distributive (internet-based) progress on a highly personalized center. This stands in obvious differences to the more usual and it is highly costly "student resource center" method for developing reading comprehension, (Ray & Belden, 2007). In another study the computer-based learning environment has great impacts to the progress of EFL critical literacy skills than the conventional learning situation (Levine, F., & Reves, 2000). Preference for certain combination of exercises was noticed between reading and listening comprehension, discrete choice exercises are more suitable (Milková & Hercik, 2014). By using computers in teaching primary reading proficiency, three groups of pre-school students received computer-based instruction which improved their abilities and performance in reading skills acquisition comparing to those who received conventional modes of instruction (Mioduser, Tur- Kaspá, & Leitner, 2000). Effects of TTST technology on the students and made the learners approve for various



aspects and TTST is a nuisance for some students and not an appropriate and reasonable choice but for a small number of students TTST is a lasting instrument, (Parr, 2012). Online reading activities can improve the learning ability of 2nd year law students at EMU. English language teaching using Web-assisted is more significant and effective than the early method of English language teaching for reading proficiency and the learners appreciated to join the online based learning activities and they also appreciated the effectiveness of using Web-assisted learning activities, (Tanyeli, 2009). The changes in reading difficulties depend on different types of influences of the graphic mechanisms and the training sessions and the improvement of graphic mechanism and its indirect influence on the reading skills might have some positive effects on the learners, (Vasilyeva, 2016).

Evidence was found in these studies that computer-based learning situation has greater impacts to the improvement of the literary skills and reading skills using technology, particularly on the progress of EFL critical learning abilities, computer-based instruction improved learners' abilities and performance in reading skills acquisition, online reading activities can improve the learning, improving visual mechanism and their indirect influence on the reading skills, and so on works. The researchers were able to identify the improvements of the reading skills using technology where they could comprehend the reaction and feedback from the teachers and instructors of the studies and contribution of participants in improving reading skills. In these studies they also showed that through the use of computer technology reading skill improvement can be seen among children, adults, and dyslexic learners that were developed in their reading competence, potential efficiency, cognitive ability in children's reading process, outcomes in the comprehension reading, and so on.

Moreover, it was found that technologies, such as a Terence program with the access of PC, an artificial intelligence adaptive testing and tutoring software system called 'MediaMtrix', Android and iOS systems, computer-based instruction, text-to-speech technology, a computer software called JavaScript-powered Web application, a computer game that includes abstract and nonverbal tasks which involve audiovisual aspects, online reading activities, Interactive computer programs (e.g. Furor, Expo, and Chibis) and computer software (e.g. Drop Box and Voice Memo application), and Apple iPod Touch technology can extend and enhance students' learning and reading practices. These technologies also can create involvement of cultures, provide teachers better suggestion about learner's identity and self-representation especially for the nonnative learners who are learning English as L2 or another language. Though this literature review the authors promote great support for technology in the improvement of reading skills, mainly to the fact that technologies can increase learners' learning practices, reading fluency and language learning skills. Overall, technologies in improving reading fluency and reading skills have attracted many researchers and scholars for further study about it and its cultures. Most of the reviewed studies have focused on the great level of the fluency in reading and small scale level of critical reading skills and its use in reading literacy process. Also, most of the studies have great values in the use of technology in improving reading literacy but some of its possible limitations are also mentioned. Therefore it is important that further studies be done in a larger scale to find the possible successes or limitations of improvements of reading skills, reading fluency, and critical reading literacy using technology.

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## Picture Books to Help Improve ESL Learners' Writing Skills

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### ABSTRACT

*This conceptual paper reports on the benefits of making picture books to help in improving English as second language learners' writing skill. Writing skill is a language skill that needs to be learnt as it is a productive skill which used to communicate with other people effectively in form of words. In the Malaysian classroom, writing is an essential skill in English language learning which included in curriculum syllabus and being a part in writing test and examinations. However, for learners, completing writing task can be one of the drearier experiences for them. Instead of just interacting with words and letters, the learners prefer to interact with pictures. Picture books are amazing tools for education of young learners. Making picture book let the learners involve in a different way of writing experience either in learning the correct process of writing or do cooperative learning with peers. Pictures bring the writing to life which let them explore the 'real world' and inspire learners' creativity and motivation. The whole process of making picture books brings enjoyment and excitement to the learners, which can sustain their involvement in the writing activity. Self-worth is also developed when they create their own production. In this paper, the authors discuss about using picture books in classroom and how it benefits the learners in improving their writing skills.*

**KEYWORDS:** Picture books, English as second language learners (ESL), cooperative learning, creativity motivation

## 1.0 INTRODUCTION

Picture book is a form of illustrated literature that combines visual and verbal narratives. It has become a popular storybook among the young children and favourite book genre to be used by the parents for the bedtime story session. Picture book is defined as "an art object in which images and text work together to create a product that is more than the sum of its part" (Kiefer 1995, p.16). Picture book makes the text and the illustration work together to create a meaningful story. Most children like to read the picture book as they are attracted by its colourful illustration. Raimes, A. (1938) stated that "pictures bring the outside world into the classroom vividly concrete way... a valuable resource" (p 27). Besides that, visual elements in picture books involve greater interest and motivation in participating and express higher level of thinking skill (Thomas, L. C., 2010). Picture book has created a good opportunity to the children to develop their literacy skills. By viewing the development on the children from the picture book, the authors reviewed a number of studies on the use of picture books to help to develop the writing skills among young children. Specifically, in this conceptual paper, the author explains how the picture book encourages primary students' writing.

## 2.0 BACKGROUND

English Language has been part of the national education curriculum of Malaysia. English language is made a compulsory subject at both primary and secondary school levels. It shows that Ministry of Education Malaysia had realized the importance of English and recognized its international status. To be proficient in this global language, the learners must master four major English language skills, which are Listening, Speaking, Reading and Writing skills. Being part of the major skills, writing skill is important for the English Language learners to master. In reality, having a good writing skill is crucial in our daily life as a communication tools. Writing is used as a means of expression, communication and evidence of learning and understanding (Conroy, Marchand & Matt, 2009)

By taking into account the importance of writing skills in daily life, Malaysia schools has been

focused in writing skills by giving more writing assignment. However, the overwhelming writing assignment has created extra burden for learners. They feel tired and bored of the writing assignment. This has brought a problem namely the lack of learner motivation in writing activity. Whenever the teachers mention about the writing assignment, learners will usually come out with negative responses to show their reluctance in completing the work. For example, Conroy, Marchand and Matt (2009) noted that the lack motivation of writing comes from the low self-confident in students' ability to write.

According to William and Burden (1997), motivation of the L2 learners is influenced by both external factors and internal factors. External factors are related to the sociocultural and contextual background; while internal factors are about the learners' attitude towards the activity, its intrinsic interest and the perceived relevance and value of the activity. Motivation is influenced by the confidence of the learners towards the learning activity and their interest in it. Lack of motivation is related to the language anxiety, which is about the feeling of fear or apprehension occurring when a learner is expected to perform in the second or foreign language (Gardner & MacIntyre, 1993). This form of anxiety can affect the process of learning. When having anxiety, learners avoid to participate actively in the learning activity, which leads to demotivation. This feeling of anxiety comes from the learners' ability in mastering a language. Culham (2005) concluded that a good writing should have the 6+1 writing traits, which are: ideas, organization, word choice, voice, sentence fluency, and conventions. As for English Language learners in Malaysia, most of them are having problems in having their idea on how to write. Writing task from the textbook or writing assignments from the teachers are always something that is meaningless to the learners. The learners hardly find the connection between them. To help the learners, Malaysia teachers usually prepare some model answers to help them (Lo & Hyland, 2007). From this point, learners show a heavy dependence on mechanical memorization of the model essays. Writing task has become a "meaningless", "boring" and "tough" assignment to the learners.

In the KSSR curriculum, the subject, language arts, is being introduced to the English classroom for lower primary students. Language arts is to let the learners have a chance in being exposed to various types of literature works such as jazz chant, poem, picture books, story books, drama, and others. Picture books are one of the favourite reading materials among the children, where they enjoy the vivid pictures and stories. Picture books have a particular way of developing a student's critical thinking skills. It relates a story through the illustrations, children are encouraged to apply visual literacy skills, not only draw inference from the illustrations but also comment about the pictures and even note the details that adults sometimes miss (Avery, 1996). In the KSSR curriculum, and through the use of picture books, Malaysian children are allowed to imagine the stories beyond the pictures. Through learner's meaningful experiences with the picture books they can write down their version of story. This has created a great motivation among students' writing activity as they are creating their own masterpieces.

### **3.0 LITERATURE REVIEW**

According to Evans, K. (n.d.), "writing acts different important roles in everywhere no matter at home, school or work place as it helps to communicate effectively to each other in daily lives". Furthermore, writing can be also in various forms either is formal or informal writing such as memo, resume, letter of complaint, brochure and others. Without writing skill, one may face problems in different situations such as failed in sitting for examination, applying a job, having misunderstanding, and other possible situations which may vary to different people. Therefore, writing is one of the ways to transfer message or interact to other people and it is a way to 'survive' in literate society.

Picture books contain many illustrated pictures to attract learners. Pictures are not only reflecting storyline, characters, setting and others, but also support meanings of the text. The use of picture books has been around for more 130 years (Salisbury & Styles, 2012). It can conclude that picture book has an old history in the development of literature. Even until now, teachers and parents often apply picture books at home and in the classroom with the intention of developing different language skills or instilling reading habit. This is because the level of language that used inside the picture books is appropriate and suitable to learn new lexical items. The picture books are also one of best source in learning new vocabulary (Senokossoff, 2013). When children use the new words to construct own sentences, they must develop contextual meaning first. By doing so, the learners will not just know about the meaning, but know where to apply in a sentence in order to make sense of its

meaning. Moreover, children are always attracted by those vivid and colourful illustrations inside the picture books. Thus, they are attracted to learn the new vocabulary that they can use in their writing simultaneously while making the picture books.

According to Riddle (2009), it is stated that learners develop more different types of skills when they participate in visual, auditory, and kinaesthetic ways of learning. In the theory of multiple intelligences by Howard Gardner (1993), the intelligences that the learners gain would lead cognitive development to creativity. By using picture books, the learners will work in pairs to create a story creatively in a logical order based on theme and characters given. They need to use limited information to create a story, draw the pictures of the story, and write out the sentences in a booklet which they have made. From here, learners draw the pictures, fold paper to make a booklet, interact with teammate and write creatively. The whole process involves the learners cognitively (brainstorm about main ideas), kinaesthetically (use fine motor skills to draw and make the booklet), auditor (listen to the instructions or ideas given), and visually (analysing the pictures given) apply these cognitive skills as they read and come up with a picture book. The use of picture book is also supported by Sipe (1998) as cited by Thomas L.C. (2010), "picture books let the learners to undergo numerous of experiences when they work together to form meanings and new words."

Tracey and Morrow (2015) stated that children's literature is a natural way encourage and motivate the learners in learning. The colourful pictures and interesting storyline in the picture books attract the learners' attention and engage them actively which make them become motivated to learn. In Malaysian's classroom, the second language learners only use and learn English formally in the classroom. Outside the classroom, they do not use English to communicate especially for those learners who come from rural area. This statement also supported by Che Musa, N., Koo, Y. L., and Azman, H. (2012), who stated that the learners have insufficient exposure to the language because there is a limited chance to practice English outside the classrooms. For them, English is an "alien language" which is hard, and they can't see the need of learning it, as there is no place, except the classroom can let them use or apply the language. Coming up with picture books for them would be a kind of aesthetic experience and writing their own story using the language may appropriate to their level. This approach can be interesting which the learners use and learn the language informally. They would be more motivated to write and share their own story. By creating own picture books and writing their own story let them developing self-worth because they have their own production and it is appreciated by others. As stated by Oldfather and West (1999), self-worth, in which the learners are free to interact and express, creates intrinsic motivation. William and Burden (1997) also stated that intrinsic motivation is related to the learners' attitude, relevance and value of the activity.

In the article 'Encouraging Primary Students' Writing through Children's Literature', Paquette, 2007 stated that engaging the learners with picture books let them gain the interest and improve their writing skills. In addition, Evans, K. (n.d.), in her research entitled 'Teaching writing using picture books', stated that using picture books is effective in developing the learners' writing skill. However, to do so, she pointed out that the teachers should teach the learners on how to write down their ideas and thoughts on paper. Thus, the teachers play an important role as the facilitator in guiding the learners. In coming up with picture books, the exploration of the picture books can be conducted by the teachers by providing suitable examples of books and explaining the characteristics of them. Through the process of 'trial and error', the learners will gain experiences in making the picture books.

According to Vygotsky (1978), the learners are likely to learn through interaction with other people either with peers or teachers. Heather (2010) mentioned that scaffolding is the teachers offer support to the learners in order to enhance them in making own understandings of the texts. Thus, in coming up with picture books, the teachers can play a facilitator role in guiding the learners such as introducing steps in making booklet, identifying new lexical items and storyline in the picture books. With this guidance, learners start their writing of the story and slowly they can complete the writing task by their own. On the other hand, the learners can assist each other through the whole writing process. This will indirectly promote cooperative learning and the learners would gain the interacting skills which "social interaction provide the foundation of cognitive thinking" as stated by Vygotsky (1986). This means that the scaffolding helps the learners to build beyond the knowledge, skills, or certain competencies that the learners have at the time. Indirectly, the learners use the experience that they have gained to interact with the colleagues and the teacher, and create their own written work.

In coming up with picture books, the process of writing approach is used. According to Kapoli, I. J. (1992), the process writing approach is divided into three stages which are:

- Prewriting stage- involve brainstorming and taking down of notes of main ideas
- Planning stage- drafting, rewriting and editing
- Final stage- editing of what had been written

These stages may be applied by the learners in making the picture books. For example, in the process of coming up with picture books and creating the story, the learners need to think about characters, setting, theme, and other elements. Then, they may convey their thoughts and important points into words and sentences. Then, they write it down and soon they will start to draft out their first story. They may also experience editing and rewriting again in order to form logical storyline and grammatical error sentences.

In conclusion, writing is one of the important language skills. Coming up with picture books helps learners to develop motivation in learning writing informally and in an interesting way. Furthermore, it may change their perception on how English functions and it could also be fun. They also produce a writing which include thinking main ideas, drafting, editing, rewriting, and other steps which is essential to produce a good writing. They also learn to interact and work together with their friends to produce the picture books which help them gain the social interpersonal skill. Such interaction enriches their experiences that indirectly expose them to a better storyline or even a better a writing product.

#### **4.0 BENEFITS OF USING PICTURE BOOKS**

There are a lot of reference books and studies about the wide range use of the picture books about its application, usage and advantages. Picture books can be used in various way and applied flexibly, such as in the teaching and learning process, instilling moral values, exploring world cultures, and others. Teachers can choose suitable picture books according to their objectives in order to fulfil the learners' needs. They can also edit and adapt the content of the picture books according to the learners' proficiency level.

One of the benefits in using the picture books is the learners get a chance to experience real world situation or culture. Heather (2016) supported this statement by mentioning that the stories let the learners experience daily life situations and make sense of it through imagination, feeling, wondering and dreaming. She also thinks that the children will recognise others' emotional state and experiences when they interact with the picture books because the picture books let them to visualize and discover. Through this approach, it makes the writing activity more interesting and indirectly bring them to the outside world. Even though the learners do not go through certain real life situations, with the picture books, they gain a chance to learn and know how to apply these new knowledge in the future. For example, in the KSSR curriculum when the learners read a picture book about 'A Fire' which tells about a boy's neighbour house was on fire and the boy quickly called the fire station, the learners learn that what they should do and solve the problem when they face such a situation. Malaysia is a country that does not have four seasons and most of the learners do not get a chance to travel abroad. Through the picture book about celebrating Christmas, baking gingerbread man and snow will let them understand the culture practice and climates in other countries. So, the learners can explore different experiences through writing picture books.

The second benefit is the picture books expose the use of figurative language to the learners. It is believed that the figurative language can offer the learners 'enter' the world of stories which encourage the learners to see the world creatively and imaginatively (Chitravelu, N., Sithamparam, S. & Teh, S.C., 2005). The types of figurative language that picture books use are metaphor, similes, personification, hyperbole, symbolism and others. When reading the figurative language, the learners can visualise and 'sense' what happens in the story. For example, in one of the books in the KSSR curriculum entitled 'The Jungle Book', there is a sentence which reads, 'Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one' which let the learners imagine the situation in the mind on how the wolf wakes up. They may also experience in a sentimental way. This is why sometimes the readers may cry, angry, happy, excited, feel sorrow towards a story. Moreover, frequently exposing to the figurative language can promote the students apply it in the process of

making their own picture books which upgrade their writing skill to a higher level. This means that they can produce better written works by using more figurative language instead of common words to attract the readers 'enter' the writing's world and also let them score higher marks in the examination. The figurative languages that they have applied in their writings will help the readers make sense of the words better.

The third benefit is the learners can produce writing with coherence and cohesion. Most second language learners are unable to link between the ideas, sentences and paragraph in their writing. Due to this problem, the learners' works usually suffer from illogical storyline and lack of connecting ideas. They cannot organise their ideas properly with introduction and conclusion. As stated in research by Mohammed Albufalasa 'The effect of the explicit teaching of thematic structure and generic structure on EFL students' writing quality and motivation' (Mohammed Albufalasa, M. I., 2013), "language learners can use cohesive devices (reference, ellipsis, substitution, conjunctions, and lexical cohesion) and textual components (theme and given/ new information) ... to make the text connected" when they write their picture books.

Besides that, Heather (2016), also stated that when the learners focus on the pictures and analysis the hidden meaning between the words, they will able to talk and discuss about moral values and issues in the story. In the Malaysia classroom, the teachers are advised to highlight or infuse the moral values in every lesson in order to build good characters and qualities on the students. Through discussing the moral values, the students learn to think critically about ways of characters in the story interact or incidents happened that lead to different consequences. After the discussion, they will be able to learn to meet others' expectation on the behaviours which they know how to present proper and moral behaviours that are accepted by society. Through the decision that are made by characters, it would allow the learners to gain the experience on choosing correct decision and thinking on the consequences before doing something. This slowly affects them in shaping their behaviour while also instilling the moral values on them. By analysing the moral values and consequences of certain behaviours, they learn to create connected storyline and logical consequences in writing based on features of the characters.

## **5.0 LIMITATIONS OF PICTURE BOOKS**

Even though picture books are now the trend in helping to motivate learners' writing activities, there are some limitations to using a picture book. Rather than having a good idea, learners need to find the suitable words and good sentence structure to perform their ideas in the picture book. As Raimes, A (1938) said, "there is a little that a teacher can do to prepare a whole class to deal with the vocabulary and sentence patterns that the writers will need".

Sometimes, learners might not have a pocket full of vocabulary to use while writing the picture book. In the process of writing, they need to use the appropriate words to express their ideas. This has become an obstacle for the L2 learners. They don't know which word to use and how to use it in a beautiful way. Thus, teachers should expose related vocabularies to the learners and explain the meaning in appropriate sentences. The teachers can also make meanings of these words with the pictures inside the picture books. This also supported by a researcher, Jackson, S. (2011), which stated that "those picture book illustrators use to teach readers the visual vocabulary in their books". A study by Smith, K. A. (2013) proved that images in the picture books could enhance learning and retention of second language learners' vocabulary, which 'construct meaning in the mind through imagery and visualization in language learning'.

In addition, poorly structured sentence make the story poor. In order to make the students understand the way to construct the sentences, the teachers can expose types of sentence structure when making a picture book. Sentence structure is typically the way learners arrange the words to form a complete sentence, and this is done without grammatical errors. For example, learners can be taught Subject – Verb – Object (SVO) chart in the process of constructing a correct sentence. Also, learners might also struggle in using the correct form of tenses. They cannot decide which tenses are suitable to use according to the timeline in the picture book. However, this problem can be solved because tenses can be taught in a non-directed way when making the picture books. In doing so, the teacher need to read out the story chronologically so the learners develop clear understanding on the timeline of the story. The authors believe that through this teaching approach, the learners will subconsciously develop

correct ways of using tenses in their writing.

## 6.0 SIGNIFICANCE

The use of picture books helps to connect the learners with the real world experience. This approach can deal with the problem which let them creatively come out the storyline based on the pictures only. According to Beers (2003), the learners who lack of vocabulary or world knowledge would feel difficult in creating mental images when they read. So, the illustrations of the picture books help the learners to connect the words with meaning more naturally. Throughout the experience of 'reading' the pictures, they know how to elaborate more on the characters or situations by providing brief explanations and descriptions.

Coming up with picture books allow the learners to be better in connecting the sentences in make a logical and connected storyline. The process writing approach that they have learnt can be applied during the test or just anytime and any whereas. They learn the correct way of writing steps and set up suitable introduction and ending. Picture books play an important role in the children's learning and lives. As mentioned in this paper, picture books bring the world to the learners and encourage them to further discover the other parts of the world. The process of discovery can spark the learners' creativity. Picture books can work as a bridge to connect the creativity to the writing. Routman (1994) noted that a good picture book involves the children in their critical thinking by inviting them into the world of literacy.

## 7.0 CONCLUSION

This paper highlights the use of the pictures books and how it is beneficial to the learners' writing process. Picture books begin the writing task with enjoyment, which take the pleasure in while developing the writing skills. By coming up with picture books, learners learn to love writing through the exciting encounters with the picture books. Picture books also allow the imagination to run free and ideas to be generated. It can also trigger the learners' creativity. Therefore, by incorporating picture books in the writing activity, learners' ideas begin to expand and they would become more successful in writing.

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## Professors' Career Experience on Barriers Obstructing Community Engagement Activities in Nigerian Universities

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### ABSTRACT

*Community engagement has been acknowledged as a core function of higher education, along with research and teaching which helps in promoting economic, environmental and socio-cultural development of communities. This article explores the barriers obstructing community engagement activities in Nigerian higher education. Kwara State University, Malete, being an institution with the philosophy of community development is an interesting case in this study. Using in-depth semi-structured qualitative interviews, nine professors of the university were asked to reflect on how they develop academic career through community engagement activities. From data analysis, even though there is documentary evidence on the remarkable successes been achieved and reported with regard to community engagement activities and outreaches by the professors which help to sustain professional identities and, in turn, career development. Four factors were found as a barrier obstructing the professors' participation in community engagement activities and outreaches. These were, (a) Educational gap between professors and community members, (b) lack of funds to execute community development projects, (c) time constraint due to multiple engagements, and (d) resistant to change by community members. This study discussion and recommendations are timely, as it concludes with a number of crucial issues that future on community engagement in Nigerian higher education need to address.*

**KEYWORDS:** *Community engagement, Barriers, Professors, Nigerian Universities*

### 1.0 INTRODUCTION

Community engagement as strategy in developing academic career in academia has been undervalued in comparison to research and teaching and therefore not rewarded (Boyer, 1990). Higher education often perceive research, teaching and community engagement as separate elements of the academic continuum (Moore & Ward, 2010) because community engagement is perceived as additional activities engaged by academics to contribute positively to the community wellbeing. Just like research and teaching activities that university academics engage in, community engagement has its own challenges attributes. Research and teaching in higher education have been traditionally prioritized as the major agendas and determinant for promotion of faculty members. This is because little value is given to community engagement (Buys & Bursnall, 2007). Kearny (2015) noted that, while some university academics that are potentially engaged, perceive community engagement as a means of career development, others perceive it as irrelevant to their job performance (Buys & Bursnall, 2007). They also do not perceive it as an approach that can enhance their understanding of scholarship; neither do they perceive it as a legitimate approach which may be suitable for their research.

Holland & Ramaley (2008) explained that resistance to community engagement may be partly because it has not been institutionalised in higher education system. For example, Cuthill and Brown (2010) who explored senior managers' perceptions of community engagement in an Australian

university that is research intensive identified three different groups of academics based on their perceptions of community engagement. The three groups include; sceptics, utilitarian's and missionaries. The sceptics, who adopted the traditional perception of community engagement as extra activity, perceived community engagement as activities which is not part of the core activities of university and should therefore not affect the "real" work of universities (research and teaching). The second group which is the utilitarian's, perceived community engagement as relevant in some contexts and as a strategy which academics can use to achieve teaching and research outcomes. This group perceived community engagement as individual practice, instead of as an important university practice. The third group which was identified in the study was missionaries; this group perceive community engagement as a civic imperative. This group stressed the importance of collaboration and mutual relationships between university and community.

### **1.1 The Nigeria Context**

Since inception, university education in Nigeria serves as mechanism for national development. Meanwhile, teaching and research functions of university are expected as guide to the production of high level manpower and development of national awareness. Other functions include: dissemination of existing and new information, rendering of services to the community and being a storehouse of knowledge (Fafunwa, 2004; FGN, 2004). Notwithstanding the unlimited importance attached to universities by societies of the global community and the Nigerian communities, universities do not often utilize their full capacity of general human and societal development. This can be seen in the Nigerian society reluctance attitude to university services and approaches of university community to the larger society. The two "university and community" do not critically link their services and issues of development and research to community engagement (Awwalu & Najeemah, 2014). While literature indicates the importance of having universities relationship to social institutions, community and this should be associated to development. Additional is to explore university education function to economic, social and moral development of the immediate and larger community (Gloria, 1997; Chatterton, 2000). If social and educational circumstances are made conducive to faculty member participation in community engagement practice, they have the potential to bridge this gap (Ifedili & Ifedili, 2015).

Even though Nigeria has the largest universities in the Sub-Sahara Africa the documentary evidence of university and academics staff involvement in community engagement service is still very lacking (Ifedili & Ifedili, 2015). Despite this, universities were establish with the intention to contribute richly to the human resource, socio-cultural and community development of the Nigerian state, unfortunately, the series of the academic activities such as research, teaching, community service being carried out in these universities are not measuring up with the public expectations of them (Ahmed, Umar & Paul, 2015). In other words, these universities are performing below average standard. For example, in the global ranking of universities, none of the Nigerian universities appeared in the list of the top 6,000 universities in the world (Oyeneye, 2006). Till today, Nigerian universities are yet to be list among the first 1000 top ranking institutions in the world (Ranking Web of Universities, 2016). This development appears very frustrating when viewed against the backdrop that Nigeria once served as the nucleus of university education in the West-African sub-region.

Knowledge creation and sharing through university community engagement research has been internationally recognized as a means for progress and national development and Nigeria among developing country uprightly share in this view. Regrettably, inadequate access to research grants/funds for faculty member participation in community engagement initiatives in Nigeria, reveal why most universities in Nigeria are having problem to be rank among top best institution of higher learning when compare with other universities globally (Okujagu, 1998; Saint, Harnett & Strassner, 2003; Okebukola, 2004; Egwunyenga, 2008; Akpan, Archibong & Undie, 2011). Adesomoju (2008) reported that United State of America Federal Government single-handedly invests \$2.284 billion US Dollars to enhance research in U.S Universities and Colleges, while industries make available about \$2.188 billion US dollars in one (1) year to support research. In the study carried out by Millar and Senker (2000) it was discover that in many countries, above 50% of research funding comes from industries for related community projects. Reference to the reports, U.S.A., Sweden, Ireland, Germany and Belgium record

industry funding of above 60%; Korea and Japan above 70%. These mentioned countries aim is to achieve world class excellence in university based research that can relatively have meaningful impacts to the community and making enough funding available for this purpose is a utmost priority to the government (Donwa, 2006). According to Bako (2005) less than 10% of the Nigerian university research is funded externally by international organizations and the same percentage by the university research board. For example, in a study conducted by Donwa (2006) it was reported that funding university research in Nigeria is done by the Government (98.81%) and foreign bodies (1.19%). Further, the study reveals that the sources of funding research are not consistent and therefore, not dependable. This contributes to the challenges in accessing research grants by universities to engage in community work in Nigeria.

Today, it is worthy to note that, universities is no more looking upon is “*ivory towers syndrome*”, but seen as an agent of change starting within it immediate surroundings as the current trend in academic industries is changing positively and more operationalize effectively in most developed countries due to globalization and all things that accompany it, this trend is still new in many developing countries institutions of higher learning like Nigeria, which warrant this research more imperative, to explore the barriers obstructing of community engagement activities in Nigerian Universities.

## 2.0 METHODOLOGY

This study adopted qualitative approaches to collect data from participant observations, case study, and in-depth semi structure interviews. The qualitative data also consist of interview transcripts, observations from the researcher, detailed descriptions from case study, field notes, and documents and academic and professional journal publications (Patton, 2002). Purposive sampling method was used in selecting nine university professors involved in community engagement. Kwara State University, Nigeria which is the university in which the professors’ work was also selected using purposive sampling technique. This technique allows the researchers to choose specific samples that provide insights into the issues related to the study area (Alston & Bowles 2003).

Nine university professors were used for the study. Some criteria were used to select the study participants; they have to be university full professors, they must have University/College Bachelor degree, have University/College Master degree, have Doctor of Philosophy (PhD) or equivalent degrees from local or foreign government approved or recognized institution, have had at least fifteen years of career work experience in academic profession, have had at least sufficient experience and regular engagement in community service, must have had received recognitions and awards within and outside of the university for community engagement activities in related field of study and acknowledged by the university authority. The study data were obtained at the Kwara State University, Malete, being an institution with the philosophy of community development. The university was approved as a “University for Community Development” by Kwara State Government with a reputation for excellence in teaching, research and community interventions.

The professors were from nine different academic backgrounds and departments at the Kwara State University. The participants were selected from within the College of Agriculture, Applied Sciences, Education, Engineering, Humanity, Information Communication Technology, and Social Sciences. Among the nine participants, seven were males and two were females. The age of the participants ranged from early 40s to early 70s, the average age being in the late 50s. They all had more than 15 years of work experience in academia. Within the sample, three of the professor had their doctoral degrees in Nigeria, while the remaining six had their Doctoral degrees from overseas institutions, namely the United States, United Kingdom, Netherlands, France, and Canada. They were all Nigerian nationals.

Each participant was interviewed between 1 to 4 times in throughout the study. Each interview lasted approximately 20 minutes to 2 hours. A total of nineteen (19) one-on-one interviews were conducted. Documentary review was carried out during fieldwork when no interviews were been carried out. The documents were reviewed to support the data collected through interviews, participant observation, memos and field notes. The table (1) below shows details of the professors who participated in the research.

**Table 1: Research Participants, College, Area of Expertise and Gender**

Participants	College	Area of Expertise	Gender
PK1	Agriculture	Plant bridging and Genetic	Male
PK2	Education	Sport Management	Male
PK3	Agriculture	Agricultural Extension	Male
PK4	Engineering	Soil and Water	Male
PK5	Humanity	Gender and English Literature	Female
PK6	Humanity	Linguistics	Female
PK7	Applied Science	Geology	Male
PK8	Social Science	Political Science	Male
PK9	ICT	Computer Science	Male

### 3.0 RESULTS

The responses to main research question (i.e., the barriers to participation by university professors in community engagement) provide an understanding to the barriers that obstruct community engagement activities among academics in Nigerian Universities. These include; Educational gap between professors and community members, availability of funds to execute community development projects, time constraint due to multiple engagements, and resistant to change by community members.

#### **Educational Gap between Professors and Community Members**

Participants expressed different views explaining that one of the barriers that disturb their participation is the low level of education of the community members. Most of the participants that identified low level of education as one of the barriers are professors whose area of community engagement is agriculture; they deal directly with farmers as they try to share new knowledge with farmers. The participants said that the low level of education of the farmers made the farmers unable to understand what the professors were doing. So this results into the professors taking more time to interact with them and understand them so that they understand the right way to deal with them when engaging community development projects. The participants added that their low level of education also slows down the process of executing community development projects because when the farmers don't understand what the professors are up to then they will not co-operate with them. Participant PK3 shared his experience saying:

*“Well, one of the challenges is the low level of education of farmers; it is a challenge because it takes them time to understand what they should understand. But when you study them you will be able to understand them and communicate effectively.”*

He further stated that most times they have to first of all engage them in adult education programme to teach them the basic things they need to know before engaging in any sort of community engagement. He said the reason why they engage them in adult education programme is to *build them up from their present level so that they can be able to communicate in the language that the world is using to communicate*. Participant PK1 who also mentioned low level of education as one of the barriers explained it from a different point stating that it is in relation to their knowledge and understanding of what the professors are doing. He said there is a need to educate the farmers about their intention because they are not aware of what is going on. He explained saying:

*“The problem of education is that people are not aware that community engagement is collaborative work between the community and the researcher and as such the university and the community have to work hand-in-hand to encourage development. Not all of them are aware of this because some are still lagging behind.”*

This participant noted that he sees it as a challenge that needs to be overcome in order to bring about faster development.

### **Lack of Funds to Execute Community Development Projects**

Majority of the study participants expressed that one of the barriers is the availability of funds to execute community development projects which they said cannot be successfully executed without. Some of them explained that even though the university provides grants for execution of community development projects through the Centre for Community Development, the funds are inadequate and sometimes is accessible. Participant PK3 explained that corruption is one of the reasons why the funds are sometimes inaccessible as he stated saying: *You see the problem in Nigeria is that money is never spent on worthwhile projects because of corruption and this is why we are where we are today. If we start spending money of community development projects, the system will grow faster.* He further stated that apart from the corruption, the delayed in release of funds due to bureaucratic procedure is another reason why funding has become a barrier to executing community development projects. According to him this bureaucratic procedure impedes the process of community engagement as explained saying:

*“Sometimes you spend your money because of the delay in release of funds thinking you will be refunded and at the end of the day you don’t get your money back. So, instead of engaging more, you will withdraw and relax, so these are the problems. There is no logistics, for example there is no car in the department and you want to fuel your car for the purpose of community development project and bureaucracy is there. You have to write to collect receipt and you have to wait for a long time to get the money because it takes a long time for the auditors to audit and approve. These kind of things cause little delay in execution of community development projects.”*

Similarly, PK1 expressed the similar view with that of participant PK3 added that inadequate funding is one of the major barriers of community engagement. He stated that finance is a barrier because lack of it or its inadequacy can slow the process of development. *So there is a need to overcome it so that the process can be faster.* The participant said that in community development money is required for different things. Apart from the need for money for the execution of projects stated by the other participant, participant PK1 explained that money is needed for creating awareness on community development as he noted saying:

*“Funds are required to help promote this concept; there is need to put in more money so that more researchers can engage in community oriented projects. Researchers should be given a certain amount of money to go into the communities and create the awareness on projects they want to execute; the community members need to be aware of the community engagement of academics.”*

In the same regards, participant PK4 also indicated that another problem related to funding is the control and disbursement of the funds as identified by participant PK3. Participant PK4 said that apart from the fact that the funds are not enough, those in control of the funds make it inaccessible by researchers. This participant added that even if the money is there it may be mismanaged and one may not be in the position to influence the management of the funds. So, many things will be left undone. He noted that this problem related to funding is detrimental to the achievement of goals which academics that engage in community development set for themselves. More so, he said that he sees this issue of funding as a barrier because it reduces motivation and discourages people from engaging in community development. He stated that:

*“Another challenge is that you can never have enough funds; you may have brilliant ideas but the funds may not be adequate. Sometimes, you are not*

*really in-charge of the funds and the funds may be disbursed in a way that is detrimental to the goals you have set for yourself in community development. So this is one of the challenges that I have no solution to.”*

He said that even though he didn't have an immediate solution to this problem, the only solution he has is evolutionary as he tries to teach the younger generation the right thing to do.

### **Time Constraint Due to Multiple Engagements**

According to some of the professors time constraint is one of the barriers they experience in community engagement. They explained that as professors they engage in many things such as teaching a large number of students, supervising so many students and conducting researches yet they have to engage in community development. The participants said despite this constraint, they still try to create little time for community engagement. Participant PK9 said:

*“As a professor you have limited time and many departments have just few professors. So these professors engage in many things, look at the number of courses that you need to teach and look at the number of student you need to supervise, so you don't even have the time to engage in community activities, but because it is essential you have to manage your little time. The major challenge I still have is time to participate in community activities.”*

Likewise participant PK6 who shared the same experience with participant PK9 had this to say: *Yah.... The challenge is time to engage in community development activities, to get the time to engage is difficult but you have to create time and you have to be really interested in it if not you will not be able to continue.*

She further explained that it important for those who engage in community development activities to involve other people so that if the problem of time comes, the project will not be abandoned. However, she still emphasized on the need to engage in whatever way even if it is not a big project; one should be able to contribute to the development of the community. Thus she said:

*“So, I said find the time, it's not easy to create time but create time for it, it could be a weekend, it shouldn't be a long time; it can be just 1 hour staying with students and tutoring them. There are so many ways that you can help, so it's not just in terms of doing big things. You can do it in your own small way is still community service. You can teach them small craft, computer operation as tutor; you know we have so much to offer. Every faculty staff should try to create time for it.”*

Based on these interview responses, time is one of the barriers of community engagement because professors have multiple engagements.

### **Resistance to Change by Community Members**

In relation to the barriers of community engagement, some of the participants expressed different views from that of others. Some of them indicated that one of the barriers is resistance to change by the community members. They explained that often times the community members will listen to the professors when they are communicating their intentions but when it is time for implementation they are not willing to co-operate; they begin to pull back. One of the participants who experienced this attitude, said the reason why the members of the community showed unwillingness to accept the change initiative is because they have old practices which they are used to and do not want anything new because they are unsure of how beneficial it will be to them. Also, participant PK2 who had similar experience said sometimes the community members were resistant to change because the new idea or practice which is brought by the community members is not in accordance with their

culture. He explained this saying:

*“There is always this resistance to change, even in a household where people are eating something and suddenly they want to change because of a number of reasons. There is always resistance to change definitely. If you the initiator of a community programme they can resist the programme saying this is not what we do here. It’s not in line with our culture. This can discourage one from continuing but if you persist they may later support you.”*

He also added that one of the reasons why the people resist change is as a result of trust issues. He said that sometime they people resist a change initiative because they do not believe in the initiator of the change programme as well as the change programme itself. He shares his experience saying: *majorly, the challenge is to get people to believe in whatever you want to do. Sometime this makes people to have some level of reluctance towards community development projects.*

This participant referred to this as a challenge because without the co-operation of the people one cannot execute community development projects. He said it very important to have the support of the people if not one will not be successful. Similarly, Participant PK1 stated that the community members usually resist change because sometimes they do not understand what the community development project is all about. This participant said one way to overcome this barrier is to educate the people on the project so that they can have a better understanding thereby co-operating with academics in the implementation of their community development projects. He stated that if the co-operation is not there then the project will be a failure.

More so, Participant PK4 earlier stated that interaction is one of the most important ways of overcoming this resistance. He said that it is only through interaction that trust can be built thereby resulting in co-operation of the community members. He said:

*“You must get to the people and interact with the people in order to understand their problems and seek what they want; don’t try to do this on your own. It’s through interaction with them that you get to know that this is what they want. So it’s only get to get them on the same track with you; don’t impose anything on them.”*

Resistance to change was found to be one of the barriers that stand against the way of community development. This resistance the participants said is due to lack of trust and holding on to traditional and old ways of doing things. However, the participants said this barrier can be overcome by interacting with and educating the community members prior to implementing community development projects.

#### **4.0 DISCUSSION**

The engagement of faculty members can be prevented by inadequate financial support, lack of financial support or lack of monetary compensation for time invested in community work (Weerts & Hudson, 2009). Even though, some faculty members are willing to invest their time in community engagement work, it is unwise to expect faculty members to invest extra time seeking external funding for their community engagement programs (Gorski & Metha, 2016). Therefore, the institutions should be able to give financial support to academics that are willing to run community engagement programs so that they will not be discouraged. This can also serve as a motivation for them. In the same regards, some participants also indicated that another problem related to funding is the control and disbursement of the funds. They said that apart from the fact that the funds are not enough, those in control of the funds make it inaccessible by researchers. These participants added that even if the money is there it may be mismanaged and one may not be in the position to influence the management of the funds. So therefore, many things will be left undone. The problem related to funding is detrimental to the achievement of goals which academics that engage in community development set for themselves. According to Gorski & Metha (2016), external partners can help in funding community engagement



projects; partnering with community members, the university and faculty members can gain extra sources of funding.

Most of the participants that identified low level of education as one of the barriers are professors whose area of community engagement is agriculture; they deal directly with farmers as they try to share new knowledge with farmers. The participants said that the low level of education of the farmers made the farmers unable to understand what the professors were doing. So this results into the professors taking more time to interact with them and understand them so that they understand the right way to deal with them when engaging community development projects. The participants added that their low level of education also slows down the process of executing community development projects because when the farmers don't understand what the professors are up to then they will not co-operate with them. In such a situation, the need for academics that are highly experienced in community engagement arises. According to Bloomgarden and O'Meara (2007), many faculty members do not possess the experience and ability to directly deal with communities and the problems related to community engagement. Thus, there will be need for more experienced professors to handle such situations.

Despite, the professors' complain about time constraint, they still emphasized on the need to engage in whatever way even if it is not a big project; one should be able to contribute to the development of the community. They explained that as professors they engage in so many things such as teaching a large number of students, supervising so many students and conducting researches yet they have to engage in community development. The participants said despite this constraint, they still try to create little time for community engagement. Findings of past studies revealed that faculty members are expected to simultaneously excel in research, teaching and outreach (O'Meara & Braskamp, 2005). These multiple commitments of faculty members make their job more stressful (Bloomgarden & O'Meara 2007). Gorski & Metha (2016), further explained that apart from major roles like teaching, research and outreach which faculty members play, they are also expected to organize, make logistics and plan community engagement projects while building relationships with a community which is a long term activity that is time-consuming.

The finding of this study is entirely consistent with the finding of an annual survey carried out by Campus Compact annual which showed that one of the obstacles to community engagement is the pressures which faculty work puts on faculty members (Campus Compact, 2003). They further explained that it is important for those who engage in community development activities to involve other people so that if the problem of time comes in, the project will not be abandoned. This opinion of the participants is similar to that of Gorski & Metha (2016) who suggested that engagement work can be supported by both professional and non-professional staff so that the time consumed by community engagement can be reduced. More so, participants also added that one of the reasons why the people resist change which the professors initiate through community engagement is as a result of trust issues. According to the Centre for Economic and Community Development, Penne State College of Agricultural Sciences (2017), relationship building fosters trust building. The Centre in its article titled "the role and importance of building trust" further noted that if conscious and consistent effort is not made to build strong relationships that can foster trust, even the most properly designed and well-meaning community engagement project will be a failure or will not be as successful as desired. Resistance to change was found to be one of the barriers that stand against the way of community development. This resistance the participants said is due to lack of trust and holding on to traditional and old ways of doing things. However, the participants said this barrier can be overcome by interacting with and educating the community members prior to implementing community development projects.

## **5.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

It is crucial that institution of higher learning, particularly university should continue to serve as a change agents and medium to promote economic and socio-cultural development by involving immediate communities in their scholarly research projects in order to offer the necessary skills and attitudes that will assist to enhance quality of life. Universities should recognize community development activities as key performance indicator for academic promotion and students awards. Universities and other tertiary institutions should draw programs based on the needs of their immediate communities and not just import curricula. Also, students should rise to the clarion call by responding

positively to the challenges and become more responsible citizens through community engagement outreaches and volunteering work.

The essences of research works is not just to produce and arrange it on a shelf, and allow it to be gathering dust; there should be impact on the community which should be given the needed supports within the university, stakeholders, government, and interested parties should be enlisted in to make it a large successful. This study, like many other studies have some limitations. One of them is the scope; the study was only conducted among professors, the researchers suggest that future studies should include non-academic staff of tertiary institutions.

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## Reading Partner in Promoting Reading Habits

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### ABSTRACT

*Reading habits as well as motivation to read are popular topics research in the field of education. Scholars and academicians have studied numerous techniques and ways in promoting and nurturing reading habits among children, adolescents and adults. New ways of encouraging and increasing the motivation to read has been presented in research and studies due to the changing learning approaches in education to suit the current learning styles. The new age of technology also affects the reading habits among children as the non-stop birth of technology make the reading experience different, paperless and more interactive. In parallel of the birth of technology, reading habits are getting less attention as students are spending more time on technology. Realizing the importance of reading habits and its effects to literacy and language development, research has been conducted in the education field in the hope that it would benefit educators and stakeholders. This conceptual paper is looking at a way in promoting reading habits which is by having a reading partner. This paper also provides a brief literature review of articles, journals, books and other academic sources. The advantages and problem of reading partner also is also discussed. The authors also give recommendations as well as suggestions for the use of having reading partners in promoting reading habits.*

**KEYWORDS:** Reading partner, reading habits

## 1.0 INTRODUCTION

Reading is an important skill in everyday life as everyone must read to survive as suggested by Wallace (1992) and Beard (1990). But to read well, the culture of reading has to be instilled in one's habits. Cambria & Guthrie (2010) stated that if children do not have the motivation to read, they will not benefit the most from reading. The motivation to read is important in promoting reading habits. Without motivation, one simply cannot move forward. As it is an important issue to be studied, it is very popular in research fields as researchers and academicians had tried to find the best ways to increase readers' motivation in reading especially for students and children.

There are several ways in promoting reading habits that has been suggested by numerous researchers, such as through library and ICT (Edeole & Adejoke, 2016) and through extensive reading (Vivienne, 1999). One of the ways of promoting reading habits is by having reading partner. By having a reading partner or partners, children or even adults can socialize thus help in developing their cognitive aspects when reading. As such, in this conceptual paper the authors present their thoughts on having reading partner in promoting reading habits among children. The conceptual paper also discusses the advantages and issues that have been identified in promoting the habits, as well as some recommendations and implications for the use of reading partner in promoting reading habits.

## 2.0 READING PARTNER IN PROMOTING READING HABITS

In order for a person to achieve the best result of enjoying the entertainment, he or she can enjoy it with a reading partner. A reading partner is defined as a person who cooperates with someone in a reading activity. In a way, they complement each other to get the best result from their reading activity. A reading partner usually shares the same interest when it comes to topics of reading. By

having the same interest, reading partner can motivate the other person to read more. This relationship between interest and motivation among reading partners has been stated by Wentzel & Miele (2009) in their book. They emphasized that most of the factors that have been found to increase motivation should also more or less exert influence on interest. Many partnerships, team efforts, group projects and peer cooperatives have been shown to motivate students and some have been shown to increase reading comprehension directly (Murphy, Wilkenson, Soter, Hennessey & Alexander, 2009).

Nilsen, Roback, Brostrom & Ellstrom (2012) defined the word *habit* as a behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness. Therefore, based on this definition, the authors define reading habits as reading behaviors that are done frequently. In a certain extent, it becomes a routine in someone's life. The word *habit* brings along the sense of importance in someone's life. Therefore, reading habit has its own importance towards the reader. Firstly, reading habits can create big impact towards the reader's academic performance. Researchers like Ogbodo (2002), Bhan & Gupta (2010) and Singh (2011) have done studies on reading and they showed how reading can affect readers' academic performance. According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. Acquiring reading habit shapes the personality of individuals as it helps them develop proper thinking strategies and also, to create new ideas. This will then lead to the development of the readers' brain and hence, helping them to manage their academic matters efficiently. Reading habits will also increase readers' knowledge. Diver (2016) stated in his article that reading is a great way to escape reality for a while, to see the world through someone else's eyes, to learn new things and to develop someone's imagination. When the readers are reading, they will engage with the content and increase their knowledge of the world. Reading habit can also increase the readers' attention span. When someone is reading, he or she needs to focus and pay attention towards his or her reading. This is because reading requires mapping written word forms to spoken, phonological forms (Boer, Bergen, & Jong, 2015). Thus, the reading habit will train readers to maintain the focus and attention to one particular activity.

### **3.0 ADVANTAGES OF HAVING A READING PARTNER TO CULTIVATE READING HABITS**

The idea of having reading partners and learning from one another were stemmed from the theories proposed by Vygotsky and Piaget. Both Vygotsky and Piaget exhibited similar beliefs whereby children are always curious about almost anything and they are constantly discovering and learning new things actively on their own, building and storing new information as they begin to understand how the world works. Nevertheless, Vygotsky pointed out social influences can bring greater impact and influence on a child's cognitive development. In that sense, a child who has a reading partner is more likely to have experience greater cognitive development compared to a child who spends his time alone reading. The child and partner are able to build more connections, which is to say, to relate and make meanings the input received from their readings to their existing schemata. Vygotsky stated in his theory of the Zone of Proximal Development (ZPD) concept which refers to when a child is not able to perform a task by his own, he should be given appropriate assistance by an adult or a partner in order to achieve success in the completion of task (Vygotsky, 1978). Until the child is able to perform the task on his own, the assistance given will aid the child. The ZPD principle is essential as it relates to the difference between the child's ability to accomplish a goal and what a child can accomplish when assistance and encouragement is provided from a more competent partner. This principle stressed on the importance of social interactions in order for a less competent child to experience effective, given proper guidance and encouragement from the partner. Vygotsky sees it to be imperative that the interactions that happen with partners can help one to develop skills and strategies, in this case, maintaining good reading habits and at the same time, achieving better literacy skills.

According to Holubec, Johnson, & Johnson (1995) and Johnson & Johnson (1999), there are a few potential benefits when one engages or interacts with another individual in learning, which is also known as cooperative learning, such as having a reading partner. These benefits are that students are able to enjoy individual accountability, positive interdependence, social skills, and face to face interaction.

When each individual in a group takes the initiative to practice individual accountability where

cooperative learning occurs, such as in reading partners, they are indirectly making contributions to ensure the group's goal is achieved (Holubec et al., 1995; Johnson & Johnson, 1999). Individual accountability is essential when in collaborative and cooperative learning. When having a reading partner, one encourages the other and vice versa to ensure the existence of individual accountability throughout the process of reading, on and off task. When this happens, the reading activities that are engaged between reading partners becomes successful.

The authors believe that reading partners are able to promote all of these ideas espoused by Vygotsky, Piaget, Holubec and Johnson and Johnson, particularly in promoting cognitive development and promoting learning through social interaction. In regards to having reading partners in reading activities, when one has a good and supportive reading partner, positive interdependence is likely to occur and this is a desirable result that leads to the increase of motivation in engaging oneself in meaningful reading activity or activities. In a setting where there is collaborative and cooperative work, an individual's success in a task is dependent on the other partner. Positive interdependence is a belief that it is better to work together to achieve a set goal compared to performing an activity alone. A person relies on the other partner and vice versa when it comes to motivating one another to engage in reading activities. There is also extrinsic motivation apart from the intrinsic value that comes within an individual. The act of turn-taking in reading with a partner, for instance, is one of the strategies carried out, in which each alternates the role of a reader as well as the supporter. When one undertakes the task of reading a novel, the partner acts as a catalyst to encourage and support the other person to finish reading the novel. Having a reading partner is encouraging and it creates a sort of commendable peer pressure that drives one another to work towards a certain goal set in reading. Whenever one of the pair has difficulty understanding the theme of a book, the partner is present to help to explain, illuminate or perhaps, simplify the reading that is seen difficult to the peer in understanding what was read. However, it must be noted that when an individual has a reading partner who is not being responsible in providing the necessary support and encouragement to the individual, the social interaction between them is not fully utilized. Hence, the individual will most likely be demotivated to perform reading activities that are beneficial in contributing desired long term good reading habits.

Another advantage of having a reading partner is improved and stronger social skills. Social skills are important for a person to be able to interact with and communicate meaning appropriately to other people and the world with optimum success in getting the message across effectively. Social skills are crucial in ensuring one is able to identify well with another individual when it comes to networking and creating friendships. Reading has been proven countless times of its ability to increase one's knowledge, emotional intelligence, social perception and empathy. Thus, the benefits are heightened and multiplied when a child has a reading partner as they become better friends through communicating with each other concerning the shared reading materials. Someone who has a reading partner is always appreciative that he or she is able to share thoughts and opinions that are easily understood and relevant compared to those who do not share the idea of having a reading partner. The flexibility of being able to negotiate meaning and discuss deeper matters can be practiced at an instant with a reading partner. Holubec et al. (1995) and Johnson & Johnson (1999) noted the various social skills needed, such as communication, leadership, trust building and conflict management when it comes to mediating a group discussion. Having a reading partner makes it possible to carry out cooperative activities and when this happens, it challenges the individual and his/her reading partner to use and sharpen their social skills needed for making effective negotiations. Seeing that both reading and particularly, having a reading partner present lots of advantages to the individual's social skills, it is no doubt that it will boost the likelihood of a person to read more and have a reading partner.

When one has a reading partner, both can offer help, encouragement and moral support to one another as they motivate each other to cultivate positive reading habits. For instance, a reading partner encourages the peer by giving positive verbal comments, such as "That's an interesting point of view" or giving non-verbal cues, such as smiling and nodding, when listening to the reading partner pointing out his or her opinions and thoughts about a certain theme in a book. These supportive actions increase motivation of the peer to read more and they cultivate higher self-esteem as the peer shares personal views and actively engage in discussions. This is, of course, a two way concept where the peer also returns positive behaviours and interaction in order to encourage and support the reading partner to engage in good reading habits. The promotive interaction is a principle that is vital as it focuses on positive interaction among peers who are working on achieving a goal together, in which they provide

support and encouragement to one another (Holubec et al., 1995; Johnson & Johnson, 1999).

Introducing the idea of having a reading partner to a child is pertinent as there are benefits of social influences on the child's cognitive development. When a child is being accompanied by a partner or peer who has better knowledge and experience in reading, the child is able to learn and develop necessary reading skills from his partner or peer. That is to say, when a child has a reading partner who has a higher level of understanding and cognitive development, the child's cognitive development can be stimulated, thus improve alongside. The child learns from the partner and corrects his own mistakes' thus, improving and increasing reading comprehension directly. These pair can take turns reading the same book and later discuss on, for instance, the major theme of the book, by actively indulging themselves into mind stimulating discussions that would help them discover and achieve new understandings. In that sense, having a reading partner can indeed motivate one to cultivate positive reading habits.

#### **4.0 ISSUES IN HAVING A READING PARTNER TO CULTIVATE READING HABITS**

The notion of having a reading partner will cultivate and motivate one to read more has its many benefits. However, there are issues that impinge the use of reading partners in certain education setting that diminish the promotion of reading habits especially among young learners. One of them is the lack of the establishment of reading culture—especially in certain cultures, such as that of Malaysian homes and schools. When a society does not appreciate reading and views reading as an integral part of their culture, it is difficult to inculcate the habit of reading in young learners. According to Stricevic (2008), the culture of reading is an interest for reading and the accumulation of reading routines, a formative procedure, not a summative affair. Young children are highly impressionable and they imitate the actions of adults. When there is an absence of reading culture at home, school and even among the society, reading becomes irrelevant and unimportant to children in their learning. What more when it comes to having a reading partner, a child does not see the need of being the supporter or encourager to another peer in reading.

Another issue is reading partners' commitment towards one another. The commitment between reading partners, their willingness to be responsible in their actions to provide support and encouragement to each other in terms motivating each other to cultivate reading habits is important. Collaboration should be mutually beneficial and when one has low commitment towards the other partner, the social interaction is broken. Hence, no benefits can be harvested as commitment was not deeply sown. Both the peer and reading partner play significant role in contributing support as well as the responsibility to be driven in reading. Flexibility in the choice of reading materials is also crucial to ensure there is interesting variety in reading topics and wider range of meaningful discussion in post reading. Both the reader and the reading partner have to be open-minded when it comes to the choice of reading materials as well as during discussions. One may like a certain genre of literary texts while the other has a different opinion of the genre choices. Problems may occur when the partner refuses to compromise or accept the other person's views and thoughts about a certain book theme for instance. This could result in harbouring discontentment and dissatisfaction between reading partners. All in all, although there are more advantages to having a reading partner, the concerns on the problems mentioned should be addressed as well.

#### **5.0 CONCLUSION**

Having a reading partner is a good way to promote reading habit. It is a good feeling to do and to share things with someone. Reading partner will not just influence someone but he or she can influence many other aspects of someone's life. The idea of having reading partner is already a well-known idea. This is because the terms like buddy reading, paired reading and partner reading have been discussed for years. All these terms are closely related with having a reading partner. It is just the matter of finding the right person to be the reading partner. However, to find the suitable reading partner is not an easy job. That is why the authors suggest that the idea of having a reading partner should be introduced at an early stage. Primary and secondary school students should be familiar with this idea. The teachers should use the techniques such as partner reading or paired reading in their teaching. This will help the students to be familiar with the idea of having a reading partner. The teachers need to

facilitate the students throughout the process of introducing the idea. The parents also have their important role in order to make this idea gives a big impact to the students especially in cultivating reading habit. They need to be aware with the reading partner that their children have. They need to make sure that their children make the right choice.

In Malaysia, the idea of having reading partner is not really popular yet. Even the reading culture is not familiar culture among its people. It is actively promoted but the practice is very menial. The Malaysian people are not reading as much as they should be. Unlike Malaysia, USA is actively promoting a lot of programs that implement the idea of having a reading partner. For examples, are Peer Assisted Learning Programs and Buddy Reading Programs. Further research should be done to know the effectiveness of having a reading partner in promoting reading habit. There is very little research about partner reading as in an activity to improve language learning. Hopefully, this paper will be able to promote and to highlight the idea of having a reading partner as well as it will be practically implemented especially at the early level of education.

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## Reflective Writing in Improving Trainee Teachers Teaching Skills in 21<sup>st</sup> Century

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### ABSTRACT

*Fostering the best quality of trainee teachers during teacher education programme is essential to ensure that good quality teachers can be produced. One of the skills that should be cultivated among trainee teachers is the capability to adapt to new challenges especially in dealing with students of different races, backgrounds, characters, and religious beliefs since it is a routine in a teachers' life. The capability to do so can be cultivated through reflective writing. This conceptual paper attempts to promote the role of reflective writing in teacher education programs in pursuing improvement and development of teaching skills. The emergence of information and communication technologies in this 21<sup>st</sup> century encourage the educators to rethink how and what reflective writing can be elevated in terms of its flexibility and interactivity. To give a clear overview of this raising matter, the idea of reflective writing and the importance of reflective writing will be discussed. Other than that, the authors will discuss further on what should be considered when involving in reflective writing and how to do reflective writing based on Kolb's (1984) Experiential Learning theory.*

**KEYWORDS:** Reflective writing, trainee teachers, teaching skills, 21<sup>st</sup> century.

### 1.0 INTRODUCTION

According to Malaysian Education Blueprint (2013-2025), in today's global economy, a nation's success depends fundamentally on the knowledge, skills and competencies of its people. This quote shows that in order to elevate as a greater nation in pursuing sustainable economic and national progression, the development of education is essential to be equipped to its people. With greater knowledge, skills and competencies that are sufficient, the possibilities of an individual to improve his quality of living and eventually contributing to the nation growth might become a reality in preparing young Malaysians for the future. Realising the importance of education, the public raised tremendous debates and concerns about the effectiveness of education policy in Malaysia over the years especially in English language teaching. One of the issues raised are; the quality of teachers produced from teacher training programs.

There is an obvious necessity to mend the quality of teachers by looking at the teacher training programme, to track the source of the problem of this matter. As quoted in an article by Lim (2014), former secretary-general of the Congress of Teachers Union of Malaysia Shahul Hamid Mydin Shah criticized the current training of teacher education as stated insufficient in producing good quality teachers. It is expected that teacher candidates should be versatile in terms of intelligence, emotional state and interpersonal skills. Despite the fact, the filtering procedures have been improved by introducing interview session, to get a well rounder candidate is somehow challenging. However, through the courses of teacher training, improving and elevating the teaching skills has its possibilities.

It can be concluded that teaching profession face many challenges and changes from time to time. As a matter of fact, there is no stopping point and problems will always occur and progression is going to continue. This is where the capability to critically reflect through changes and challenges is essential and hopefully assisting future teachers to independently improve towards betterment. According to Belvis, Pineda, Armengol, & Moreno (2012), continuous teacher education is a key element to ensure the quality of teaching as well as providing appropriate responses to the changing demands of our society. One of the assessments that should be empowered in teacher training programme is through reflective writing. The empowerment of it should be considered further.

## **2.0 REFLECTIVE WRITING**

In teacher training programme, reflective writing is a common and yet vital tool to improve and develop the teaching skill of trainee teachers. Jones & Ryan (2014) the concept of reflective writing has had increasing attention in research since mid-1970s and it is now well established as a characteristic of 'good teacher'. During the process of reflecting, trainee teachers will develop their methodology of teaching to be a 'good teacher'. Accordingly, throughout the process of reflective writing, the trainee teachers will examine his/her own strengths and weaknesses by writing reflections as a mode of documenting the successes, problems or issues arisen. By gathering all the information, it allows the trainee teachers to analyse and implement actions on the outcomes of the lesson. This practice is commonly used during practicum session or also known as teaching practice where the trainee teachers get an insight of the authentic teaching and learning experiences.

Bruster & Peterson (2013) said that the emphasis on reflective writing challenges teacher educators to create programs that provide constructive ways for teacher candidates to engage in reflective writing. This practice allows its practitioners to think critically of any particular actions in order for improvement towards any problems. By training the trainee teachers to be more independent learners, it can help them in order to make better decisions during real-life working experience. By observing, analysing and deciding, reflective writing can improve teacher performance thus hopefully gives positive effect to the quality of teaching and learning process. It is adhered to what has been mentioned by Coulson Debra, Coulson, & Harvey (2013) that reflective writing is widely discussed in the literature as a tool for promoting learning and higher order thinking skills, developing professional practice and facilitating and structuring learning through experience. There are various medium of reflective writing which are paper-based technique, such as using diaries, and composing portfolio to electronic-based technique, like e-portfolio and blogging. Both reflective tools eschew ambivalent opinions since none of the tool is perfect.

The rapid emergence of internet opens up the endless possibilities of knowledge accessing and multiple purposes especially in Malaysia. According to Department of Statistics Malaysia (2016), internet users in Malaysia were utilizing internet in a number of activities such as social networks (84.3%), getting information about goods and services (79.6%), downloading images, movies, videos or music; playing or downloading games (76.1%) and sending or receiving e-mails (68.4%). Social networking sites or also known as SNS are hugely dominating the usage of internet especially in Malaysia. The involvement of internet has definitely changed and transformed the way people communicate and so does the learning process.

Due to the nature of its features that cultivate content sharing, active interactions and participation, collaboration and critical thinking, researchers and educationists spot the potential and possibilities of utilizing internet in this 21<sup>st</sup> century. As mentioned by Killeavy & Moloney (2010) they described online communities of practice as professionals engaged in the social production of meaning. Wenger (2010) also stated such communities of practice are characterised by sustained mutual relationships, shared ways of engaging in doing things together, rapid flow of information and propagation of innovation, and knowing what others can do. As exchanging immediate information and feedback can be achieved by electronic-based tools, there is a possibility to equip the strength the quality of reflective practice in order to empower trainee teachers during teaching practice which cannot be accomplished if the medium of reflective tool is paper-based.

## **3.0 THE IMPORTANCE OF REFLECTIVE WRITING**

Reflective writing is defined in many ways. In particular perspective, reflective writing is a conscious practice of cognitive process where the practitioners; in this case trainee teachers attempts to find a better solution of certain problems. Reflective writing sustains the capability of trainee teachers to increase their understanding which leads to the new directions of improvement. For the case of trainee teachers, if it is done in a structured and persistent manner, reflective writing can improve trainee teachers teaching skills. As quoted by Moon (2004), reflective writing allows the trainee teachers to comprehend new knowledge, develop desirable learning behaviour and perform effective decision making (Moon, 2004). From the experiences they face, it will allow them to analyse their strengths and weaknesses especially in their teaching and learning process in the classroom. It is crucial to promote

reflection among developing teachers as it provides opportunities for them to think outside the box and prevent them from “settling on existing traditional patterns” of teaching (Kortaghen, 2001).

Reflective writing greatly aids in developing professional skills among trainees. It helps the trainee teachers to independently assess their performance in teaching and learning affair. It has been mentioned by Kolb (1984) suggested that professional growth occurs when the practitioner modifies the way in which the practitioner thinks. It is a crucial act for the trainee teachers to examine their teaching skills in order to shape new routines. However, it is not easy to reflect to certain actions as trainee teachers may view reflective writing as challenging and cannot meet the components in a reflective practice. Therefore, some developing teachers requires guidance in reflective writing in order for it to effectively impact their teaching skills development. In order to write reflection, a conceptual framework is needed in order for the trainee teachers to see the flow on how to write reflections which contribute to the development of their teaching skills. In this paper, Kolb’s experiential learning seems to adhere to produce reflective writing.

#### **4.0 REFLECTIVE WRITING THROUGH KOLB’S EXPERIENTIAL LEARNING**

In order to practice reflective writing, Kolb Learning Cycle (1984) (see figure 1) is chosen as the theoretical framework to be focused on in order to improve trainee teachers’ teaching skills. This is evident as the cycle holds the aspect of reflective observation in one of its stages. The whole cycle cultivates experiential learning which acts as the ground for reflective writing, which is observable during teaching practicum session. In this session, trainee teachers are exposed to the authentic experiences of teaching profession, such as selecting appropriate materials to achieve learning outcome, handling learners with language anxiety and solving pedagogical-related problems in the classroom.

At the same time, Kolb (1984) also suggested several aspects to be taken to ensure the effectiveness of experiential learning. These aspects are interpreted in the learning styles introduced by Kolb which include the use of cognitive, feeling, observation and action. These aspects are used majorly in the practice of reflective writing. To illustrate, trainee teachers exercise the inclusion of these aspects in their practicum session in which they may have to identify their feelings during a lesson, think of solution in decision making, deal with ethics when teaching and exercise solutions to problems based on critical thinking. These practices during their teaching practice will be translated in their reflection. The integration of these aspects promotes better skills of teaching among these trainee teachers.

#### **4.1 Kolb’s Learning Cycle**

Kolb (1984) viewed that learning should be treated as a process that happens continuously through experience in life. However, by just having the experience is insufficient as one needs to go through the four stages in the cycle in order to achieve whole experiential learning. The stages are: concrete experience, reflective observation, abstract conceptualisation and active experimentation. In the first stage, trainee teachers encounter new experiences in the teaching practice. Exposed to new experiences, they rely more on their feelings as not much information is gathered to allow them to think. In this stage, trainee teachers’ perceptions towards the events are based on feelings and not cognitive. Arriving to assigned schools for their teaching practice, trainee teachers are introduced to some new surroundings. They may have various emotions or feelings towards school, students, colleague teachers and the rules applied in the school. Trainee teachers need this emotional conscious in order to be aware of the happenings during the practicum. Identifying feelings is important in order to pair it to the observation in the next stage. To elaborate more on the introduction to unfamiliar surroundings, this stage includes not only the encounter of novel experience but also reinterpretation of old experience that trainee teachers have gone through before. As trainee teachers combine their feelings with observation (through watching, etc.), they are moving to the second stage of the cycle. In the second stage, they reflect and review their experiences. Here, trainee teachers’ observations are made based on personal opinion and not supported with facts. Reflective observation is crucial for them to gather information of the surroundings which will be useful in the cognition process in the next stage.

In the third stage, trainee teachers generate own hypotheses or new ideas based on their prior experience. This is where they draw connections among ideas in order to formulate new concepts. It is also a point where trainee teachers formulate solutions to certain problems and create links between

experiences before making any decision. Trainee teachers are expected to weigh the next actions that should be taken pertaining the problems occurred. The actions taken throughout this cycle might be opted as solutions and if not, formulation for another better solution will take place. This happens because new experiences are gathered by trainee teachers as the practicum session progresses. However, without action taken, the solutions formulated earlier cannot be tested for their effectiveness. This initiation of action taking leads to the final cycle of Kolb's experiential learning, which is the active experimentation. After considering, contemplating and determining the best solution for improvements, trainee teachers test their hypotheses, in which they apply their idea to the school discourse, in which they accept or reject it. This process cultivates maturity and improvement in their teaching skills.

The stated cycle is crucial as each stage mutually plays integrative roles in promoting experiential learning, which are addressed in reflective writing. When trainee teachers write reflective journal, they transfer intangible thoughts they have in their mind onto more concrete modes (i.e., text). Through reflection writing trainee teachers deal with the metacognitive aspect in which they are aware of their thought processes. This leads to better decision making and more effective learning curve.

## **5.0 REFLECTIVE WRITING IN 21ST CENTURY**

The practice of reflective writing has evolved across centuries through many medium. Once considered as good documentation, paper-based journals are now viewed as having limitations. The emergence of global connectivity and smart machines in the 21<sup>st</sup> century calls for the use of more fluid and dynamic medium for reflective writing. Over centuries, technological advancement benefits the evolution of journal writing. Due to several limitations, traditional paper-based reflection practices (such as diary, logbook and portfolio) are now deemed as irrelevant in the 21<sup>st</sup> century. Limitations include space consumptions (for storing writing papers and books), limited audience, non-dynamic and lack of interactivity. They are restricted only to one audience which is the instructor and therefore trainee teachers tend to be selective in their writing with the purpose of meeting the instructor's expectations (Hernández-Ramos, 2004). Nowadays, this limited traditional reflection writing has been replaced by more dynamic electronic and online-based platforms. Some of commonly used tools are e-portfolio, blogs and weblogs. Users (i.e., trainee teachers) can attach audios, images, videos and hyperlinks to their journals (Hernández-Ramos, 2004; Schroeder, 2005) which further maximise the process of recapturing their experience to the truest moment.

Online journals enhance teacher trainee's reflection activity as it "offers great autonomy to trainee teachers and creates opportunity for them to interact with peers" (Williams & Jacobs, 2004, p. 244). The emergence of blogs, forum board and social network increases the interactivity of reflection as it allows trainee teachers to share their writing without borders. Borderless platform of information brings large "authentic" audience which boost learners' motivation to maximise their effort in writing (Jonassen, 2000). Readers from all over the world are able to leave comments and suggestions which encourage the discovery of new materials (Wolf, 2010). Moreover, the communicative features open the possibility to work collaboratively, share information and engage in constructive arguments (Roberts, 2003; Williams & Jacobs, 2004). This leads to more critical reflections as learners are exposed to more learning opportunities (Hernández-Ramos, 2004; Roberts, 2003), such as comparing solutions to problems, analysing readers' suggestions and draw connections between multiple global experiences. Consequently, online reflection aids in improving trainees' self-esteem and professional development; and boost confidence in expressing their thoughts (Hernández-Ramos, 2004).

## **2.0 CONCLUSION AND IMPLICATIONS**

This conceptual paper explores reflective writing in aiding trainee teachers to improve their teaching skills in the 21<sup>st</sup> century. Based on the review of literature, reflective writing is likely to enrich knowledge in understanding that the medium of reflective writing has evolved widely in digital technology. Reflective writing is one of the prominent tools in improving the skills of trainee teachers and empower their practice in teaching methodology. Reflective writing can be done through paper-based or electronic based mediums. However, research on reflective writing which aligned to the 21<sup>st</sup> century learning is not fully explored. Further exploration will encourage teacher educators in facilitating trainee teachers to practice better reflective writing which improve their teaching skills.

The development of reflective tool increases the opportunity for interactive communication among multiple audience which is lacking in the traditional approach. Based on the issues mentioned above, there is a need to develop an online support system to ease the supervisor to monitor trainee teachers' progress in their reflection task. As quoted from Bicen & Cavus (2011), educators are now turning to Web 2.0 tools, maximising their ability to assist in creating, collaborating on and sharing content. Due to that, reflective writing should be further explored to cultivate beneficial possibilities in an attempt to optimize the improvement of teaching skills among trainee teachers.

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## Teachers' Readiness in Teaching and Learning in Science Subject through I-Think Mind Maps in Jempol District, Negeri Sembilan

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### ABSTRACT

*The development of thinking skills in school has been revised and improved due to produce individual with intellect as stated in National Education Philosophy. The Malaysian Education has big gone through a transformation in order to enhance thinking skills among students. I-think programme is one of the ways to stimulate thinking skills and it is a teaching tools that help teachers to excite students' thinking, learning progress, and boost metacognitive behaviour during the teaching and learning processes. This programme is one of efforts to create a new culture of thinking in schools. This case study will be conducted in Jempol District among Tamil Schools which will involves 40 trained Science teachers to identify the teachers' readiness in teaching and learning in Science subject through i-Think mind maps. This study uses quantitative methods and data will be obtained through questionnaire. The findings will helps teachers to assess their level of readiness in I-Think mind map, the level of understanding the concept of I-Think mind map and the level of readiness in utilization skills in I-Think mind map. Through this, teachers will be able to complete themselves with I-Think knowledge to ensure successful implementation. The successful implementation will produce students with critical, creative, innovative and analytical skills. Therefore, teachers play a vital role in order to make it a success.*

**Keywords:** *I-Think mind maps, teachers' readiness, concept understanding, utilizations skills*

## 1.0 INTRODUCTION

In 2009, Malaysia took part in the International Students Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) for the first time. The assessment is to measure variety of cognitive skills in application and reasoning. This assessment was also used as a benchmark to compare the quality and success of educational system of the countries that took part. The result showed that, the performance of Malaysian students was less compare to other international students averaging in Mathematics and Science subject. We were ranked lower than other countries that participated. The pattern of the questions tested in PISA is more to problem solving that needed higher order thinking skills. It gives a clear picture that students must be instilled with thinking skills. Education system in our country is aimed creating a role model with creative and critical thinking skills. But the results shown gave an impact to our education system to better improve so as to be able to create a good role model and to face the 21<sup>st</sup> century challenges. Therefore, the I-Think programme was introduced to enhance students' critical and creative thinking and improve higher order thinking skills. (Curriculum Development Division, 2012). Siti Ruzila & Roslinda & Effandi (2016), also expressed that thinking skills must be given greater emphasis and higher order thinking skills are required to be emphasised on our students. It is a way to produce students who are competitive in this 21<sup>st</sup> century.

Moreover, the level of knowledge and skills acquired by people of our nation determine the strength and progress of a country. Educations system plays a vital role to realise this. In order to realise the aspiration, our education system continues to transform from time to time. This statement supported by Jimmi Copriady (2014) says improving education quality will strengthen the classroom instructional progress. Malaysian Education Development Plan (PPPM) 2013-2025 was introduced with six main criteria in order to mould a student to be able to face challenges at globally, in line with the Philosophy of National Education such as:-

- Knowledge
- Thinking skills

- Leadership skills
- Bilingual skills
- Ethics and spirituality
- National identity

Creative and Critical skill programme was introduced in the year 1994. Teachers were introduced with many thinking tools. Unfortunately, the results showed that as teachers are still lacking in creative and critical skill in teaching and learning process. Teaching and learning process are still based on teacher centeredness and teachers are still looking forward to assessments and results from assessments. The I-Think programme was introduced to instil thinking skills among students to produce innovative students. Teachers and students are advised to use thinking skills tools during teaching and learning process. There are several thinking skills tools introduced under I-Think programme. One of the tools is I-Think mind map. Each I-Think mind map has its own definition and roles. It should be fitted to the topics and lesson unit. (Curriculum Development Division, 2012). Eight maps were introduced under I-Think mind map programme. They are circle map, bubble map, double bubble map, tree map, brace map, flow map, multi-flow map and bridge map. All maps stands with its own thinking process. (Siti Ruzila & Roslinda & Effandi, 2016). According to Nishat Alikhan (2014), I-Think maps are designed with different purposes, important cognitive process to a unique and dynamic visual representations.

By the end of the nineteenth century until the mid-twentieth century, Science was taught in elementary school as Nature's Review, involving knowledge of the facts and the laws of nature as the basis of scientific investigation. Primary school science teaching has implemented in all areas meaningful that all subjects are gradually aggregated and linked to the students' daily environment and experience. The Natural All Study has been replaced by the Session Rate syllabus for 1965. This innovation has been adapted from the Nuffield Junior Science project, UK (1964), but adapted to local needs. Ministry of Education introduced the Special Low Science Project (Special Project) in 1968. This project uses a new approach to science teaching for existing syllabus. (Curriculum Development Division, 2012)

KBSR is a three-part curriculum designs that include Communication, Human and Nature of the Surroundings and Personal Development of the Individual. This method uses Critical Thinking and Creative Thinking Elements with focus on 3M (Reading, Writing and Counting). At this stage, pupils are more exposed to examinations oriented. However, in the face of advanced and innovative countries, curriculum changes must be made to strengthen to education system.

In 2010, Malaysian Education experienced a great change in education curriculum. The Primary School Standard Curriculum (KSSR) was introduced. KSSR is a 6-core curriculum design that include communication, spirituality, attitudes and values, humanity, physical and aesthetic development, Science and Technology as well as Self-Skills. At this stage, KSSR uses the Creativity and Innovation, Entrepreneurship and Information Technology and Communication Elements (TMK) explicitly by focusing on 4M (Reading, Writing, Counting and Reasoning).

The importance of Science and Technology education in Malaysia has been acknowledged and accepted by all parties. This is evident in all the Malaysian Plan where science and technology education has been emphasized. Elementary science education is also inevitable in changing the country's future plans, especially in achieving Vision 2020.

According to Azmari Ahmad (2012), Malaysia has undergone various changes or reforms in education. The purpose of this reformed curriculum is to make improvements only to create students who can bring success to the State. If we look in the context of science subjects, it is clearly the government's goal of making Malaysia an industrialized country in line with other developed countries. Since 2002, the science curriculum has been revised to emphasize the acquisition of knowledge and the dissemination of science processes through fascinating learning approaches.

## **1.1 Statement of Problem**

Nik Rosnizususila & Azlina & Zakiah (2014), in their studies expressed even though teachers disclosed with workshops regarding I-Think program there are still problems arise in understanding about the thinking maps. Teachers use their own styles and understandings without



proper giddiness. It means that there are still several teachers' could not grab the usage of eight Thinking Maps in their own definitions. This statement also supported by Vishalache (2012), who expressed in her studies implementations of I-Think maps in Malaysia are still not enough support for teachers to be efficient in using the various visuals during subject periods.

I-Think mind map programme must be carried out without any problems in order to instil the thinking culture to become a habit among students. (Siti Ruzila & Roslinda & Effandi, 2016). They also recommended doing further research regarding the effectiveness of I-Think mind map as an invention in classroom. Ainon Omar (2016), says in her study although the teachers are implementing I-Think mind map in school, they still need more exposure in using it for weaker students. It shows that the exposures are still not sufficient and teachers are still facing problems. She stated that teachers' needed more practise in using the I-think maps on weaker students.

## **1.2 Research Objectives**

This study is carried out with following aims:

- 1.2.1 To identify the level of readiness of teachers in using I-Think mind map in Science subject
- 1.2.2 To find out the level of understanding of teachers the concept of I-Think mind map in Science subject
- 1.2.3 To investigate the level of readiness of teachers in utilization skills in I-Think mind map in Science subject

## **1.3 Research Questions**

These research questions are listed below act as a guide in carrying out the research:-

- 1.3.1 What are the levels of readiness of teachers in using I-Think mind map in Science Subject?
- 1.3.2 What are the levels of understanding of teachers the concept of I-Think mind map in Science Subject?
- 1.3.3 What are the levels of readiness of teachers in utilization skills in I-Think mind map in Science Subject?

## **2.0 LITERATURE REVIEW**

According to Nishat Alikhan (2014), one of the responsibility of an educator is provide students with the appropriate tools and instructions in order to be successful. The teaching career is an important job to make sure continuous teacher development compete with the world (Zuzana Strakova,2015). Nooraini Othman & Khairul Azmi Mohamad (2014), stated that knowledge about I-Think is vital to teachers in order to create students with high thinking skills. Teachers also need to be clear in delivering skills from classroom teaching (process) to students (application).

Kevin G.Murry (2012) expressed that in order to improve students' cognitive development and study progress in the classroom, teacher readiness is important. He also listed a framework that need to be prepared by teachers such as readiness on critical reflection, readiness towards students and families, environmental readiness, curriculum readiness, programming & Instructional readiness and last stage is readiness for application & advocacy. According to Nomsa Mndzebele (2013), teachers need to have basic knowledge about subject matter before delivering it into the class. It shows that teachers' readiness before delivering input is most important in teaching and learning process.

Jimmi Copriady (2014) says teachers' motivation is important in readiness to bring a positive correlation between self-motivation and readiness in the class. Jonida Lesha (2017) stated that self - efficacy of the teachers can construct effective lesson in classroom.

Adlet Kariyev (2014), considers the readiness of teachers will develop creative thinking among students and the strength and structure of professional teacher will change the learning environment. Subjects' objectives will not be achieved if teachers are not trained to deliver curriculum area. This study is also supported by Arsaythamby Veloo (2015), whereby to make a conducive learning environment teachers should be smart in approaching their lessons, content knowledge of subject matter and highly creative. He also recommends teachers to overcome their weakness in various aspects.

New teaching strategies are important for modern classroom to make the students focus in the

subjects and teachers have to play their role as facilitator (Nooryusrina, 2014). Based on the National Innovation Strategy, thinking maps should not be considered as a curriculum but it is a set of tools that helps teachers to provide existing curriculum in effective ways. Nishat Alikhan (2014), stated that thinking maps are in visual and can represent thinking skills and help students to look into their own learning styles and the process to overcome a problem. This statement is also supported by Vishalache (2012). She expresses that the I-Think maps can activate students' thinking skills, as well as attracts their attention. Coaching students to use thinking map in the right way can enhance the way they handle the classroom material and strategy of an organization that helps to form meaningful connections with the students. (Daniel & David Carlson, 2011).

Thinking maps also help in cognitions among the students. Cognitive skills in students help the brain the natural tendency to identify the pattern of thinking maps. So that, thinking maps can be used in all curriculums, in any subject. (Nishat Alikhan, 2014). Winfield (2012), stated that thinking map helps the students in reading comprehensions, writing process, problem solving as well as in thinking skills. I-Think thinking maps help students to draw in visual learning style with important contents. Students are able to link the information they learnt with their own emotional frames. It can also track student's performance and give lifelong thinking tools to be used in their lives and academic career. (Nishat Alikhan,2014).

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study will use quantitative research design. The aim of the study is to explore and describe teachers' readiness of I-Think programme in Science Lessons among Tamil school in Jempol District, Negeri Sembilan.

#### **3.2 Population and Sample Review**

Sample of the study were chooses Science teachers in government department from primary school in the state of Negeri Sembilan. This study will use 40 trained Science teachers from Tamil school in Jempol District, Negeri Sembilan. Due to cost limit and energy this study relies on sample to represent the population. The teachers' represent in this study are composed all trained teachers who teaches KSSR Science subjects from district level.

##### **3.3.1 Research Instrument**

This study will be conducted by using a survey and information will be gathered from the sample using questionnaire. The questionnaire is adopted and adapted from Mazlan Husin, Mohd Mahzan Awang, Anuar Ahmad (2017) who conducted a survey regarding I-Think mind maps in History subjects. The questionnaire prepared will be checked and verified with supervisor for the validity. The focus of the study relies on using I-Think thinking map by Science teachers in the teaching and learning progress. After the discussion with supervisor regarding the questionnaire it will be distributed to research respondents.

### **4.0 SUMMARY**

Teacher readiness in setting goals enhances students' cognitive and academic growth. Jimmi Copriady (2014) says teachers' attitude and motivational level are important in changing traditional education system into modern education system. On a similar note, Siti Ruzila & Roslinda & Effandi (2016), stated in their studies that educators play a vital role to make sure the implementations of I-Think programme successful. Students were able to master in Higher Order Thinking Skills (HOTS) by using visual thinking tools if I-Think programme is implemented as the design. (Vishalache ,2012). According to Siti Ruzila & Roslinda & Effandi (2016), students who use thinking maps in their studies can improve in academic performance. Their higher order thinking skill will also increase by illustrating link ideas and concepts. The eight thinking maps also help students to express their thought processes

on paper instead of keeping it in their mind.

Thinking maps stimulate the students' brain natural tendency and identify the patterns. Visual can mould the students with their own individual experiences and understandings. Students are able to move and communicate, accessing their learning memories and strengths ups about the understandings of subjects. It can be considered as a tool of assessment measuring the different of students' critical thinking skills ability. (Nishat Alikhan,2014).

## 5.0 CONCLUSION

As a summary, thinking maps can build excellent students in classroom because students are able to embed in their thought process critically in any subject disciplines. The Ministry of Education needs to arrange workshops and training system regarding the implementation of I-Think mind map in teaching and learning process. By doing this, teachers' will become more confident in utilizing the I-Think mind map and integrate it in their lesson plan. Markus Talvio (2015). He also says training programmes helps teachers to improve their skills even though it is a typical way. If teachers' are not well prepared to deliver the curriculum area, the subjects objective will not be succeed. (Tariq Jawarneh, 2012). According to Jonida Lesha (2017), self efficacy beliefs of the teachers can create teachers' effectiveness and solve problem in teacher education.

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## The Basic Components for the Theory of Ulul Albab Teachers' Professional Development Programme

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### ABSTRACT

*Ulul Albab generation is the main target outcome of Ulul Albab program. Objectives, mission and vision have been drawn up beautifully to achieve the aim of having a generation who is able to use their mind and heart to understand the essence of life based on strong foundation of Al-Quran epistemology. It is therefore, the students of Ulul Albab program that need to be educated, guided, facilitated, and monitored properly in order to appropriately become an Ulul Albab generation. Therefore, teachers are expected to play their role as a group who will be responsible to assist the students in the system. Because of that, teachers of the Ulul Albab program will be the main focus of this research as the key implementer of Ulul Albab curriculum. The purpose of this research is to examine the elements of professional development (PD) for teachers of Ulul Albab program. The teachers here are referring to all teachers regardless of field of expertise, religious or academic. Six experts from various fields have been interviewed in order to investigate the relevancy of developing teachers' professional development for Ulul Albab teachers. Open coding grounded theory approach has been used to analyse the data, whereby, the theory develops from the data as it is collected and analysed inductively. The findings have shown that there are three basic components, namely, the Input, the Process/Mechanism and the Outcome in which several elements have been drawn up from the findings such as the selection of the right teachers, teacher's traits, teachers' training (pre-service and in-service), learning environment, and the nature of teachers' professional development for the Ulul Albab program. The experts collaboratively agree that teachers' professional development will benefit more to the Ulul Albab program. In a nutshell, it is crucial to prepare the teachers with a systematic and dynamic professional development according to the concept of Ulul Albab, for the sake of moulding future generation that would be the frontliner of Muslim civilization in the country.*

**KEYWORDS:** Basic components, Professional Development theory, Teachers of Ulul Albab

### 1.0 INTRODUCTION

The role of teachers as purveyors of knowledge and values and as community leaders responsible for the future of the young (UNESCO, 2003), is expected to be highlighted accordingly. It is evident that a sufficient number of competent and professional teachers are required in order to improve the quality of educational processes, which leads to the excellence outcomes. In fact, the concept of quality education is not only obtaining certain knowledge but also practicing it in real life

for the betterment of the others, whereby, the quality of education directly needs the teachers to play their roles. Therefore, the education and preparation of teachers should be considered as the central and most crucial in the reconstruction of any educational system (Baloch, 1980).

Teachers' Professional development refers to many types of educational experiences related to teacher's works which means to upgrade in their profession as a teacher. It is a strategy, whereby, a teacher continually becomes a learner in making them excel in their teaching field. According to Hayes (2010) professional development is the only school systems' strategy that to strengthen educators' performance levels. He added, professional development is also the only way educators can learn so that they have certain quality to better their performance and raise student achievement. The quality of the teachers, however, should be based on how they have been taught to understand the concept that they are going to teach and educate.

Teacher training or professional development in most countries entails several course work and students teaching experience, which is somehow, not adequate to produce sufficient quality teachers that lead to a quality education. According to Ahmed Shami (1980), most of the existing teacher training programmes in Muslim countries are geared to help in developing the mind and body only; meanwhile, 'spiritual education' is nowhere to appear as a goal of education. The adaptation of Western form of teacher training into most of the Muslim countries, effected the result of corrupted educational system toward secularism and separable entity. Thus, the First World Conference in 1977 held in Mecca, was mainly to identify and formulate some principles and policies that would be the mediators in changing the educational system into truly 'Islamic' in character, in which teachers would be the spearhead of this changes (Baloch, 1980). Eventually, Ulul Albab program which upholds Islamic Principles and Belief as the pillars is expected to have teachers who are aware of the concept and ideas of Ulul Albab, whereby, this paradigm can be instilled into the mind and the soul of their students. It needs professional development program to be established in order to prepare the teachers to achieve the required standard within the program. In other words, the preparation for teachers for the Ulul Albab program in terms of professional development training would be the yardstick towards the procreation of the Ulul Albab generation.

### **1.1 Ulul Albab Teacher Professional Development: The Need for a New Type of Broad-Based Integrated and Holistic Professional Development**

Professional development is defined as "the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999) which is mostly important to make the teachers aware of their profession role and responsibility. As Guskey (2000) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development". Moreover, the professional development programs are systematic efforts to bring about change in classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students (Guskey, 2002). It is, therefore, crucial for teachers to engage in professional development in order to be called as professional in their field. The professional development is the key to meeting today's educational demands (Stacey, 2005).

For Muslim society, education is demanded to produce pious devotees toward the Almighty Allah S.W.T. and, honourable social individuals that are able to balance their life between worldly and lifeafter matters. Therefore, the integrated whole education of teachers should take precedence over the limited concept of developing Ulul Albab generation. According to Tajul Ariffin, (2002) integration concept of education is referring to naqli (wahy) knowledge above aqli knowledge integrated with multidiscipline and knowledge, whereby, the aim is to generate Ummah affirms with tauhid and aqidah. According to Lilia (2011), the discovery of science knowledge under control of wahyu (naqli) will procreate scientist who profess the oneness of Allah (Tawheed). She added that the profession will motivate them to play their role as slaves of Allah and vicegerent of Allah in the field of science and technology. The teachers in the Ulul Albab program, therefore, really need to be facilitated and guided toward the integration of naqli and aqli knowledge rather than be trained to become an expert in specific subject matter.

Ulul Albab program, basically, is an educational program of integration between the existing programs (Science streaming) with the religious program including Tahfiz Al-Quran (Mohd Sharil & Sidek, 2013). In other word, Ulul Albab program aims to produce Muslim scientist who are expert in

religious field as well as able to grasp the hikmah from the verse (ayah) of Al-Quran. According to Nor Hayati (2011), to develop Muslim scientist accordance to Islamic science teaching and education, integrated development strategy is required to be addressed, as follows;

- i. Teaching and education that emphasize the development of human as a whole
- ii. The inculcation of true knowledge is knowledge that can change the heart of man to believe in Allah
- iii. The inculcation of integrated knowledge between aqli and naqli knowledge
- iv. The inculcation of knowledge that has undergone Islamization process of knowledge as a process that changes the perspective of aqli and naqli knowledge
- v. The use of science terms from the framework of knowledge or Islamic civilization
- vi. Interesting and effective teaching
- vii. Co-curriculum activities inclined towards Islam
- viii. The atmosphere that stimulates the development of faith
- ix. The existence of a divine education system
- x. The existence of systems and evaluation tools that assess the overall development of human beings

The above strategies could be use as guideline in developing professional development for the Ulul Albab program. This is because, in most Muslim countries, teacher training (program) models are taken from the West (Ahmed Shami, 1980), which perhaps could be the effect of colonization. The adaptation from the West is something normal. But yet, Ulul Albab is expected to free itself from the influence of any kind of the Western models. It is because, these models are based on dualism, secularism and separation of religion and worldly matters, as according to Ahmed Shami (1980), “are totally inadequate for training Muslim teachers, who are responsible for the development of the soul, mind and body” of Muslim young generation. According to Abdul Ghafur (1980), it is vital that a new scheme of training (program) be devised through intensive training in the fundamental of Islam, but also receives training in other modern branches of learning. He added, there is no dichotomy between the religious and the secular or the intuitive and the intellectual, Tawheed (monotheism) implies that there is an essential unity in all knowledge which derives from the Al-Quran and As-Sunnah.

## **2.0 PROBLEM STATEMENT**

Based on several studies, teachers of the Ulul Albab program also has become an issue to be concerned with, whereby, the quality of teachers has not yet achieved the standard that is wanted. Research done by Muhammad Abdullah et al (2014) and Umi et al. (2014) in separate MRSM Ulul Albab advocated that the quality of teachers need to be improved and refined as the teachers do not seem to be able to monitor their students to understand the meaning of Al-Quran they memorized. Therefore, Nor Hayati (2015) urgently suggests that the teachers should oblige to Ulul Albab quality, and then only will they be able to become role model and agents of change towards the achievement of the aims of Ulul Albab program. She further claimed that to develop teachers of those qualities, teachers’ professional development programs for Ulul Albab pre-service and in-service teachers become vital. It would be good to say that, Ulul Albab students’ personality is the reflection of the Ulul Albab teachers’ personality. Kamal Hassan (2010) and Nor Hayati et al. (2015) agree that the programs per se should be reinterpreted according to Islamic worldview.

To prepare a specific or special professional development for specific educational seems to be necessary in order to gain optimum result. Research done by Arniyuzie (2015) found that there is a need to develop and improve teachers’ quality of Ulul Albab program specifically inculcating the element of Quranic, Encyclopaedic and Ijtihadic. These elements somehow need to be blended and integrated well within the system, either for the students or the teachers. Eventually, the understanding of integration concept of the program seems unclear specifically among the teachers. Supported from a study done by Sidek Baba et. al (2015) showed that there is insufficient understanding upon the integration between sciences and naqli (revealed) knowledge among the teachers of Ulul Albab program, which needs to be discovered in depth. Thus, the program needs its special teachers professional program that may induce specific curriculum that suit the objectives of the program.

This study, therefore, is to explore scholars’ view regarding this need and how important teachers’ professional development for Ulul Albab program from the viewpoints of these experts in

various field. This will strengthen and energize the objective of this study.

### 3.0 OBJECTIVES OF STUDY

The purpose of this study is to generate and validate the basic components of theory for Ulul Albab Teachers' Professional Development Program

### 4.0 METHODOLOGY

A qualitative study was carried out to investigate the aspects of Professional Development based on the opinions and views of the experts regarding Ulul Albab Teachers' Professional Development Program. It is to examine their viewpoint on the basic components of theory for Teachers' Professional Development Program in shaping the wholeness of the Ulul Albab program particularly in producing an Ulul Albab generation. The study was using open coding Grounded Theory approach in analyzing the data that has been collected inductively, in which, according to Creswell (2009), the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study. Precisely, Strauss & Corbin (1990) claimed that a grounded theory is a theory which is acquired inductively from research that studied the phenomenon which it represented. The data of the findings have been analyzed only at the level of open coding.

The respondents of this research were selected through purposive sampling technique. The sampling was also using snowballing technique based on certain criteria, whereby, some respondents of this study have been suggested by previous respondent. There are six experts who have been chosen from various field of expertise that are well-known in their contribution to the society, specifically Muslim society. Moreover, most of the experts are well-versed in the concept of Ulul Albab, whereby they have written articles and books regarding the Ulul Albab in general. The table 1 below is the list of the respected experts for this study.

**Table 1: List of Respondents**

Name	Institutions	Articles/Books
Tan Sri Professor Dr. Mohd Kamal Hassan	Distinguished Professor, Centre For Islamization, International Islamic University Malaysia	The Author of an Article: The Return to the Qur`Anic Paradigm of Development and Integrated Knowledge: The Ulul Al-Albab Model. <i>Intellectual Discourse</i>
Datuk Dr. Zulkifli Mohd Al-Bakri	Federal Mufti, Pejabat Mufti Wilayah Persekutuan Kuala Lumpur	Ulul albab: konsep dan pengertian menurut syarak
Professor Dr. Malik Badri	Universiti Islam Antarabangsa Malaysia	Well-known Muslim psychologist, well-versed on Ulul Albab
Dr. Mat Rofa Ismail	Profesor Madya of Science Faculty, UPM	Ulul Albab Ajaibnya Alam Semesta
Dr. Danial Zainal Abidin	Medical Doctor, Preacher and TV personality	Menjadi Ulul Albab Generasi Genius Bertaqwa
Professor Emeritus Dr. Hashim Musa	Ex-Professor of Language Faculty, UPM	Well-known author of Hang Tuah : Catatan Okinawa

Open-ended questions have been used and discussions were conducted based on the interview guide (protocol) that have been constructed and validated. Data collected were transcribed and analysed using the software *nVivo*. Open coding of grounded theory approach in this study involves searching and pointed out the concepts behind the actualities of the data. Coding may be described as the deciphering or interpretation of data and includes the naming of concepts and also explaining and discussing them in more detail (Böhm, 2004). The codes will be pulled together and categorise a series



of otherwise discrete events, statements (Charmaz, 1983) which has been identify in the data.

## 5.0 FINDINGS AND DISCUSSION

This research will be based from the findings of a research done by Nor Hayati (2002, 2005) with the Theory of Holistic and Balance Human Development in Science Education as the theoretical framework. Three main components of the said theory which were identified (Nor Hayati, 2015) as the Input, the Mechanism (Process), and the Output. These three will serve as basic components of building a theory for Ulul Albab Teachers' Professional Development Program (TPDP). From the data, few elements have been categories into these three components such as a selection of the right teachers, teacher's traits, teachers' training (pre-service and in-service), learning environment, and the nature of teachers' professional development for the Ulul Albab program. These three categories were generated and validated as the structural components of the theory (Beauchamp, 1975; Nor Hayati, 2002, 2005, 2015).

Eventually, the Theory of Holistic and Balance Human Development in Science is deemed appropriate to act as a guideline for the professional development of Ulul Albab teachers as both discussed matters in term of Islamic perspective as well as scientific perspective. According to Nor Hayati (2015) both theories emphasized on the holistic development of human beings based on the belief and devotion to Allah s.w.t or *tawhid*, which is very crucial in developing a theory for Muslim professional development. From the findings, the categories of these three components have been verified and validated by the six experts through in-depth interviews. The findings and discussion will be elaborated and explained descriptively as the following.

**First component is the Input**, covers the element of selecting the right teachers with certain characteristics. The six experts agreed that teacher matters should be conversed earlier than student matter, especially in terms of selection of teachers and teacher's traits. Zulkifli totally agree that teacher matter should be the main priority before the students; *"discuss about teachers first, not discuss about students. So, development of teachers is crucial. Therefore, in developing the teachers, of course there are many important things"*.

This claim has been supported by Danial, in his statement, *"so I thought about how to get started, this is a good chance. So, first of all, of course the educator. Educators, educators first. That's right. I agree, educator. Without denying the role of the students. But if the educator, his concept of mind is incorrect, does not understand what Ulul Albab is, what content to have to produce Ulul Albab's student, he does not see"*.

Zulkifli, therefore, argue that the issue of teacher's selection is very important. He claims *"The teacher's selection is a very good thing. I observe, any school or university, where they play good job, which affects and presume the other teachers, it will result extraordinary students. But, if the teacher is weak, then, the ability for his pupils to succeed with excellent is low. It is important. So, assembling the expertise of the teacher with a high spirit and having a solid sincerity, will produce outstanding students"*. Danial added that, to be selected as Ulul Albab teachers, they should not only experts in their field but it is compulsory for them to understand Islam. *"Lecturers or teachers first, in general, including those who are in fields of science or mathematics, generally understand the basic of Islam, compulsory"*.

Special characteristics should be addressed due to the respect of the given term in the Al-Quran. It is therefore, selecting the right teachers with specific criteria for Ulul Albab program is very important and it is the most difficult part in developing a program according to Malik Badri, *"I think that this is the most difficult part of the system of Ulul Albab. Who is the right teacher? The right teacher should have about 4 or 5 characteristics. The first one is ikhlas. He is really sincere. Sincerely wishes to be the teacher or counsellor with the aim of of Ulul Albab. The second one is for him to train himself to be one of Ulul Albab, because there is spiritual element"*.

Mat Rofa also agree with Malik Badri in which the teacher should have the quality that is able to train himself to be an Ulul Albab. And he reconfirms his statement, *"So, the process of Ulul Albab is for the teachers themselves to reach to the students, the same message. And that process is what is meant by Ulul Nuha wa Ulul Absor and the Ulul Albab"*. Researcher, *"To be a great Ulul Albab teacher, he must be a Ulul albab too?"* Mat Rofa, *"Yes"*

Thus, teachers who are going to teach Ulul Albab students according to Hashim Musa need to

have good value as a teacher, *“Meaning, the teachers should have the value (good value), by then, what he delivers will bring effect of changes (differences)”*. Kamal Hassan also agree with that, *“how do we get the teachers, teachers with that commitment can make a big different, despite the fact that they might be teaching in secular environment”*. Putting it in a more general sense, he further claims that professionals, including teachers who train to use their wisdom thought according to Allah’s will be claimed as Ulul Albab, *“Here I agree too, meaning the scientist and scholars in various fields who use their aql (mind) given by Allah with correct (wise) use, it is Ulul Albab”*

The selection which is made based on certain criteria could be a reflection of Ulul Albab characteristics. The characters or criterion that have been mentioned or suggested by the experts should be the yardstick or starting point to train and mould the fine character of Ulul Albab teachers. Therefore, the second component should come along right after discussing the issues inside the first component.

**Second component is the Process or Mechanism** which covers element of teachers’ training and learning environment. The teachers’ professional development program will not be effective unless a complete system for teacher preparation designed and properly implemented through integrating all the important elements (Ahmed Shami, 1990) of Ulul Albab. It is necessary to have a clear concept of excellence in its own teacher (Baloch, 1990). From the findings, there is enormous agreement among the experts that teachers should understand and comprehend the concept of Ulul Albab before they are able to educate the students. Thus, training program is crucial to introduce the concept, whereby, the important elements of Ulul Albab could be transferred to and absorbed by the teacher accordingly.

According to Zulkifli, teachers should understand, envision, and acknowledge the concept of Ulul Albab in order to shape and mould students with Ulul Albab quality, *“I mean, we want Ulul Albab generation, we chanted and we called it, we sought and we aimed it. But, the biggest point that thwarts it is because we do not provide teachers who understand and appreciate, acquaint and know about Ulul Albab. So, the thing is that he will not feel the sweetness or comfortable with the will of Ulul Albab. Then, it becomes a separated entity. Therefore, the pupils who is expected to reach Ulul Albab, he gets nothing”*

Kamal Hassan also clearly argue that the teacher of Ulul Albab program should be trained according to the concept of Ulul Albab, should be clear about its mission and vision, as it leads to what kind of generation is wanted for the society, *“Like teacher training institution; what is the mission and vision? How about the teachers? So, now it is related to Malaysian education strategies (to) produce students with six aspirations. (Thus) we (need to) train the teachers for what kind of education. We start from there; it is how we educate teachers according to the concept of Ulul Albab”*.

This is supported by Hashim Musa who agreed that teachers’ institution should prepare specific element for the teachers of Ulul Albab. The professional development program, according to him is a better place to train teachers to understand the concept of Ulul Albab. He also mentioned this for two phases of professional development; pre-service and in-service program as a preparation for the teachers, *“At the teachers’ institution, now, it is good to train to sustain Ulul Albab in the character. Meaning, teachers’ institution, new teachers in a faculty should embark Ulul Albab. And, for the teachers who not ever have that, then prepare for in-service course. Both in a shot, what we called as two-edge sword”*.

Ulul Albab program as laid down by the Ulul Albab concept in the Al-Quran is based on the devotion to the Almighty Allah and the observance to the creation of the Universe. As the experts agreed, based on Surah al-Imran:190-191, the elements of *zikr* (remembering Allah), *fikr* (thinking/thought) and *taddabur/iktiraf* (contemplate) should become the most important elements for both Ulul Albab program and Ulul Albab Teachers’ Professional Development Program. Kamal Hassan in his statement, *“Want to understand what is this Ulul Albab, because it is a model that Allah indicates in the Al-Quran. We need to the model. They are combination of zikr, fikr and taddabur. Zulkifli also stresses these elements as concept of Ulul Albab, in his sayings, “meaning, Zikr, adding up with Fikr will result to the Iktiraf (contemplation) and pledge that would be brought to the Makrifah (gnosis or direct knowledge of Allah) and also Iman, which is at the end we paray, we humbly servitude to Allah. From there, we see the concept of Ulul Albab. According to Malik Badri, these elements are very important to train teachers with Ulul Albab characters. The second one is for him to train himself to be one of Ulul Albab, because there is spiritual element. A person of Ulul Albab will have to teach Ulul Albab, will have to be trained himself. He further said, “So it is important, this for teacher of Ulul Albab to bind himself with certain zikr and fikr, you see... and repeating the same words, the same*

*tasbih, you know this repetition is very important*". Mat Rofa also totally agrees that these elements need to be brought in into the system, *"firstly, in a research regarding teachers or schools or education, it is a must to have the main two characters (elements); thinking (fikir) and zikr. Thinking as what we call in science and today's technology is a thought,, cognitive in all five thinking aspects. But it needs to combine with the Zikr. Supported by Danial, "the Ulul Albab has two main characteristics which is first Zikr, and Fikr. Revealed first, Zikr first. Then combine (joint) with inquiry, wayatafakkaru, use brain, analyse, brought to conclusion. All the teachers must have these two elements, integrated"*. As according to Hashim Musa, the thinking will bring the person to knowledge and the knowledge makes the person possesses values of Ulul Albab people, *"Ulul Albab is those who thinking, knowledgeable. Knowledgeable person is civilized, virtuous, pious and practical. That is our aim. Recognize the true knowledge... the true knowledge that bring to to direct knowledge of Allah, makrifatullah"*

Besides that, the experts believe that integration of knowledge and learning environment should be put into concern in order to expose and prepare the teachers with balance personality. Kamal Hassan urges the Islamization of knowledge in purpose of reinterpreting the knowledge according to Quranic perspective, whereby, secularization is aimed to isolate rather than integrate. He said, *"Teaching and learning based on aqli and naqli knowledge, so I am emphasizing these things. Meaning, science or nature should be learnt according to the worldview of Al-Quran. Teachers should be realized that we become a slave of secularization. They do not see on how science has been taught in term of secular worldview could deny the truth, the truth of Allah's existence"*. Supported by Mat Rofa, *"we, actually, we do not know that we are not integrated. Meaning, science cannot derived by religion"*. Mat Rofa suggested that in order to preserve the value of Ulul Albab accordingly, especially from secularism or positivism influences. He urgently calls for integrative program that encourage holistic and Islamic values into the said program. *The teacher we trained, we hope this process will take place continuously. If there is discussion among teachers, I hope that the awareness is widespread. Because we really do not know that we are not integrated. We do not know that we are now tied to positivism.* Therefore, it is crucial to have a serious discussion regarding knowledge matters. As according to Zulkifli, *"for me, the strength of knowledge is very important. Number 2, we not really expose it to the students that we called as Understanding. So, when we talk (about) Ulul Albab, do not look in terms of zahir (external/outward) only, do not just look (internal/inward). But (we want) a tremendous development.* Mat Rofa added that *"the impact of the knowledge should reach the students. When we say about complete understanding, it means that we want to deliver the knowledge with the values.* Similar to what Hashim Musa claims, *"Even he teaches language, but bring in religious norms. Bring in the values (hati budi) of Malay people, Malay character.*

From the discussion above, it is clearly shown that the concept of Ulul Albab should be addressed properly in the Process stage, whereby, the two main elements of Ulul Albab, zikr with fikr would be acting as a masterpiece to ensure the program is in the right track. In addition, integrating the teachers with several knowledges is another category that would help the teachers to cater to the needs of Ulul Albab students in the future.

**The third component is the Outcome.** It covers the consequences of the teachers of Ulul Albab program. It counts the result of confronting the first and second components of the theory. Begin with thorough selection and sufficient process, by then, an outcome is expected to present. From the findings, there are two aspects that have been talked about consistently by the experts regarding the nature of teachers' professional development of Ulul Albab program, in which the teachers would have; Ulul Albab character, and integrated/ holistic personality

First nature: The Teachers would have the Ulul Albab character. After the teacher understand the concept of Ulul Albab and go through some process. According to Zulkifli, *"(It may) procreate teachers who understand, and completely understand, personified, and knowledgeable (experts) about Ulul Albab. As Kamal Hassan clearly mentions, "Because at the end of the day, will see the Ulul Albab as his character. After he did the scientific research, and then what he said oo my Lord, you have not created this for nothing"*. And supported Malik Badri believes that by understanding the concept of Ulul Albab, one would be able to train themselves to be an Ulul Albab, resulting in turning himself into an Ulul Albab... *"So it is important, for teachers of Ulul Albab to bind himself with certain zikr, zikr and fikr, you see. The importance of contemplation, meditation and how we can improve an iman, makes a person to become closer to become Ulul Albab"*

Second nature: The Teachers would have an integrated/holistic personality. Malik Badri,

somehow, categories Ulul Albab characters into three holistic elements, namely cognitive, practical, and emotional, "So these unless the person should perfect the three aspects, he cannot be Ulul Albab. you see. (It must be holistic?) Yes, cognitive, practical, and emotional. According to Mat Rofa, teachers could have the character if he completely understands the concept of Ulul Albab which brings him closer to devoting himself for Allah, "This Ulul Albab, it has the teaching and learning process. First is for ourselves, firstly, it is for us to completely understand Ulul Albab. In this contexts, if Ulul Albab, he will reach to God. Danial believes that, teachers who have both the knowledge, aqli and naqli are required for Ulul Albab program, as he mentioned that science and religious teachers should integrate their knowledge. "Science teacher, good subject, but he needs to understand religion. At the same time, to produce someone in religious department, the ustaz and ustazah need to have basic science. Therefore, it really necessary to have a system that enable teachers to blend themselves with various field of knowledge especially, naqli and aqli knowledge. As according to Danial, "If a person (a teacher) enhances two (knowledge), he flows smoothly, beautiful, both are coming, it gels.

## 6.0 CONCLUSION

Teachers are indisputably their students' exemplars. Obviously, students acquire the good traits and sound trends, as well as the virtuous behaviour and equanimity, from their teachers whose guidance and conducts penetrate into their hearts. On that account, teachers must over disciplined themselves and train on virtuous and noble manners to be the best exemplars for their students. Thus, the three basic components, namely, the Input, the Process/Mechanism, the Output have been drawn up to discover crucial elements in order to develop a theory for Ulul Albab Teachers' Professional Development. Teachers' Professional Development program/training for Ulul Albab program is seen to have a serious and specific role specifically to generate Ulul Albab students in the country. It is, therefore, sufficient and efficient teachers should be produced; who are competent enough to uphold the responsibilities, not only merely teaching but moulding Ulul Albab characters into their students. In order to tackle the current situation, it is necessary to investigate, examine and refine the crucial components that addresses specific Professional Development (PD) for teachers of Ulul Albab program.

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## Using Extensive Reading to Improve English Reading Comprehension of Year 6 Students and Their Perceptions towards the Intervention

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### ABSTRACT

*This study aims to identify the perceptions of Year 6 students towards extensive reading strategy to improve their English reading comprehension. From observation and experience of teaching, although reading strategies were explicitly taught to achieve reading comprehension, students still go through major difficulties in understanding a text. In this proposed study, the respondents are 37 Year 6 students from a school in Damansara. Selected via purposive sampling, a pre-test will be administered to the students prior to the intervention of extensive reading for 5 months. At the end of the intervention, post-test will be given to assess whether there is any improvement in their reading comprehension, followed by the administration of the survey questionnaire on their perceptions. Instruments such as extensive reading approach, past years UPSR English comprehension paper, Student Perception of Extensive Reading Questionnaire and semi-structured interview will be used to collect the data needed for the proposed study.*

**KEYWORDS:** *extensive reading, reading comprehension, perception*

### 1.0 INTRODUCTION

In Malaysia, English is considered as the second language next to Malay. Officially, learners learn the language even before they enter primary school, which is as early as five or six years old. English is a compulsory subject from Primary One to Form Five, and its importance is on par as learning Malay. For example, in primary school, English and Malay subjects are taught in the same amount of time, i.e. one hour per day, every day. Its importance is further highlighted in the nation's education blueprint called the Malaysia Education Blueprint 2013-2025. In the blueprint's Executive Summary, it is aspired that "every child be, at a minimum, operationally proficient in the national language, Bahasa Malaysia, and the international language of communication, English" (p.E-10).

In view of this, the curriculum in primary and secondary education focuses on specific, crucial language skills which are listening, speaking, reading and writing. In our nation's aspiration to become an industrialized country, Malaysia has taken numerous efforts to improve and develop literacy among its citizens; most of them are directed at our education institutions (Inderjit, 2014), in the hopes that by the year 2020, Malaysia will achieve a literacy rate of 100%.

Despite all the effort of improving and developing literacy, the perceptions of learners towards reading have to be changed as well. These perceptions would make a difference on their motivation and desire to learn as well as acceptance of reading.

At every level of education, the ability to read is a powerful tool for academic success. This is because through reading, a learner can gain access to an abundant source of information and knowledge. However, being able to read per se is not sufficient. A learner should be able to read, but what is more crucial than that is to be able to comprehend that they read. Many students in Malaysia have problems comprehending L2 reading materials (Ratnawati & Ismail, 2003). Consequently, they missed out on a lot of things. This is a worrying national concern that has to be addressed.

## **1.1 Problem Statement**

From observation and experience, although reading strategies were explicitly taught to achieve reading comprehension, students still had major difficulties in understanding a text. Unfortunately, rural school students face these problems more than those students in the urban schools. In the 2000 PISA study, at the national level, students from urban schools significantly outperformed students from rural schools in reading. (Cartwright & Allen, 2002). This shows that the gap between reading performance between rural and urban schools are evident in all parts of the world.

The problem behind this might be due to students' limited exposure to the English language; it can be said that English holds the status of a foreign language for some of them. Consequently, when they go to school, they are being caught in a cycle of frustration of a weak reader. They start from reading slowly, therefore does not feel that reading is enjoyable, which leads to doing less reading and more of not understanding what they read. This cycle of frustration must be addressed and stopped for students to become better readers.

To these school students, the little exposure of English language they get is from the television – if they have any; and perhaps from videos shown by teachers during class. English books in the library are very few compared to Malay books. The English books look unattractive, are thick, boring, and most importantly, the words are a bit too difficult to understand, i.e. not of their level. Furthermore, the students are not encouraged to read enough, be it inside or outside of classrooms and this would lead to their low reading esteem. Struggling readers, especially those in the upper grades, tend to carry with them a low reading esteem (Spence, 2011).

The students' main problem that preceded them from applying reading strategies is their major lack of understanding of the words they read. In other words, their vocabulary bank is very limited. Therefore, an intervention needs to happen to help the students to overcome the problems they are facing, because reading skills is the most important skill in learning a second language (Grabe, 1991).

## **1.2 Significance of the Study**

This study hopes to find out the perceptions of Year 6 students while comprehending a reading text through the extensive reading strategy. In addition, the findings of the research will contribute some ideas or knowledge to classroom teaching and learning and give English teachers the opportunity to implement such strategy that may be appropriate to their students' learning style and needs.

This study seeks to answer the following research questions:

1. What is the effect of extensive reading towards reading comprehension of Year 6 students after the intervention?
2. What are the students' perceptions towards extensive reading?

## **2.0 LITERATURE REVIEW**

This literature review reports on studies on the use extensive reading specifically on how extensive reading helps to improve students' reading comprehension. Most of the articles were found in the internet resources such as Google Scholar and other major online research databases such as JSTOR and SAGE. They were published between the years 2009 to 2017. In this section, the definition of reading and reading comprehension are presented, issues on the importance on reading comprehension and its usage in second language learning besides issues on extensive readings as well as the list of past research regarding extensive readings will also be further elaborated.

Firstly, the definition of reading is provided. Reading is a complex interaction between the text, the reader and the purposes for reading, which usually shaped by the reader's prior knowledge and experiences (Hughes, 2007). However, a more comprehensive meaning of reading can be quoted from Grabe and Stoller (2002) whose defines reading as "the ability to draw meaning from the printed page and interpret this information appropriately" (p. 9). On the other hand, according to Lewis and Walpole (2011), comprehension is defined as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

## **2.1 Reading and Reading Comprehension**

To be able to read is undeniably vital to acquire a second language (L2). Nevertheless, being able to read per se, without involving certain abilities and strategies to allow reading comprehension to progress is not enough. This is especially true for readers who are in their tertiary level and beyond, because they need to 'dissect' a certain text more than what is written.

Conventionally, language teachers and many psychologists view that reading is just a mere activity of interpreting written symbols to sounds, by which, that alone is considered as comprehension of the written text. According to McDonough, Shaw and Masuhara (2013), previously, the reader was seen as the receiver of information or also recognised as an 'empty vessel'. This suggests that readers probably could have brought nothing to the text, and were passive readers. However, this notion is now discredited because recent research has proven that readers and the reading process itself are active activities.

Grabe (2014) has provided a definition of reading comprehension that includes the steps, strategies and cognitive activities that are involved in reading a text. He writes that reading comprehension consist of the abilities to identify words quickly and efficiently, to develop and practise a very large recognition vocabulary that helps to form sentences in order to build text comprehension, or even engaging in a range of strategic processes as well as the cognitive skills which can be done by setting the goals, flexibly in changing goals and monitoring comprehension. He also added that reading comprehension is also the process of understanding meaning in relation to background knowledge, interpret and evaluate texts that is in line with reader goals and purposes, then process texts easily over an extended amount of time.

This definition further highlights that a reading activity is not simple; it involves processes that happens before, during and after reading. Learning and applying the knowledge on how to approach a text could help a reader to generate text comprehension. These are the valuable skills that would benefit a reader immensely, be it for their academic purposes, or for life in general.

## **2.2 Importance of Reading Comprehension**

Students' academic achievement is dependent on their ability to read well and successfully. Reading involves a complicated process- where one needs to not only learn how convert letters into words, then translating words into phrases, and phrases into sentences (Eskey, 2002), but they also need to employ various reading strategies so that they are able to read accurately and effectively extract information from printed form and beyond.

In an academic context, as reading involves a complex process, there are quite a few activities that a reader needs to do. For example, reading is to understand and remembering concepts, as well as identifying and attending to essential information selectively, which include the monitoring comprehension and learning process, synthesizing information, and critically evaluating a text (Tengku & Maarof, 2012). Being able to read English efficiently for academic purposes – in primary, secondary and tertiary level is the most needed academic language skill that a learner must possess (Grabe, 2014) Students who are good at comprehending texts and possess varied reading skills and strategies could perform better academically than those who do not (Van Keer & Verhaeghe, 2005; Blickenstaff, Hallquist, Kopel, 2013).

In a more general context, being a skilled reader can empower a person in many possible ways. This is because if a reader can comprehend a text, he is also able to take a step further by being able to critically read a text (Kadir, Subki, Jamal & Ismail, 2014). Hence, it is definitely a cornerstone for success throughout life.

## **2.3 L2 Reading Comprehension**

Many students have difficulty in comprehending what they read, especially if they are reading in the L2, language they are not very accustomed with. Some students can read well – read with good pronunciation and using the right intonation – but they might not be paying attention to what they are reading. In other words, they do not truly read. In other cases, some people can decode the sentences they read, but only a few can decipher what the text is about and the meaning the writer is trying to



convey (Eskey, 2002).

A lack of reading comprehension skills and strategies may cause problems for learning, working, and survival in general (Inderjit, 2014). Previous studies shown that there are few second language learners are not equipped to take on the challenges presented in the “academic reading demands” (Tengku & Maarof, 2012, p.1251). Most students can read, but an important concern raised by Kadir, Subki, Jamal and Ismail (2014) was about whether they could understand the text critically and be able to read between the lines or “reading for deeper meaning” (p. 209).

According to Chavosh and Davoudi (2016), the main complications that readers’ might face is to have the broad set of vocabulary used in reading. In the aspect of children as beginning readers, their comprehension can be quite limited and restricted to word by word meaning because as Perfetti (2004) suggests children that begins to read have actually just started to learn to decode and identify words.

## **2.4 Extensive Reading**

“Just as cycling is best learned by riding a bicycle, so is reading is best learned by reading” (De Morgado, 2009, p.31). This is what is meant by extensive reading: to learn to read is by to do so by reading. Smith (1985) refers ‘extensive’ to ‘abundant reading’. There are many terms that describes ‘extensive reading’ given by researchers and academics, some of them are ‘supplementary reading’ (West, 1936), ‘book flood’ (Elley, 1981) and ‘free voluntary reading’ (Krashen, 1993). All the terms refer to extensive reading as reading a lot of books, and having the autonomy to choose what is to be read. Reading a lot of books would help readers to gain a lot of new words, something that is beneficial for second language learners. This is supported by recent studies that students who do extensive reading added many words to their vocabulary bank (Hirsch, 2003; Horst, 2005). By reading extensively, students will come across thousands of words every day, which may enhance their vocabulary knowledge. Learning vocabulary in this way might be more effective than the common meaning memorization of words.

The theoretical framework that supports the importance of extensive reading is Krashen’s (1985) Input Hypothesis. In his second language acquisition, Krashen claims that acquisition can occur when the learner obtains ‘comprehensible input’ (i+1) that is understood by the learner. Relating this to extensive reading, when students read, they receive ‘input’ that might be slightly higher than their current language competence, hence stimulating language acquisition. According to Krashen (1985), reading is the primary skill that is responsible for our language competence because if ample reading is done, the learner will subconsciously pick up the language. Besides, he also added that extensive reading offers contextualized clues to help for better reading comprehension.

In the school setting, reading extensively does not necessarily mean that students are taken away from the classroom. It can also be done inside classroom, even during instruction. Day and Bamford (cited from Archer, 2012) suggest eight principles to set up an extensive reading programme: 1) The amount of material needs to be appropriate for the available time to read; 2) Students’ pace depends on their language level; 3) Establish reading targets that can be expressed in terms numbers; 4) Evaluation can be carried out in two ways: assess students individually and check the reading target; 5) Use a reading notebook, weekly reading diary, book reports, or negotiated evaluation to monitor and evaluate students’ progress; 6) Try to carry out reading outside of classroom to build reading habit; 7) prepare books that are suitable for students’ linguistic level; and 8) banning the use of dictionaries during reading.

## **2.5 Research in Extensive Reading**

In most research, extensive reading has been proven to be advantageous on students. According to Powell (2005), “there is enough evidence to suggest that an extensive reading program would be valuable complement to existing methodologies (p. 28)”.

A mixed method study by Namhee (2017) studied the impact of extensive reading approach on Korean university students, who studying English as a foreign language. The study was conducted for 15 weeks and focuses on their reading comprehension, reading rate, and vocabulary acquisition. The findings showed positive impacts of extensive reading approach on all three areas as the experimental classes manage to outperform the control classes based on the three given dependent variables.

The study conducted by Alzu'bi (2014) tried to discover the effect of extensive reading would have on EFL student's reading, vocabulary and grammar. Forty-one university students who study English were purposefully chosen from some universities whose enrolments are in 2012 and the study continued for consecutive three semesters. The findings show that the students are able to improve in their reading, vocabulary and their grammar achievement by engaging in extensive reading activities. Chin-Neng et al. (2013) conducted a study to investigate the effects of extensive reading of e-books among tertiary level EFL students. The study focuses on the students' English reading attitude, reading comprehension and vocabulary. Eighty-nine participants were divided into two groups; either in experimental group or control group and the participants went through a ten weeks extensive reading e-book program. The findings disclosed that the participants in experimental group manage to display better reading attitude, reading comprehension and vocabulary compared to the control group. A study by Tamrackitkun (2010) employed a classroom based, mixed method design involving 284 EFL undergraduates at a university in Thailand. The study focuses on their reading comprehension, reading fluency as well as attitudes after four months of exposure to extensive reading activities. The finding suggested that the learners' reading comprehension were positive, and there was evidence of their reading fluency being improved, confirming that they also have a positive attitude towards extensive reading.

A mixed-method research by De Morgado (2009) studied students' performance and perception of extensive reading. The results showed that the participants positively favour the extensive reading programme. However, in the case of reading comprehension performance, the findings between the treatment and control group was essentially the same.

A study was conducted by Salameh, Abedelqader (2017) to investigate the effect of extensive reading on EFL's learners' reading attitudes. It was conducted on 70 undergraduates who were studying English as a foreign language at Hail University in KSA (Kingdom of Saudi Arabia). Three attitudinal values were measured which were Affective, Cognitive and Behavioral aspects. After fifteen weeks of the implementation of extensive reading activities, inside and outside the class, the results indicated that majority of them responded positively towards extensive reading.

In a study conducted in a Thai university, students' reading comprehension and fluency improved when they were exposed to extensive reading for only one semester. Their attitudes towards extensive reading had also improved (Kamrackitkun, 2010).

A small-scale study which explores the current practices and future possibilities of using extensive reading in the EFL classrooms was conducted by Haider & Akhter (2012). The participants of their study are from junior secondary schools in Bangladesh. The result reports the responses of 100 secondary English teachers that express positive beliefs about the benefits of extensive reading. Thus, it has been proven that extensive reading offers a rich source for to develop learners' linguistic competences, which is in line with leading researchers such as Gabe (2004) and Krashen (2011) who point out the significance for continuous research on extensive reading to support its inclusion in classroom practice.

### **3.0 RESEARCH METHODOLOGY**

The present study will employ mixed method design to study a classroom of 37 Year 6 students in a national primary school in Damansara Jaya on the effectiveness of extensive reading towards their reading comprehension. This design combines both quantitative and qualitative approaches in contributing more holistic findings to the understanding of a phenomenon (Ary et al., 2010). The sample is selected via purposive sampling because they are easily accessible to one of the researchers which makes the sampling a practical one. The study will begin with a pre-test prior to the intervention of extensive reading for 5 months and will then conclude with a post-test to assess whether there is any improvement in their reading comprehension.

#### **3.1 Instrumentation**

##### **3.1.1 Extensive Reading Approach**

In Malaysian primary schools, English is taught for an hour a day. For each day, one language

skill will be focused on, such as on Monday, listening and speaking skills will be the main focus; on Tuesday, writing skill will be taught, and so on. The extensive reading will be carried out on a fixed day (Wednesdays), in which reading skill is the main focus.

The proposed duration for this research is 5 months, which means that students will have experienced 20 hours of extensive reading. The researchers believe that the 20 hours spent in extensive reading is significant enough, compared to their time spent reading before this research - which is basically non-existent (as far as the researchers are aware of), except for the reading done during reading classes.

To implement extensive reading in the classroom, the researchers will establish the following steps and conditions which are adapted from De Morgado's (2009) research:

1. Extensive reading will be done on a fixed day (Wednesdays) during class hours
2. Time invested in extensive reading in classroom will take 1 hour a week
3. A collection of texts will be placed in front of the class for the students to select and read those that appeal to them the most
4. Students will fill out an Extensive Reading Activity Sheet regarding the main ideas, new vocabulary and moral values of a text they will have just read
5. Students will select and read as many texts as they will be able to for 1 hour

### **3.1.2 Past Years UPSR English Comprehension Paper**

The UPSR English Comprehension Paper is a valid assessment tool to measure students' reading comprehension as it is used as the national exam for Malaysian primary students every year. It has 21 items, and a selected past year paper will be administered as the pre-test while another past year as the post-test. Consisting of multiple choice, open-ended and true-or-false questions, the duration of each paper is 1 hour. The pre- and post-tests will be conducted and collected by one of the researchers teaching the class, and both tests will be graded by another researcher in the team.

### **3.1.3 Student Perception of Extensive Reading Questionnaire**

Adapted from De Morgado's (2009) study, an open-ended 7-item questionnaire will be given to the 37 students after the post-test. Since De Morgado's (2009) questionnaire was written for the university audience, the language will be simplified to better cater to the primary students' understanding in writing down their personal opinions. It will take 15 minutes to complete the open-ended questionnaire which will be administered and collected by the same researcher teaching the class. Then, another researcher in the team will analyse their written data.

### **3.1.4 Semi-Structured Interview**

At the end of the 5-month intervention, 3 students will be purposively selected to attend the semi-structured interview which will act as a supplementary to the perception questionnaire. They are hand-picked by the researcher teaching their class based on two criteria: low proficiency in English and hardly read English materials. This interview will be carried out to give an opportunity to the students to express their opinions about extensive reading. Specifically, the researchers will want to know whether the students find reading to be a more interesting activity than before, how extensive reading will have helped them in their vocabulary repertoire, and most importantly, their reading comprehension. The 3 interviewees will be notified that their interview session will be audio-recorded and their privacy will be assured by identifying them using pseudonym.

A brainstorming session will be conducted among the researchers to generate interview questions pertaining to the RQ2 of the present study. Then, the questions will be fine-tuned with the help of an expert in the faculty. To establish a sense of familiarity, the researcher teaching the class will interview the 3 students as they will be more comfortable to share their genuine thoughts with their own teacher and each session will last for 10 minutes. After that, the interview data will be transcribed and analysed by the other two researchers in the team.

### 3.2 Data Analysis

The paired sample *t* test will be employed to compare the comprehension scores between the pre- and post-tests of students to answer RQ1. Any significant difference found in the outcomes will indicate successful intervention of extensive reading for this sample. Besides, written data from the open-ended questionnaires will be analysed for emerging themes pertaining to their respective perceptions towards extensive reading to answer RQ2. To supplement the data from the questionnaire, interview data from the selected students will be transcribed in verbatim and analysed for key phrases relevant to the responses in the open-ended questionnaire.

### 4.0 SIGNIFICANCE OF THE STUDY

This study hopes to find out the perceptions of Year 6 students while comprehending a reading text through the extensive reading strategy. In addition, the findings of the research will contribute some ideas or knowledge to classroom teaching and learning and give English teachers the opportunity to implement such strategy that may be appropriate to their students' learning styles and needs.

### 5.0 SCOPES AND LIMITATIONS

This study employs mixed method design to study a pre-existing, intact group comprising 37 Year 6 students who may possess varying reading levels in English, although the class is streamed. This group is selected due to the learning problems encountered by one of the researchers teaching the class and the relatively convenient accessibility to the sample. Therefore, the study findings may only be applicable to this specific context and cannot be generalised to the Year 6 student populations. Since the research design does not have full control over the random assignment of students, it has less internal validity in its findings (Ary et al., 2010). Hence, there may be extraneous factors such as maturation and testing effect which can potentially affect the intervention outcome to a certain degree.

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## Using Literary Texts to Teach Students' Reading Comprehension

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### **ABSTRACT**

*The term literary text is often used to refer to aesthetic written work with standard language, compelling plots and complicate character development that can appeal to readers. Great literary texts not only entail people to read and write well but also give them the chance to broaden their horizons and perspectives. In the field of education, the study of literary texts allows students to foster critical thinking, develop literacy and cultivate imagination. It has only been since the 1980s that literature has been used in teaching English in English as a Foreign Language (EFL) classroom. Generally speaking, studying literature usually close relates to reading comprehension, which is a multifaceted act of interpreting and understanding what you are reading. In reading classes, the use of literary text has been a matter of concern in teaching process in order to achieve more efficient and more constructive reading comprehension goals. However, there are some problems faced by both teachers and students in the teaching and learning process of acquiring English reading comprehension skills such as misperceptions of literature, restrictions of the curriculum and confusions of text selections. This paper is meant to emphasize the significance of literary texts to teach reading in the EFL class and its effects on improving students' reading comprehension skills. Based on previous studies of literature, using literary texts to teach reading can be a uniquely powerful instruction method in teaching English in EFL classrooms, particularly in developing students' reading skills and deepening reading comprehension.*

**KEYWORDS:** Literary text, reading comprehension, English as a Foreign Language (EFL), instruction method

### **1.0 INTRODUCTION**

Literature is thought of high prestige in the second language acquisition in many countries and has been proved to be a rich source that can refine students' language abilities. Due to its merits in second language teaching and learning, works of literature should have an integral place in the school reading program. Unfortunately, with much emphasis has been given to practical functions of English language, this results in the absence of a prominent role of literature in EFL classrooms. According to Christine Savvidou (2005), the vague and limited role of literature in the language classroom is a result of the historic separation between the study of language and the study of literature. Although literary text has been incorporated into EFL classrooms for many years, it is usually regarded as the authentic material rather than a pedagogical tool in teaching reading. Furthermore, many teachers are puzzled over what kinds of literary texts can work together with their teaching objectives. Recently, the role of literary text is undergoing reconsideration, in particular, in EFL reading teaching. Many scholars argued that literary text can be an effective and worthy instruction tool. Collie and Slater (1987) claims that for the development of learners' culture as well as language should be on the basis of the inclusion of literary texts in the language classroom. This means that English teaching classrooms should provide a wide range of literary works to refine students' language abilities and enhance their cultural awareness. The process of learning a second language is a process of developing four basic language skills: reading, writing, listening, and speaking. Reading is considered the first skill that students should acquire when it comes to using literature as a technique to expose students to certain reading texts. With regard to this perspective of literature, this paper intends to discuss the following aspects of using literary texts in teaching reading, in which the authors will illustrate the background, benefits, limitations and significance of using literary texts in teaching reading comprehension. It is hoped that this paper will arouse people's attention on this point and assist teachers to increase their abilities in facilitating students to enhance their reading skills in the EFL classrooms.

## **2.0 BACKGROUND**

English literature is a primary part of second language teaching and learning in non-native speaking countries, but until recently it has been given much attention in the EFL classroom. Many linguistics and instructors argued that literary texts should be involved in classes of English for non-native English learners but in another pedagogical approach. Literature was first introduced into the language classroom during the period from 1960 to 1980. Through an explosion of literature and culture in past twenty years, the role of literature has experienced a reintegration into EFL classrooms. Still, literary texts have become less popular when it comes to the functional use of English. This is because the study of literary texts is perceived to have minimal impacts on the non-native learner's needs of functional command of target language. The relationship of reading and literary texts cannot be separated. As far as teaching reading as concerned, the final goal of teaching reading is to enable EFL learners to acquire comprehensive competence which is an ability of understanding and inferencing printed or written materials. In addition, literary text has a huge positive impact on fostering EFL learners to acquire a native-like language competence in four basic language skills. Through reading literary texts, correct syntactic and lexical items that are gained within natural linguistic contexts. Although there are a number of articles have shed light on how to deal with the relationship between literary texts and language skills, reading skills are definitely one of the most important skills for many EFL learners for the reason that the obvious development of reading competence improved by exposure to authentic literary texts. Through studying literary texts students become accustomed to standard forms of linguistic expression, which is helpful for them to read higher level literary texts in the future. Collie and Slater (1990) put forward four reasons to justify the use of literary texts in EFL reading classrooms. They are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Hill (1986) also mentioned that when exposed to large amounts of authentic materials, what students have previously studied will be reinforced as an academic exercise, in that vocabulary, syntactic structures and grammar would be consolidated in discovering different contexts. For those who are non-native English speakers, literary works present authentic samples in relation to a wide range of genres (i.e., prose, poetry, drama, fiction, novel etc.) with different difficulty level so as to cater to different level learners. Although, there are various genuine materials, such as drama, music, news and literary works and so on, literary text is an accessible choice in the reading classroom. With regard to cultural enrichment, literary texts enable non-native readers to see the world as native speakers see it. Lazar (1993) pointed out that through reading literary texts, students are able to broadly be aware of both social and political issues around them based on the particular play or novel they have read. Through literary texts students are able to perceive and experience cultural, political as well as historical events in the world. Also, students would become familiar with features and formats of written language because of exposure to authentic literary works. It's common to see that lexical and grammatical structures will be used in their own written works. Last, as far as personal involvement concerned, students are eager to know what would happen in the following plots. Since their enthusiasm predominate their mind, a particular literary text would push them to read until the end of the plot. For the purpose of helping students to have an overall comprehension, EFL teachers should apply student-centered approach to lead students to read more literary works. Furthermore, Long and Carter (1992) proposed three main models to describe approaches of teaching literature: the cultural model, the language model and the personal growth model. Though these three models differ in the methodology and focus of teaching literature, the final target is to teach students how to comprehend and appreciate the beauty of literary works.

## **3.0 LITERARY TEXTS IN TEACHING READING COMPREHENSION**

The relationship between literature and language can't be separated. Literature provides a rich source of linguistic input, which can help learners to practice the four basic language skills that are listening, speaking, reading and writing. Anderson (1984) defined reading comprehension is actually an interaction of the reader's expectations with the textual information. Considering the great varieties of literature and literary texts, which it includes drama, novel, poetry, fiction and non-fiction. Higgins (1986) perceives that English literature gives youngsters a new way of recognizing the world when they learn to read. Compared with other instructional methods, the use of literary texts in reading instruction

is appropriate to satisfy the needs of EFL learners and curriculum. Louisa Moats asserted that using literary texts is effective in fostering reading skills and enhances students' reading comprehension. Furthermore, literature as a technique of teaching reading can have effective improvement on teacher's language development. According to George Braine(2010), teachers need to distinguish among two types of literature, which are: 1) pedagogical literature, which has been written for the sake of education development but they are very few; and 2) non-educational literary texts which is about other parts of life but still it has an effect on developing students background knowledge. One of the issues that teachers face in using literary texts in teaching reading is they cannot get enough numbers of pedagogical texts.

#### **4.0 BENEFITS OF USING TEXTS IN TEACHING READING COMPREHENSION**

Using literary texts in teaching reading comprehension in English as a foreign language (EFL) can have a vital impact on the process of teaching. Nowadays the use of literary texts to teach basic elements of language, such as reading, writing, speaking and listening, became a very popular technique in the field of teaching and learning (EFL). For instance, Murat Hişmanoğlu (2005) states that literature or literary texts can be used as an effective technique of teaching and learn language skills in English as a foreign language. The impact of literary texts can be seen in the other areas of language (i.e., communication skill, grammar structure, cultural development and vocabulary building). Using literary texts in teaching reading has several different benefits, such as; developing background knowledge. For instance, when students become familiar with different literary texts it helps them to have knowledge about different aspects of life either culturally or scientifically. Furthermore, language development is one of the most important benefits that literary texts will provide students with different elements of language such as, increasing students' vocabulary ability, in that by reading literary texts students will learn new words and vocabulary either intentionally or un-intentionally. In addition, grammar knowledge will be improved because the literary texts that are used are usually written in a very good grammatical order which can develop their grammar knowledge as well. Writing skill also will be developed because in any part of reading class students will require to write their reflection, and understanding of the text. Collie and Slater (1990) states some important points motivate teachers in using literary texts as a technique of teaching reading comprehension such as; trustworthy of literary texts, social improvement, language development and subjective participation of self.

A number of studies that have been done in the years of (2000-2005) agree on the importance of literature and literary texts in language teaching and learning (Cho, Ahn, & Krashen, 2005). Literary texts significantly will develop learner's vocabulary ability. In addition, literary texts provide foreign language learners with multiple learning achievements such as, enhance writing ability, enable them to develop their grammar ability and improve social communication skill (Krashen, 2004). Hence literary texts will encourage learners to have a confident attitude towards reading in a foreign language. This positive attitude will change learner's perception toward reading and it leads them to read more independently which it will fasten their language learning process (Kim, 2004). "Creating a rich literature foreign language environment will increase learners' fundamental reading motivation" (Morrow, 2004). Dornyei (2005) state that using literary texts in the classroom can provide a positive environment for learning because using literature can change the atmosphere of the class from a non-active class full of discussion and communicative classroom.

#### **5.0 LIMITATIONS**

Despite obvious benefits of using literary texts to teach EFL students' reading comprehension, a considerable number of teachers are hesitated to introduce literature in the reading comprehension activities as it requires teachers to paraphrase, clarify and analyse a particular literary text. More importantly, students tend to be passive and dependent on teachers' interpretations. Classroom teachers who want to include literature in the class are apprehensive on account of lack of knowledge about what kinds of children's books can satisfy with their teaching content (Hanzl, 1985). Seemingly, Lima (2010) argued that some of literary works might not appropriate to include in the reading program because of considerable inconvenience. There are several limitations of using literary texts in teaching reading that should be taken into account. First, the general perception of the use of literature is linguistically



difficult and obscure in teachers' eyes. Based on teacher's perspective, using a literary text to teach reading is much more challenging than using other approaches and therefore demotivating the use of literary texts. In addition, text selection is also a big problem for both teachers and students. It takes teachers some time to choose appropriate literary texts and design suitable activities. Moreover, there are only a few pedagogically designed appropriate materials that can be used by English teachers in the language classroom. Fourth, there is no clear-cut standard to restrict what kinds of pedagogically-designed material can support as well as complement teachers' teaching objectives in EFL classrooms. Teachers are more likely to be confused at how to apply literary texts in the language classroom so as to enhance students' reading comprehension ability. Another argument is in reference to the uselessness of literary texts in academic or occupational needs. Robson (1989) mentioned that owing to its syntactic and lexical difficulty in a particular text, literature is considered to be "little or nothing to help students to become competent users of the target language". Apart from these shortcomings of the use of literature, cultural differences should also be taken into account. Due to the nature of literature which is usually represents a particular cultural background, for EFL learners, they may struggle with the potential cultural problem of literature.

## **6.0 SIGNIFICANCE**

According to Louisa Moats (1999), teaching reading requires a broad knowledge of the base and a variety of strategies. By using literary texts as a teaching technique is important on improving learners' reading comprehension skill. The use of literary texts can provide the learner with sincere, reliable samples of language. Another impact of literary texts is motivation. Literary texts can be useful in the process of learning; the effect of literary text will be optional as the personal influence especially it raises in those who read more literary texts. When students start to read any type of literary text, they will begin to occupy with the text, find out the meaning of the text and relate themselves with the text emotionally which can have a positive impact on the process of language learning. At this stage, the importance of selecting literary texts in relation to the desires, expectations, and satisfaction, language level of the students is obvious. Reading comprehension is significant "at all levels of education as it enables learners who are struggling with their academic and literary tasks to overcome their challenges" (Ness, 2009). Using literary texts will develop learner's ability in two different aspects which are; 1) first to build vocabulary and develop English language for those English is a foreign language, and 2) it motivates students to engage in the learning process and advance their reading ability (Veronica de Andres, 1995). By using literary texts, teachers can support reading comprehension which covers the complex of knowledge and skills of students which enable them to treat written texts that people come across in ordinary life. Straková (2002) says that reading literacy is not only the simple ability to read a text but it's the ability how to find information out of it, transform the literary text and reproduce it, then think about the literary texts and use the information of the text to help individuals to gain their goals. In addition to develop individual's knowledge in order to become an active participant of a society

## **7.0 CONCLUSION**

To conclude, literary texts can be used as a source of the teaching process, which has impact on reading comprehension. Therefore, the positive impacts of using literary texts in teaching reading in English class as a foreign language cannot be denied. These impacts contain helping not only reading comprehension and inspiration but it also improves other language elements. Literary texts can also be used a technique to teach writing and grammar, as it also helps students to improve their communication skill and vocabulary ability. In conclusion, bringing the literary text into foreign language reading can generate a great learning process.

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## A Preliminary Exploration of Executive Retention in a Malaysian Public Research and Development Organization

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### ABSTRACT

*This paper is about an experience of conducting a first interview of an executive in a Malaysian public research and development organization. The purpose of this phenomenological interview is to explore the executive's experience on his decision to stay with the organization from the Human Resource Development perspective. It is a first hand experience from the interviewee's own language. The findings may provide better understanding why people stay in their current position especially in a public research and development organization by using phenomenological case study approach. A descriptive steps taken in conducting a phenomenological interview and problems throughout the interview is discussed and will be a guide to improve in the future interviews with other future relevant respondents of this study. The researcher ends with practical suggestions from her experience in conducting future interviews. The findings show pattern of codes and categories in accordance to the research questions through the researcher's analytic lens. These findings are summarized in a matrix form to show how it fits in the theory used and will be used to develop a code book and thus developing the themes that will lead towards the development of theory.*

**KEYWORDS:** Pilot interview, Executive Retention, Human Resource Development Practices

### 1.0 INTRODUCTION

Researchers are very important asset in a research and development (R&D) organization. They are talents who are considered as high potential employees to fulfil executives' function within the organization (Govaerts, Kyndt, Dochy, & Baert, 2011). R&D is very specific work place that acquires skills and knowledge therefore it is very important to retain and motivate the executives from leaving the organization as it will take years to replace their expertise. This study attempt to understand the executives' decisions to stay with the organization and happy working in the organization.

To understand the lived experience of other people and the meaning they make of that experience, an in-depth interviewing (Seidman, 2006) is used as the basic tool in this phenomenological study. The researcher's task is to get the participant to tell as much as possible about his experience that influenced him to retain in the organization.

In order to build into the researcher proposal, a pilot venture is carried out to try out the researcher's interviewing design with a participant which is an executive that fit into the criteria. From this interview, it is hope to learn whether the research structure is appropriate for the study. The researcher will come to practise with some of the practical aspects of conducting the interview. The pilot can alert them to elements in the interview techniques that support the objectives of the study. After completing the pilot, researchers can step back, reflect on their experience, discuss it with their

peers or colleague, and revise their research approach based on what they have learned from their pilot experience.

### **1.1 Researcher's relationship to retention**

The researcher is currently working in the public research and development organization as a Human Resource executive with 27 years of working experience. With regards with her job in handling employees, it is observed that there is a number of executives who leave the organization either through resignation or early retirement. This has been an interest to her in finding the reasons why they leave and not prolonging their service until retirement age. However, as the researcher began the doctoral program and a few discussions with her supervisory committee members, her interest shifted from executive turnover to executive retention.

## **2.0 METHODS**

Phenomenology served as the methodological framework for this study. Phenomenology consists of understanding the lived experienced of a concept or a phenomenon (Creswell, 2013; Tomkins & Eatough, 2013). The main research question guiding the study is "How do human resource development practices contribute to the retention of executive in a Malaysian public research and development organization?". The following specific research questions are "How do training and development practices contribute to the executive retention?", "How do career development practices contribute to the executive retention" and lastly "How do career development practices contribute to the executive retention".

### **2.1 Participants**

The researcher conducted a pilot study with one participant using face-to-face, audio taped, and used an open ended interviewing techniques. The respondent chosen is a successful executive, permanent employee, possess a bachelor degree or above with at least ten years working experience to ensure that the participant understand the organization culture. The participant is contacted via hand phone and the interview questions are emailed before hand to the participant. The researcher explained the purpose of the study is to gain insight into what motivate him to stay and what he values in the organization and this knowledge is strictly used for scholar purpose. In fact this is a platform for the respondent to help others and once the study is completed, it can help them and the management in retaining executives in the organization. The participant was assured that his identity will be kept anonymous.

### **2.2 Data collection**

An interview protocol consisting of a series of open-ended questions and probing questions was prepared before hand. The interview began with the researcher asking the interview questions to the participants. The researcher did not expect that the participant was more comfortable to answer in Bahasa Malaysia and did not prepare questions of that version. However, the interview went well but some questions need to be reviewed because some questions sounded quite conceptual and a bit confusing for him to answer. The interview lasted approximately 1 and half hour. The researcher transcribed the interviews verbatim. Field notes and memo writing were immediately written following the sessions to stay current with any hunches. The interview took place in the researcher's office only later to found out that the office phone ringing sound from outside the room was quite distractful when listening back to the tapes. In future the researcher must find a more proper place to interview that may contribute the quality of the interview recording.

### **2.3 Data analysis**

During data collection, the researcher listened carefully to the recorded interview and the transcription was read many times to get the data recorded as accurate as possible. Working in the

research setting of the organization helps the researcher to better understand the phenomenon under study. Research questions were used as the focus for forming the categories. The transcripts from the interviews were coded and used to analyze and generate themes as well as conclusions. The researcher employed open coding or 'breaking data apart and delineating concepts to stand for blocks of raw data' (Corbin and Strauss, 2008) followed by axial coding (identifying connections that exist between codes) and selective coding to arrive at the themes.

Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study' (Miles and Huberman 1994) and their development is the initial step in analysing interview data. It also helps in making connections between ideas and concepts. 'Coding is a method to organize and group similarly coded data into categories or families because they share some characteristics' (Saldana, 2013) and in this study in vivo coding is employed. It was quite difficult to do the coding for the first time as to get the right language and to understand meanings of the human experience code.

A code book is a set of codes, definitions and brief data examples for reference' (Saldana, 2013). It is used as a guide to help analyse interview data. Developing a code book is a very challenging process because the process of creating a codebook is complex and tedious. The core of crafting a code book is about highlighting the theory that impacts the study (DeCuir-Gunby, Marshall, & McCulloch, 2011).

## **2.4 Trustworthiness**

Research bias must be avoided and disclosed to ensure trustworthiness of the results. The biasness of this study is addressed through the researcher's position as human resource executive in the organization. Bracketing is used to suspend the researcher's own judgment by not influencing the researcher's interpretations. The researcher has to keep personal perceptions and beliefs away by reporting all of the data (Berger, 2015).

The researcher keeps a reflective journal by doing reflective writing to separate between the subjectivity and the phenomenon under study (Peredaryenko & Krauss, 2013). Beside reflective writing, the researcher also does constant memoing that is documenting the thought process that include the date, time, places, persons and activities. This can be used as an audit trail and as a record and to be used later together with the code books (Baptiste, 2001).

In addition to triangulate the data collection, member checking with the respondent and peer reviewing with the supervisory committee were used to ensure trustworthiness (Creswell, 2013). The study result will be reported to the supervisory committee and other graduate students in an upcoming seminar

## **3.0 RESULTS AND DISCUSSION**

This study try to understand the retention of an executive based on the lens of job embeddedness from the human resource practices perspective. Job embeddedness theory explains why employees remain in an organization and cannot leave their job (Mitchell et al., 2001). Job embeddedness examines an individual's links to other people, teams and groups, perceptions of their fit with the job, organization and community and lastly beliefs about what they would have to sacrifice if they leave their job.

The findings are sectioned in accordance to the research questions of this study to provide links to the data found. The results are presented in response to the main research question, "How do human resource development practices contribute to the retention of executive in a Malaysian public research and development organization?". 73 codes emerged from the interview and categorized accordingly. However it will need to be revised later for redundancy and maybe reduced.

### **3.1 Training and development practices and executive retention**

The participant has described training and development practices that links him or create connection to the organization that make him to stay in the organization. It is divided into two types of training and development that are the basic training in his early employment which consist of lab work, research work, communication and writing. The participant said, “Below 10 years mostly what is it, is related to lab work and research work and of course communicating and writing and R&D issues”. Another types of training after 10 years of service focused more on management kind of training such as management, budget and R&D issues. The participant shared, “That is the most important thing...but ah... after 10 years it is more of the management. How to deal with budget, how to address issues rised from the ministry and from the scientific community”

When asked about the training opportunity, the respondent said that it depends on the individual initiative to further study as the management always supports the staff who wish to go for training. He stated “Even the study opportunities depends on one self. Whether or not to further study”. “But course the organization always offer whatever training that you like. They always approve”.

Furthermore, the organizational training that involves international activities such as seminar, congress and workshop create links between the respondent and the organization that make him to stay longer in the organization. He stated, “Working in research institution in overseas and through involving and going seminar and presenting in international congress or workshop”.

From the above excerpts, the researcher learned that the participant valued the basic training and the opportunity to attend seminar, congress and workshop in overseas that has made him being connected to the organization and thus still remain in the organization until now.

### **3.2 Career development practices and executive retention**

Career and development has a direct link and fit or compatibility of the respondent towards the organization that encourage him to stay and grow in the organization. The respondent has his own vision in planning his career path development in the organization. He said, “.. and seems that you have a very clear of your future pathway”.

Beside academic qualification, the respondent mentioned that communication and relationship with superiors, peers and subordinate contribute to his career development. He asserted, “Other things somehow might be more influential compared to your academic qualification such as your communication, your relationship with your peers, your superior, your subordinate it significantly contribute to your academic development”, “Because for first 5, 6 years I've been working with very good people, very supportive people” and “Both my supervisors and his assistant were very good. That's where I learn most”.

The respondent feels very happy with his career development and this create the feeling of comfort in the organization. Employees stay in an organization because of positive job attitudes such as job satisfaction that can influence employees retention in the organization (Harman et al., 2007). He shared, “Yes, I'm happy with it. Career development... yes” and “Job satisfaction..and the how the management treat you”.

The organizational support has also plays an important part in making the respondent being connected to the organization by approving him to further study and grant him with a scholarship which lead him to being employed in the organization. He feels supported by the organization and he reciprocate by feeling of belongingness towards the organization and result increase his commitment to the organization. The participant stated, “Received graduate research program (GSAS) scholarship”, “And suddenly there was a vacancy and I applied and I succeeded” and “Sending them to further studies,

offer them scholarship of course and then they provide good platform for young scientist to perform to shine”.

Based on the excerpts mentioned above by the participant, individual initiative and organizational initiatives in supporting the executive career development are seen to be reasons why executive retain in the organization because it create sense of link and fit towards the organization. Communication, relationship with others and job satisfaction has also contributed to his decision to stay in the organization.

### **3.3 Organizational development practices and executive retention**

A conducive work environment contribute to the employee retention. The respondent mentioned that it is the working environment that gives flexibility in working that fits him to stay in the organization. Working environment is considered one of the material benefits that he will lose if he chose to leave the organization. The greater the sacrifice the more difficult the decision to leave will be (Shaw et al., 1998; Young et al., 2013). The participant said, “Aah... maybe the flexibility of working” must do that. I think that's the major factor and then (slight laughter)... that's the only one, “There is no rule how many project one or two project”, “Working environment and then you must be professional and work smart” and “And somehow you need to have a balance. That's why I always encourage only 9 hours of working”.

The respondent explained that mentoring and coaching also affect the respondent to stay in the organization by making him feel connected to the community and the organization itself. It also make him comfortable to be in the organization and would be a loss should he leave the organization. He said, “Senior researchers can always teach the junior ones”, “All these senior officers have senior research assistant who always teach the young officer so that's not a problem”.

Good leadership links the respondent's attachment to the organization and thus influence him to stay in the organization. As he said, “Yes, I've seen lots of cases that people left organization because of the boss”, “In earlier stage they love their job but somehow boss changed. Eventually they are going to hate their job”, “Just one boss. After he left that's it. That's where I started went down” and “So I was very frustrated. Then I go for an interview in UUM then suddenly the Director General said please don't go. We are going to give what you want, promotion what you deserve to get....”

The researcher also shared what the respondent has to sacrifice in terms of the benefits that the organization has already given if he leaves the organization. They are promotion, salary increment and medical benefits which is better than other organization, indicating a high degree of job embeddedness that caused him to remain in the organization. This is explained by his statement, “First as public servant we get yearly salary increment and of course compare other public servant chances of being promoted is always better than other research institution and out of that the major factor is medical fees”.

Lastly, based on data driven, it is also found that friendship emerged as a new code as another factor that contribute to the respondent's decision to stay in the organization. It gives the respondent a sense of attachment to the organization by feeling connectedness to the people in the organization thus enhanced his position and compatibility in the organization. He said, “Stay because Dr. Rudy took me from that unit. Again based on friendship to conduct few trials in the division and Dr. Rudy and Dr. Sunil has very good relationship”.

The researcher believed that other than training practices that involves monetary, the organizational development practices identified from the interview that are working environment, leadership, mentoring and coaching and benefits that are to be sacrificed contribute to the executive retention in the organization.

Table 1 shows a summary of these findings, where the categories and codes based on the research questions are tabled out to give the general idea of the findings.

Table 1. Table of categories and codes

Research questions	Categories	Codes
1. How do training and development practices contribute to executive retention?	Individual training	Basic training (lab work, research work, communication, writing)
	Organizational training	International activities (seminar, congress, workshop) Management training
2. How do career development practices contribute to executive retention?	Individual initiative	Enthusiasm Self awareness Experience
	Organizational support	Scholarship Further study Promotion
	Communication	Internal & external players
	Relationship	Supervisor Peers Subordinates
3. How do organizational development practices contribute to executive retention?	Working environment	Work life balance Flexibility
	Mentoring/ coaching	
	Leadership	Races Change leadership
	Benefits	Promotion Salary increment Medical facilities
	Friendship	

While Table 2 shows how these categories are tabled out in matrix form to show how they are linked to job embeddedness (links, fit and sacrifice) from the organization domain.

Table 2. HRD practices and Job embeddedness to Fit, Links and Sacrifice

HRD practices	Links-organization	Fit-organization	Sacrifice-organization
Training and development practices	Individual training Organizational training	Individual training Organizational training	
Career development practices	Individual initiative Relationship Communication Organizational support Benefits	Communication Relationship Job satisfaction Organizational support Benefits	
Organizational development practice	Mentoring/ coaching Friendship Leadership	Working environment Mentoring/ coaching Friendship Leadership	Working environment Mentoring/ coaching Benefits



### **3.4 Other findings**

In addition to the interview questions that were produced as a result of the research questions, the researcher also asked the interviewee what he would suggest to improve the executive retention in the organization. The researcher used this question in order to indirectly find out what he thinks that the management can do to improve the executive retention in the organization.

#### **3.4.1 Generational differences of executive**

In order to improve the executive retention, the management should focus on the general difference of the executives. Some adaptation should be changed according to the difference in generation. Generational differences (Boomers, Generation X, and Y) approach should be treated differently through the job embeddedness. The participant said, "Somehow to younger generation you have to slightly change the way of approaching them. They have difference in generation. You have to adapt yourself".

#### **3.4.2 Workload of executive**

Workload is one of the negative perceptions that the respondent has towards the work culture in the organization. He shared, "now aa.. The management somehow has missed the target. It seems that every new research officer, new scientist to be are instructed to do administrative work where they shouldn't in the first place", "Of course we expect less pressure from the management", "You have to provide a good time frame. Maybe after two years", "It's not good... and it's not good if u said that you cannot reach your KPI and publication and management said that you do not manage your time", "But somehow the KPI must be changed. You burden people with management task but you put KPI scientist for scientist you see" and "If you ask us to do the management work please don't expect we are going to do it as excel as doing R&D. You cannot excel, yes because it's difficult to excel both".

#### **3.4.3 Job workflow of executive**

The respondent also feel that the management should look into the job workflow of executive. He is confused in understanding the work flow in his work environment. He stated, "Like in my case, I have difficulty in understanding the work flow". In this division I'm a group leader, I report to my head of unit but at the same time, do I need to report to my director?" and "You cannot report to more than one person".

## **4.0 CONCLUSION**

As a conclusion, the interview found that the executive retains in the organization because he has good 'links' and 'fits' well within the R&D organization and its community from the HRD practices lens. The participant also indicated that if he choose to leave the organization he would have to 'sacrifice' the working environment, mentoring/ coaching and the benefits in terms of promotion, salary increment and medical benefits. This pilot interview has served its purpose to explore the research process and to make changes based on the experience. Revisions will be made based on the pilot experience. Questions that are deemed unhelpful in helping the participant to describe the experience of retention will be deleted. It will be replaced with questions about the actual experience of executives in retaining in the organization.

Two main problems discovered were in the interview protocol where some of the questions are found too conceptual and does not give much opportunity for an in depth answers. It would be revised and discussed for approval from the supervisory committees. The process of coding, categorizing and transcription of the interview is very complex and challenging to the researcher being a novice professional. The findings provide evidence of HRD practices and executive retention from the perspective of job embeddedness that contribute to the current body of knowledge on executive

retention in a Malaysian public research and development organization. The result of this interview is unique and hope more exploration will be discovered in the next interviews.

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## **Instructional Approaches and Challenges of STEM Instructional Implementation: A Systematic Review**

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### **ABSTRACT**

*This study presents a systematic literature review of STEM instructional implementation. We consider factors such as publication year, learner type and challenges in the implementation. The full range of Scopus journals were surveyed and a total of 10 journal research articles were selected for the analysis. The findings reveal that a model based approach were the most used in STEM instructional approaches by STEM teachers followed by project based learning and problem based learning. Some noted challenges imposed in STEM instructional implementation such as teachers' content knowledge, engagement activity, explanation session, confidence and evaluation, are discussed in detail. We conclude this review with some theoretical and methodological suggestions for future research.*

**KEYWORDS:** STEM instructional, STEM challenges, systematic review

### **1.0 INTRODUCTION**

STEM started to be included in the school curriculum when countries like the United States were aware of its need for the success of a country (Banks & Barlex, 2014). It is the dream of every country to use its people's expertise as much as possible. U.S Bureau of Labour Statistics reported that STEM related workforce grew by 10.5%, between May 2009 and May 2015 compared with 5.2% net growth in non-STEM related workforce showing the high demand for STEM related occupations (Fayer, Lacey, & Watson, 2017).

Education is the main source in the production of STEM workforce. To date, many countries have included STEM in their curriculum. Singapore is the first Asian country to include STEM in their curriculum, and just recently Malaysia implemented STEM as one of the pillars in secondary school curriculum standard (Curriculum Development Division, 2016). Various studies have been carried out to see the effectiveness of STEM curriculum and suggestions of improvement over time (Ertmer, Schlosser, Clase, & Adedokun, 2014; Jones, Dana, LaFramenta, Adams, & Arnold, 2016).

#### **1.1 Background of the study**

Instruction is the direction of the process in teaching and learning. Among the success factors in education innovation are teachers. Previous empirical studies showed that teacher's STEM instruction have impacted on student identity development (Slavit, Nelson, & Lesseig, 2016), achievement (Henry et al., 2014) and interest (Price, 2010). As in STEM instruction, teachers need to consider how to break the boundaries of Science, Technology, Engineering and Mathematics and incorporate it into the lesson and teachers need to have deep knowledge to implement that. The role of the teacher is changing. Teachers do not just teach. Teachers' function in STEM instruction is more as

facilitators to give just enough amount of scaffolding (Sias, Nadelson, Juth, & Seifert, 2017).

Although there are a lot of articles on STEM education, there is a limited number of researchers focusing on teacher instructional strategies. This systematic review is attempting to determine the STEM instructional approach and its challenges in the educational institution.

## **1.2 Purpose of the study**

The purpose of this study was to identify STEM instructional practice and the challenges that arose during the implementation. The following research questions guided our review and analysis:

RQ 1: What are the teachers' approach in STEM instruction?

RQ 2: What are the challenges in teachers' STEM instruction?

## **2.0 METHOD AND ANALYSIS**

### **2.1 Literature search strategy**

As the goal of this study was to get an overview of the STEM instructional implementation, the literature was to systematically search for studies focusing on STEM instructional. Only Scopus journal were used in this study as it has the largest abstract and citation database of peer-reviewed literature. To identify appropriate studies, the searches were logged in by protocol entries stating year, research strings, database and number items found. The search results were limited to the years 2012-2017 so as to maintain manageability and relevant current cohort of articles.

### **2.2 Eligibility criteria**

An overview of the search protocol is presented in Figure 1. This protocol is based on the recommendations of the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analysis) statement (Moher, Liberati, Tetzlaff, Altman, & The PRISMA Group, 2010). The following inclusion criteria were applied: (a) STEM instruction had to be defined as interaction between teachers/educators and students in STEM teaching practice, (b) studies had to focus on STEM instruction in education context and (c) studies had to present a detailed and clear indication of the instructional approaches.

The exclusion criteria were set as follows: (a) STEM instructional implementation in higher education, (b) studies where full text was not available, (c) conference paper without clear description of the STEM instruction implementation, (d) book (chapter) review and (e) articles published in languages other than English. After excluding papers based on title and abstract, 10 studies remained to be analysed.

## **3.0 RESULTS AND DISCUSSION**

### **3.1 RQ 1 What are the teachers' approach in STEM instruction?**

From the results obtained from the systematic review, we could identify the approach in STEM instruction implementation including the result of each of the intervention. The findings were summarized in Table 1. Within the selected research articles, there are six instructional approaches used in implementing STEM at school level. Model learning approach is the highest approach used followed by module based learning, problem based learning and project based learning. Peer-led learning and inquiry based learning is the least preference in STEM instruction (see Figure 1).

In providing an in-depth understanding to students especially in relation to spatial ability, the use of model based learning approaches are appropriate. The use of 3D printing technologies in instructional STEMs can engage students to see the project being constructed (Brown, 2015; Schelly, Anzalone, Wijnen, & Pearce, 2015). The cost problem for printing 3D materials is reduced with open source sharing and support system from researchers. Also, problems relating the concept of shapes, distances and spatial in the field of astronomy can also be solved by the use of solar system simulation models (Chen, Schneps, & Sonnert, 2016).

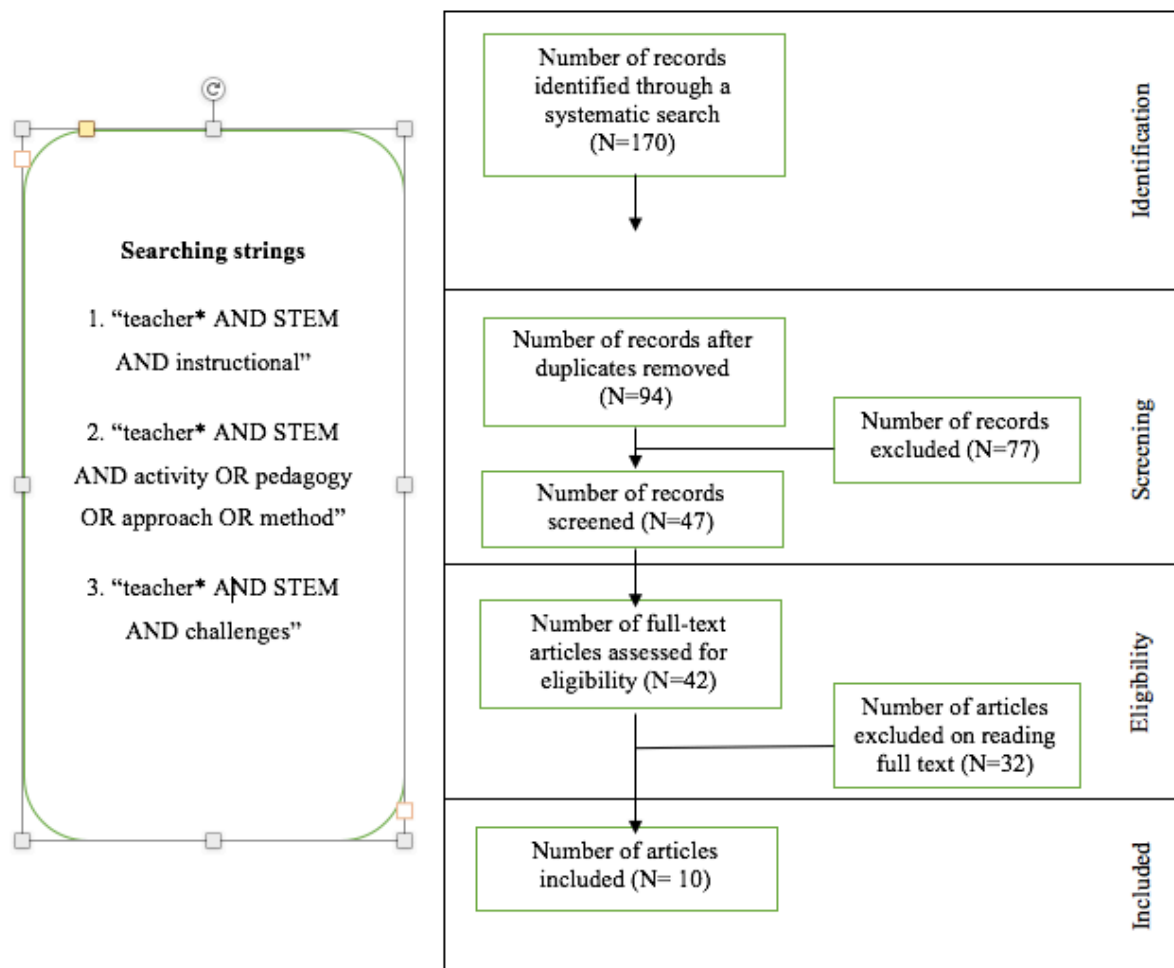


Figure 1: An overview of the search protocol based on the PRISMA statement

Problem based and project based learning is the second highest choice in instructional STEM. Project based learning contains foundational skills required for completing science projects. Sias et.al (2017) assumed that project based learning was chosen by the teacher because it is the extension of long staple traditional science classroom that carried out experiments and small scale projects where teachers get used to it. In the other hand, project-based learning approach also help students in developing content knowledge and scientific literacy skills to evaluate and use scientific information in real-world situation.

Problem based learning approaches is an approach that emphasizes problem solving. Problem based learning approach used in STEM studios reportedly able to attract students with STEM (Plonczak, 2014). Students are provided with a variety of problem based activities by taking into account the diversity of interests, backgrounds and abilities. STEM studios is also a place for teachers and practitioners to practice and exchange views on STEM instruction. In Engineering Design Practice (EDP), teachers try to teach difficult STEM concepts and at the same time engage their students' learning and motivation by posing problems to them (Billiar, 2014). Although EDP is seen as an alternative in instructional STEM, students' lack of experience working with open ended problems, limited background knowledge, resource, time and the need to adapt to the requirements of the curriculum makes this module rarely used.

Module-based learning approach is a complete structured approach because it is a practice to build a module that needs validation process with experts. The study conducted by Barker, Nugent, & Grandgenett (2014) examines the tendency of teachers to implement STEM instruction using the 18 STEM modules provided. The module built on the STEM discipline integration provides teacher an

alternative variant in the implementation of STEM where each of the module has its difficulty and skill level that needs to be covered. Although teachers have varied choices of models, teachers are expressing some difficulties in their implementation such as time constraints, difficult modules and not based on student's age appropriateness and teacher confidence.

Inquiry-based learning is a form of active learning that includes questions, problem or scenario posing assisted by teacher. The use of inquiry based learning activity conducted by the experimental group provided significant improvement over the control group (Wilhelm,2013). Apart from software involving visual objects 2D and 3D, scaffolding differences between experimental group teachers and control groups can also be observed. Teacher from control groups' instruction was structured and didactic whereas teachers from experimental group were less structured with inquiry learning approach aforementioned.

Although initially, teachers are rather reluctant to use them in instructional STEMs, peer approaches show tremendous results in which students involved can be helped to pass for state-level exams (Thomas,2015). However, continuous monitoring should be carried out by the teacher as there is still a peer mentor of relatively weak content knowledge. The frequency chart of instructional STEM approach can be referenced in Figure 2

Table 1. STEM instructional implementation

Citation	Purpose	Design	STEM instructional activities	Primary results
Sias et al., 2017	To develop educational innovation as instructional approach to STEM curriculum	Descriptive (case study)	Project based learning	Project base and student based learning were strongly represent in the plans where family involvement and place based learning were the least choices.
Chen et al., 2016	To examine the learning of astronomical concepts using a simulation of the solar system on tablets	Experimental	Model based learning	Model is able to make gains of students understanding on scale-specific domains of astronomy knowledge
Thomas, Bonner, Everson, & Somers, 2015	To measure impact on peer-led learning to STEM performance	Experimental	Peer-led Learning	Students with peer-led learning interventions demonstrate a positive result to pass the Living Environment course in the New York State Regents exam. However, there is no change for students who have intervention for algebra courses.
Brown, 2015	To facilitate and support skill building, concept attainment and increased STEM teacher confidence	Descriptive (case study)	Model based learning	Print trials, design experiments and engineering test are probably the appropriate experiences for instructional purposes in K-12 STEM curriculum setting

(Schelly et al., 2015)	To investigate the potential of open source technology in STEM educational setting	Descriptive (case study)	Model based learning	Open source 3D printing technologies have a powerful potential to improve STEM education resulting from active participation and cross-curriculum engagement
(Barker et al., 2014)	To explore STEM focused program (GEAR-Tech-21) fidelity	Descriptive (survey)	Module based learning	Only 13 out of the 18 modules during the survey period. Fidelity adherence and exposure of the GT-Tech-21 modules was impacted by the educators' perception, level difficulties, support, confidence and time to run the module.
(Plonczak, Brooks, Lodato, Elijah, & Caliendo, 2014)	To provide effective instruction on problem based curriculum with real world STEM challenges that integrate literacy, social studies, multiculturalism and arts	Descriptive (case study)	Problem based learning	STEM Studio model can intentionally engages students and teachers in real world problems that enhance students' conceptualization and skills
(Billiar, Hubelbank, Oliva, & Camesano, 2014)	To provide instructional development model that use engineering design process (EDP) to promote active learning of STEM concepts	Descriptive (case study)	Problem based learning	EDP can be used to enrich and formalize K-12 STEM curricular by helping teachers to understand it and to design engaging lesson
(Wilhelm, Jackson, Sullivan, & Wilhelm, 2013)	To examine instructional method differences between groups and gender affected learning in Earth/Space unit	Experimental	Inquiry-Based Activity	Experimental group made significant gain on the topic thought. 2D and 3D instructional experience allowed female in control and experimental group achieved significant gain score on some spatial assessment.
(Brickman et al., 2012)	To evaluate a project-based applied learning (PAL) approach in developing critical evaluation skills	Descriptive (case study)	Project Based Learning	This project able to help students to build content knowledge and develop scientific skills.

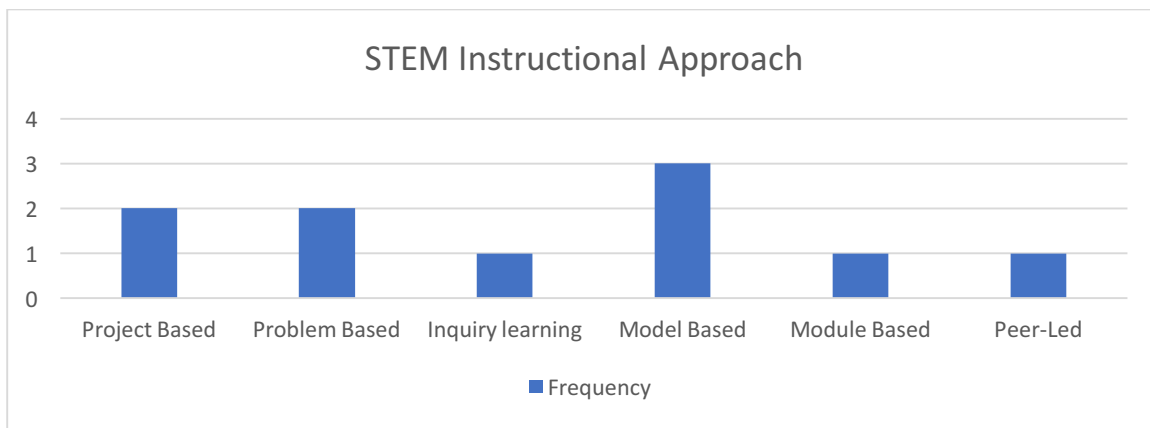


Figure 2: STEM instructional approach from 2012-2017

### 3.2 RQ 2 What are the challenges in teachers' STEM instruction?

The researchers have reported some challenges in STEM instruction implementation arose in this systematic review (see Table 2). The most reported challenges in STEM implementation is teachers' content knowledge. Teachers were reportedly having difficulty in explaining spatial, shapes and space to students (Brown, 2015; Chen et al., 2016; Wilhelm et al., 2013). The Johns Hopkins Centre for Young Talented Youth in Brown (2015) defines spatial ability as the capacity to recognize and remember the three-dimensional relations among objects. In STEM, some topics such as astronomy and mathematics require a representation that can provide visual imagery to give students a deep understanding of the topic. Teachers also acknowledge that there are STEM modules too difficult for themselves, where there is a need to master significant application of the skills and relatively mathematic intensive (Barker et al., 2014; Billiar et al., 2014). The evaluation process is important in assessing instructional effectiveness. Teachers are given the freedom to determine appropriate assessments in assessing students' results in STEM where this causes teachers to have diversify quality of assessment from one teacher to another (Billiar et al., 2014). Teachers should also be skilled in guiding students in self-assessment even though rubric scores have been provided (Brickman et al., 2012). Each assessment requires specific justification for students to be educated in order to make a fair and proper valuation.

Another issue that must be in STEM instructional implementation is STEM engagement activity. Teachers need to be creative in preparing engagement activity to attract students' attention, curiosity, and interest for the lesson. Teachers are having difficulty in providing activities in engineering discipline even though students are excited to do so (Billiar et al., 2014). Teachers also need to provide a variety of activities to take into account the diversity of interests, backgrounds and levels of students (Plonczak et al., 2014; Schelly et al., 2015).

In addition, teachers also have difficulties in explaining the abstract context to students (Chen et al., 2016; Thomas et al., 2015) In this case, the skill of using multiple representatives is very much needed by the teacher. Besides, to train skills of giving a valid scientific argument to explain is also a challenge to teachers (Brickman et al., 2012). As an example to students, effective communication needs to be done all the time and at the same time the teacher needs to play a role as an instructor who just gives just the right amount of scaffolding to help students in STEM instruction.

Most of the other reported challenges involve teacher confidence in implementation of STEM instruction. Lack of experience in STEM instruction limit teachers' confidence to implement STEM (Sias et al., 2017). Discipline STEMs such as engineering and technology that require a particular skill cause teachers to feel reluctant to run them in teaching and learning sessions (Barker et al., 2014; Billiar et al., 2014; Brown, 2015)

The last issue that teachers perceive as constraints in STEM implementation is time management. Due to limited time allocation, some STEM projects need to be held outside school hours (Sias et al., 2017). Fidelity of STEM implementation is interrupted by the time constraint in which the teacher has a limited time to implement the STEM module provided (Barker et al., 2014). The use of



time outside the classroom also causes teachers to feel that there is no urgent need to carry out specific assessments on the work of STEM students (Billiar et al., 2014).

Table 2. Challenges in STEM instructional implementations

Theme	Teacher Challenges	References
Content knowledge	Spatial issues	(Chen et al., 2016)(Brown, 2015) (Wilhelm et al., 2013)
	Difficult module	(Barker et al., 2014)(Sias et al., 2017)
	Understanding design process	(Billiar et al., 2014)
Evaluation	Uneven quality	(Billiar et al., 2014)
	Teacher role	(Brickman et al., 2012)
Explanation	Abstract content	(Chen et al., 2016)(Thomas et al., 2015)
	Argumentation skill	(Brickman et al., 2012)
Engagement	Engagement practice	(Plonczak et al., 2014)(Schelly et al., 2015)(Billiar et al., 2014)
Confidence	Confidence in teaching	(Brown, 2015)(Barker et al., 2014)(Billiar et al., 2014)
	Lack of experience	(Sias et al., 2017)
Time management	Lack of time implementation	(Barker et al., 2014)(Billiar et al., 2014)

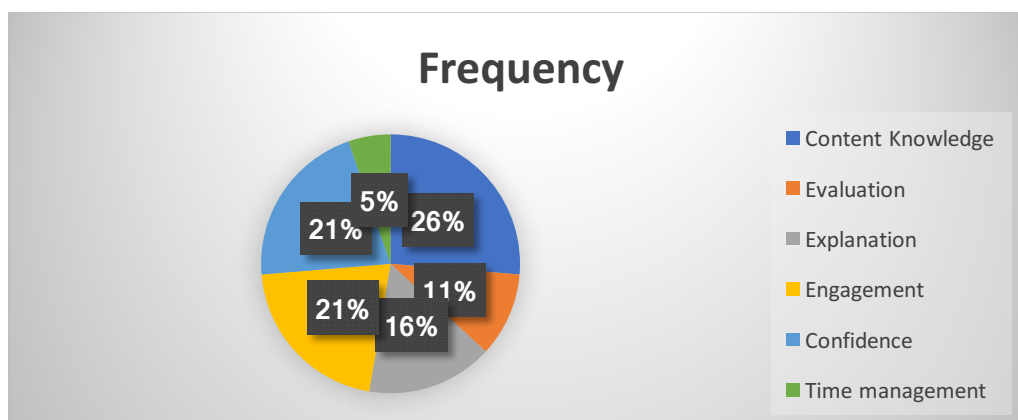


Figure 3: STEM instructional challenges

#### 4.0 CONCLUSION

This study was conducted to identify the practice of stem's instructional approach that was conducted within the past five years and the constraints faced by the teachers. We do not assess the effectiveness of any approaches to instructional stems. Although the approach to learning based modules is the approach that has the highest frequency, it cannot be generalized as the best practice of stem teachers. However, from this study it can be concluded that an effective approach is an approach that can overcome the challenges faced by teachers. Teachers themselves need to take the initiative to improve the content knowledge and skills required in the stem disciplinary. Teachers cannot implement stem learning objectives if they feel they are unaware and are not willing to learn about it (nadelson &

seifert, 2017). Also, stakeholders need to take the initiative to provide training or solve the gaps in the instructional stem aforementioned.

## 5.0 FUTURE RESEARCH

The following existing gaps and needs in STEM instructional implementation were derived from findings of this study. These points are presented to guide future research:

- Solution to reported challenges in STEM instructional implementation should be explored thoroughly
- From some of the data approaches analysed in this study, a study on the best approaches for instructional STEMs need to be done to ensure STEM's educational goals
- A study on teacher preparedness in carrying out instructional STEM should be done to ensure STEM teachers are really ready to carry out the implementation

## 6.0 LIMITATION OF THE STUDIES

Research articles evaluated in review studies are selected according to various criteria. In this paper, only studies published in Scopus journal database were analysed. It is possible to find research articles on STEM instructional implementation in other SSCI journal database. In this systematic review, “article” was selected as the document type. Future researchers may wish to examine conference paper, reviews, editorials, theses and dissertations. With such wider bases of data, it is possible that different STEM instructional implementation approach and challenges may be found.

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## **Parent-Child Sexual Communication: A Review of Parental Influences on Adolescent Sexual Behaviour**

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### **ABSTRACT**

*As our adolescent is at risk of HIV/AIDS, STDs and unwanted pregnancy, it is important for us to understand the process of sexual communication and its role in the sexual socialisation. It is believed that parents play a significant roles as change agent, serve to motivate and guide adolescent behaviour, provide valuable sources of information or advice and shape the sexual beliefs and behaviour of adolescent (Jaccard, Dittus, and Gordon, 2000). This constructs the possible for significant influences in adolescent sexual behaviour. Thus, this paper offers reflections on what parental influences possibly offered in determining adolescent sexual behaviour through parent-child sexual communication. Above all, it is a taboo issue to be covered in Malaysian context, but warrant for future researches on this controversial issue is necessary to ensure that adolescent able to form a healthy sexual lifestyle in future through effective and productive ways, particularly via parent-child sexual communication.*

**KEYWORDS:** parental influences, adolescent sexual behaviour, parent-child sexual communication, verbal sexual communication, nonverbal sexual communication

## **1.0 INTRODUCTION**

According to Lerner and Spanier's sexual socialization model (1980), adolescent task is to integrate the physical, social and emotional aspects of sexuality with other development domain and the final aspect of this process is the development of predispositions to act in certain ways, usually the conventional expectation of the society, in sexual context. Jaccard, Dittus, and Gordon (2000) viewed parents as change agent, serve to motivate and guide adolescent behaviour, provide valuable sources of information or advice and shape the sexual beliefs and behaviour of adolescent.

### **1.1 Background of study**

Adolescence is the most exposed time to our children, they begin to explore and experiment with their sexuality, as to Moore & Rosenthal (1993) "Young people are vitally interested in sex and are open to new information, while at the same time questioning values and experimenting with behaviour.", where Lerner and Spanier (1980) describe it as a series of sexual socialization such as becoming sexual, taking on a gender identity, learning sex roles, understanding sexual behaviour and generally require the knowledge, skills and dispositions that allow a person to function sexually in a given culture.

Naturally, it is the parents who are situated the central role in shielding their children from being involved in risky sexual behaviour. According to Bronfenbrenner (1979), family, peers and

neighbourhood as the most influencing socio-culture context regarding adolescent behaviour. Researchers have shown that parents may apply their values through parent-child sexual communication where parents have the opportunity to influence their adolescent sexual decision making (Atienzo et al., 2009; Wang et al., 2014). Miller (2002) reported that adolescent sexual attitude and behaviour could be affected by a wide range of family factors, for example, connection and communication between parents and their child and parental regulation in determining their children's sexual behaviour.

Longmore et. al. (2010) conveyed that through social control, parents could be involved in their child sexual behaviour by expressing care and constraining their child from any unwanted activities through control strategies. By communicating with them about their sexual health, parents could reflect that their child's health matter, at the same time, monitor their child sexual activities. It is essential for the child to feel cared to be able to internalize their parents' parental values and comply with them. Parental attitude and beliefs of their adolescent sexual behaviour demonstrated the inhibitory of influence on their child sexual behaviour (Jaccard & Dittus, 1991). Just like social control theory, symbolic interactionism "focus on how individuals define situations and thereby construct the realities in which they live" (Longmore, 1998). According to both theories, the best way to acquire individual and interactional construction of situations in this study is by using qualitative methods, where reality is constructed in interaction.

Family has a great impact on adolescent, where (Blake et al., 2001) reported that "The quality of parent-child communications about sex and sexuality appears to be a strong determinant of adolescents' sexual behaviour." Further, what is vitally important factors are "the extent to which parents are involved in their children's life" and "the manner in which they are involved. It is important for parents to realize that they are in position to construct their adolescents' sexual realities, from which these kids will mould their sexual beliefs and practices by interacting with their parents instead of their peers or social media without any supervision.

## **1.2 Background of problem**

Adolescent premarital sexual behaviour has made headline over the years in our local media. In Malaysia, as an Islamic country, view premarital sexual intercourse as fornication, totally forbidden and seen as irresponsible act, even illegal among adolescent below 18 years old. Furthermore, putting religious aside, adolescent's sexual health is the most important issue to be focus on. As this issue is a taboo to be discuss in the open, not even in the family social circle, most of the cases were not handled well, especially by the Malay Muslim society (Ismail & Abd Hamid, 2016; Siti et al., 2010), where the level of premarital sex permissiveness and knowledge is strongly correlated to the ethnicity, as Malay Muslim shows lower knowledge and attitude towards premarital sex permissiveness (Wong L. P., 2012) regardless of the advancement and modernization of the world.

Sadly, adding to that, the number of premarital sexual behaviour and unwanted pregnancy among our adolescent is increasing (Ahmadian et al., 2014; Wong L. P., 2012). Our local media Berita Harian Online (2015) reported that there are about 18,000 pregnant adolescents in Malaysia and 25% of them were out of wedlock, with Sabah had the highest teenage pregnancy cases in Malaysia, totalling 4,795 cases and 372 cases were unmarried (Sayang Sabah, 2015). Furthermore, a survey by Global School-based Student Health operations involving the Ministry of Health in 2012, adolescents aged 13 to 17 across the country, found that 50.4 per cent were found admitted to having sex for the first time before age 14 years (Berita Harian Online, 2015). Obviously, beside the fact that our future generation initiates premarital sexual behaviour has becoming younger, are they equip with enough knowledge, skills and guidance for them to be able to handle such issue well?

Agreed to the fact, our adolescents are at the high-risk of pregnancies and needed a better sexual health strategy (Wong, 2012; Omar, et al., 2006). Researchers have reported that their respondents practiced sexual risk behaviour of multiple sexual partner, unprotected sex, high-risk sexual partner and with history of STI and did not use contraception during the most recent sexual intercourse (Farid et al., 2014; Ahmadian et al., 2014). This could be the fact that their level of knowledge of their own reproductive health is at near to the ground, where the lack of information in such subject matter make them vulnerable, which might lead to risky sexual behaviour, such as engaged in unprotected sexual intercourse and relied on periodic abstinence, natural methods, and traditional folk pregnancy

preventive practices and needed instantaneous awareness (Wong, 2012; Rahman and et al., 2011). This might be due to the fact that this issue is a taboo to be discussed which prevented them from getting sufficient knowledge and guidance especially from adults and school (Rahman, et al., 2011; Wong L. P., 2012).

A research done by Wong (2012) among 1695 female university students in a public university in Malaysia regarding their understanding of knowledge, attitudes and behaviours of young women in Malaysia concerning reproductive, contraception and premarital sexual practices, found that the respondents were lack of knowledge in reproduction and pregnancy, contraceptive uses and contraceptive availability, with ethnic group was the strongest correlate of knowledge and attitude scores; being of Malay Muslim ethnicity was associated significantly with lower knowledge scores and premarital sex permissiveness. So, as it's hard for parents to initiate communication on such topic, possibly school is a better option to deliver adolescent sexual health issues, in a formal environment.

Sexuality education in school has been a debated issue ever since. Such subjects have been seen as harmful and inappropriate to be taught in the classroom. School as the formal educational institution, could be the possible way to educate our adolescent regarding their sexual reproductive health. In The New Straits Times report, Sipalan & Majawat (2009) reported that the Education director-general Tan Sri Alimuddin Mohd Dom said there were no plans to introduce sex education as a subject as the issue was covered briefly in subjects such as biology, moral and Islamic studies. The question is, is it sufficient enough? Further, in spite of a formal sexual education, these adolescents only obtain basic facts about their reproduction health in science subjects, that is insufficient to protect them from sex predators and might lead them to risky sexual behaviour such as unwanted pregnancy, abortion, STDs and HIV. Although our adolescent rarely discusses their reproductive and sexual health with their parents, but research done by (Ismail & Abd Hamid, 2016) disclosed that this new generation of adolescents were willing to openly discussed about it with their parents and positive about it. So, when their parents did not handle such situation in an appropriate ways, they turn to peers, media and internet as sources of information (Rahman, et al., 2011; Siti et al., 2010), which without adult supervision might lead to other risky sexual behaviour.

On the surface, the major concern was by the parents who were ambivalent, as it might encourage their children to initiate premarital sex. On contrarily, (Makol-Abdul, Nurullah, Imam, & Abd. Rahman, 2009) reported that majority of the parents supported the inclusion of various sexual health topics in school curriculum provided the contents were in line with religious teachings. The question is, if parents could have such great impact on adolescent social control according to social cognitive theory, why they do not take advantage of the fact and internalize their sexual behaviour's perspective, values and norms towards their child?

## **2.0 DISCUSSION**

The evolution of family sexual communication in Malaysia is not as much as in western country (Ahmadian et al., 2014; Wong, 2012; Omar et al., 2006). What warrant for immediate attention on this parent-child sexual communication topic is, first the fact that our adolescents' risky sexual behaviour is on the rise (Ahmadian et al., 2014; Wong, 2012). According to Wong (2012) and Rahman et al. (2011), our adolescents are lack of knowledge of their own reproductive health; make them vulnerable to sexual predators and risky sexual behaviour, not sufficient enough to make the right decision regarding this issue (Wong, 2012; Rahman et al., 2011). Therefore, our adolescents are at the high-risk of pregnancies and needed better sexual health strategies (Wong, 2012; Omar et al., 2006). What makes this matter worst is the fact that this issue is still a taboo to be discussed between parents and their child (Hassan et al., 2015; Ismail & Abd Hamid, 2016; Low et al., 2007).

A few research done in Malaysian context, adjacent to a world of fast-paced connectivity and communication, reported that sexual discussion is still a taboo among Malaysian (Hassan et al., 2015; Ismail & Abd Hamid, 2016; Low et al., 2007), revealing "adolescents' family rarely practices sexually related communication in Malaysia context" and "the existence of family sexual communication is significant to adolescents' sexual health knowledge to prepare themselves for healthy adult sexual lifestyle." (Hassan et al., 2015). Rather, according to Bandura's social learning theory, parents could be among the first influential models for adolescents to imitate their behaviour and values. By communicating with their children, parents could internalize their perspectives on premarital sexual

behaviour and also established the inhibitory influence of conservative parental attitude and beliefs about adolescent sexual behaviour (Longmore et al., 2010).

If the new generation is quite positive that they could communicate with their parents about their sexuality, it is about time for parents to step-up and overcome the issue of “a rather traditional and conservative nation it is consider impolite to discuss openly topics concerning sexual reproductive health as they are normally highly sensitive or taboo” (Ismail & Abd Hamid, 2016) for the sake of their children’s sexual reproductive health. In this research, detailed from the result would help us determine the strength and weakness of parent-child sexual communication phenomena in Malaysia in order to help parents obtain skills and information to have effective sexual communication with their children.

A framework outlined by Jaccard & Dittus (2002) to understand parent-adolescent communication about sex and birth control, were organized into two sequences; first focused on the immediate determinants of behaviour ( intention or decision to perform behaviour, knowledge and skills for behavioural performance, environmental constraints, salience of behaviour and habit and automatic processes) and second focuses on the immediate determinants of behaviour intentions (attitude towards behaviour, social norms, beliefs and expectancies, self-concept, affect and emotion, self-efficacy). So in order for us to understand the impact of parent-child sexual communication on adolescent sexual behaviour, as recommended by Jaccard & Dittus (2002) all the components of behavioural criterion should be analyze, that is taking into account the action, the time, the target of the action and the setting. Such data in Malaysian context is scant. Taking into consideration the inadequacy of published data on the parent-child sexual communication among Malaysians, where research done has examined variables such as the content of parent-child sexual communication, gender differences and adolescent’s perspectives in isolation; recommendation for in-depth investigation on the process, quality, style and obstacles faced by Malaysian adolescent and also parents during sexual communication (Wong, 2012; Hassan et al., 2015; Low et al., 2007) is the best way to acquire individual and interactional construction of situations in this study is by using qualitative methods, where reality is constructed in interaction (Jaccard & Dittus, 1991). Research on association of parent-child sexual communication and the role of parents in adolescent sexual health issues is still indistinct, far from irrefutable. Until this day, it is still unclear understanding of the impact of parental influences and parent-child sexual communication on adolescent sexual risk behaviour, but auspicious.

So, parents are, in most cases, one of the earliest sources of socialization for positive sexual development. By adolescence, individuals likely also experience socialization from a number of other sources, including schools, media, and peers. Nevertheless, parents continue to play an important role here, providing unique messages and helping adolescents interpret messages from other sources.

## **2.1 Parental influences**

According to social learning theory (Bandura, 1977), parents could be among the first influential models for adolescents to imitate their behaviour and values. By communicating with their children, parents could internalize their perspectives on premarital sexual behaviour and also established the inhibitory influence of conservative parental attitude and beliefs about adolescent sexual behaviour (Longmore et al., 2010). To adolescent, their source of sexual socialization includes schools, media and peers and among the earliest are parents. Not only have parents played an important role in helping adolescents understand their sexual development, they could influence their adolescent sexual socialisation through parental belief systems, parental style, the process, content and style of sexual communication and indirect socialization (Lefkowitz & Stoppa, 2006).

### **2.1.1 Social Learning Theory**

Roberts (1980) looks at sexuality as more than sex, where it is part of our basic identity and encompasses our total sense of self, which involve our attitudes, values, feelings and our beliefs of masculinity and femininity. Further, it could contribute to our feelings about our physical selves, for example, joys or embarrassment of our body.

According to social learning theory, through the individual or group social learning, they acquire information, attitudes, values, beliefs and behaviour skills and patterns by interacting with their social environment either with other people or their structural environment to meet their need for human relatedness. Structural environment involved social institutions such as family, school, peers and even

the subtle and particular aspect of social structure like family time just as the building they lived in. their learning environment could determine the learning process. Robert (1980) classified learning environment into four categories; formal education where curriculum is structured and high value of certification system, for example school where both learner intended to learn and “teacher” intended to teach. Nonformal education refers structured environment outside of school where some structure of curriculum exist but certification less valuable compared to formal education. In informal learning system, no particular curriculum or certification system and either one has educational intentions, and in accidental learning environment no particular curriculum structure or certification system and both the learner and the ‘teacher’ might have none educational intentions.

Further the individual environment could influence their ideas, affections and behaviours through conditioning, reinforcement and modelling. Robert (1980) explained S-O-R approaches, where S stands for stimulus, an event or condition that elicit a response and O refers to the orientation of the individual to the stimulus, in other words, their personal interpretation of the stimuli and are filtered R refers to respond, where the response patterns possibly links to particular stimulus. In this theory, reinforcement, either positive or negative, to particular respond to particular stimulus could determine behaviour.

In conditioning, this behavioural process indicated that reinforcement, being a stimulus or reward for expected response, play a role to predict behaviour and in given environment. The expected response should be followed by either positive or negative stimulus, where reinforcement could strengthen behaviour while punishment could weaken behaviour. Consistency of the reinforcement could determine success in modelling behaviour as the more the experience occur, the more individual being reinforce, the more success for individual to internalised or modelled particular behaviour. Combination of modelling and reinforcement together in particular given environment, for example when a model rewards the learner’s response, it is likely that the learner will model the behaviour.

## **2.2 Parent-Child sexual communication**

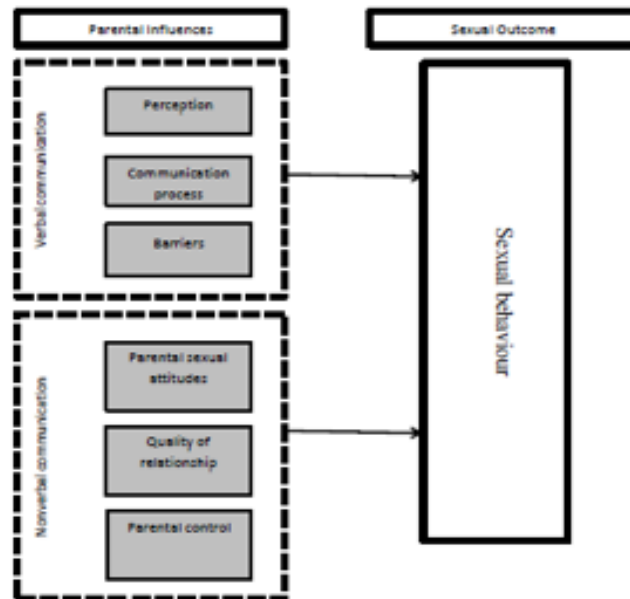
In social learning theory, one’s behaviour has an effect on the environment. Parents could influence their adolescent behaviour by responding accordingly to their own belief and values towards their adolescent sexual behaviour through communication. The stimulus that followed after a response could either be reinforcement or a punishment, depending on the parents expected results either to strengthen (reinforce) or weaken (punish) their adolescent sexual behaviour. Specifically, rewarded behaviour will encourage reinforcement and consistency of reinforcement is expected to be modelled and internalised.

According to Bronfenbrenner (1979) ecology system theory, family, peers and neighbourhood as the most influencing socio-culture context regarding adolescent behaviour. Researches have shown that parents may apply their values through parent-child sexual communication where parents have the opportunity to influence their adolescent sexual decision making (Atienzo et al., 2009; Wang et al., 2014). Miller (2002) reported that adolescent sexual attitude and behaviour could be affected by a wide range of family factors, for example, connection and communication between parents and their child and parental regulation in determining their children’s sexual behaviour.

Research focusing on topics discussed during parent-child sexual communication had become more and more sophisticated through time. From the report of the most frequent topics to frequent sexual communication, the outcomes are not always in predicted directions. Jaccard, Dittus and Gordon, (1996) examined more intensive sex-related communication, and reported the link between parent-child sexual communication with reduced of frequency of intercourse and unprotected sex. Longmore et. al. (2010) conveyed that through social control, parents could be involved in their child's sexual behaviour by expressing care and constraining their child from any unwanted activities through control strategies. By communicating with them about their sexual health, parents could reflects that their child’s health matter, at the same time, monitor their child sexual activities. It is essential for the child to feel cared to be able to internalize their parents’ parental values and comply with them. Parental attitude and beliefs of their adolescent sexual behaviour demonstrated the inhibitory of influence on their child's sexual behaviour (Jaccard & Dittus, 1991). Just like social control theory, symbolic interactionism “focus on how individuals define situations and thereby construct the realities in which they live” (Longmore,



1998). According to both theories, the best way to acquire individual and interactional construction of situations in this study is by using qualitative methods, where reality is constructed in interaction.



**Diagram 1: Conceptual Framework**

Diagram 1 illustrates the relationship between parental influence factors and sexuality outcome, focusing only on adolescent sexual behaviour. The parental influence factors shaded are those through verbal and nonverbal communication. It is clear that from previous studies, there are others sexual outcomes like sexual knowledge or contraceptive behaviour, and they are significant to one another, but these were not illustrated in the diagram because their relationships were not the focus in this paper.

### **3.0 CONCLUSION**

Family has a great impact on adolescent, where (Blake et al., 2001) reported that “The quality of parent-child communications about sex and sexuality appears to be a strong determinant of adolescents’ sexual behaviour.” Further, what is vitally important factors are “the extent to which parents are involved in their children’s life” and “the manner in which they are involved”. It is important for parents to realize that they are in position to construct their adolescents’ sexual realities, from which these kids will mould their sexual beliefs and practices by interacting with their parents instead of their peers or social media without any supervision.

In general, adolescent sexual behaviour is a daring issue to be covered, especially family sexual communication, but it is important that the attempts to engage this intervention are implemented holistically. Parents have played a significant role to support adolescent sexual socialisation and could be seen as an indicator that parent-child sexual communication would be an effective approach in overcoming adolescent risky sexual behaviour. Hence, we should admit that parents can influence their adolescent sexual behaviour in effective and productive ways through parent-child sexual communication.

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## **A Study on Factors Influencing Employee Engagement among Gen Y Employees in McDonald's Klang Valley**

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### **ABSTRACT**

*The purpose of this study to investigate the factors influencing employee engagement among Gen Y at McDonald's in Klang Valley. The primary objective of this paper is to determine the relationships between the employee engagement factors (leadership, communication, rewards and recognition, work-life balance and training and development) among Gen Y at McDonald's in Klang Valley. A qualitative and quantitative study was deployed by the researcher. This research consists of semi-structured interview with the representative from headquarter and restaurant manager. Meanwhile, self-administered questionnaire is used to collect information on employee engagement among the Gen Y at the restaurant branch. The findings analysis indicates the factors of engagement have correlations with employee engagement. However, the variables that had major impact were leadership and communication. A special focus and effort is required on the least significant factors by promoting a healthy work-life balance for its Gen Y employees, interesting approach in training into a 'learning playground' and flexible salary payments for employees.*

**KEYWORDS:** Leadership, Communication, Reward and Recognition, Work-life balance, Training and Development.

### **1.0 INTRODUCTION**

The growing level of uncertainty in the business environment requires an organization to continuously adapt to changes and accommodate different needs in workforce. Organization does not only need to compete and attempt to survive by lowering prices, cutting costs, downsizing the number of employees, but also need to focus on human resource management to build engagement in organization. In this changing world both in terms of global perspective and aging of workforce, engaged employees are competitive advantages for organizations. An organization needs to recognize employees as their valuable asset, and as a powerful indicator of competitive position in the market. Not all organization can perform well at peak levels unless their employees are engaged to the organization. Saks (2006) defined 'employee engagement' as someone who feels involved, passionate, empowered and demonstrates those feelings in work behavior. An employee engagement is one who aware of business environment, where he or she will be highly motivated and committed towards their works to improve performance within the job for the better benefits of the organization. In simple words, Aon Hewitt (2014) defines engagement as the psychological state and behavioral outcomes that lead to better performance. It examines engagement outcomes as say, stay and strives. However, most people tend to confuse engagement with commitment and satisfaction where they strongly believe that most similar between each other. Mersdorf (2010) stated that engagement is above and a step further and involves discretionary efforts towards organization goals. It is about what they feel about the job task, organization and the relationship between employees and these driven to do more than expected for continues growth of the organization they work for. In the flipside, engage employees are willing to give full commitment to business success which they put voluntary effort into their work and contribute more of their attention, creativity and satisfaction on the job.

#### **1.1 Background Of Study**

Today, employee engagement is a commonly used by many employers and employees in Malaysia. Employers claim they are doing their part in driving employee engagement, while many employees continuous to grumble about not being engaged at work. In the workforce, senior people are getting retired soon when they should do especially the older generations. In order to sustain the balance of workforce, the organizations are forcing to replace them by taking more fresh blood into their

workplace. The fresh blood is refers to young generation or known as Gen Y who are from group of people born during the years of 1980s. Individuals in this generation are describes as smart, independent and also has grown up with technology, computers, smart phone, and Internet. Therefore, it is not surprising to expect that this young generation enters the workplace with different attitudes, values, satisfaction and preferences. Thus, there is not easy to managing the different needs of generations in the workforce that also involves large-scale demographic changes in future and will require special attention. The Malaysian Insider (2015) stated that, citing from Ministry of Higher Education Malaysia 2013 statistics that out of 220 527 graduate are unemployed in 2012. This substantial number should be seen as an opportunity for managers to change their strategy to manage and engaging the Gen Y employees. Kumar (2013), Asian Institute of Finance reported that employee engagement has risen in popularity due to its positive influence and unique characteristics of Gen Y employees as almost half of Malaysia's workforce is Gen Y. Based on Department of Statistic Malaysia (2015), Gen Y are aged from 15 to 34 years are almost 38.2% of Malaysian total population and covers almost 90% of the Malaysian workforce. This study on the topic and methodologies to examine the factors that have led to the success of McDonald's Malaysia in employee engagement practice among the Gen Y and how such engagers are important to the Gen Y. Emphasize is given on McDonald's employee engagement practice such as rewards and recognition, work life balance, career development, leadership, and communication between the employees and the leaders. Also central to the research study is exploration of the Gen Y preferences on human resource management practice as they are known for generation that are unique and distinct characteristics in the workplace compared to other generation before. This research will incorporated interviews with McDonald's Malaysia restaurant managers and a questionnaire survey to all the Gen Y employees in Klang Valley. Gen Y behaviour in the workplace is in contra to other previous generation. Therefore, this study will be able to answer the gap that exists between the Gen Y and their preference on a workplace by conducting study on one of the Best Employers in Malaysia as accorded by Aon Hewitt among Gen Y employees which is McDonald's Malaysia.

## **1.2 Problem Statement**

McDonalds Malaysia being one of the top fast food retailers in Malaysia has been capturing the heart of Malaysians over 32 years ago. In 2013, McDonalds Malaysia has been accorded by Aon Hewitt, a global provider of risk management, insurance and reinsurance brokerage, and human resources solutions and outsourcing service as the Best Employer in 2013 for Gen Y employees (Aon Hewitt, 2014). The award acknowledged the organization exemplary practices in engaging this major segment. McDonalds has been selected as they have 21% higher engagement score among Gen Y as compared to the market average. It really surprising to see that with the negative stereotypes among Gen Y that is have no loyalty to employers, not committed to work, needy, lacking of social skills and high advancement expectations but, McDonald's have done the other way around. Gen Y around the world known as to have no loyalty to employers, not committed to work, needy, lacking of social skills and high advancement expectations (Leonard, personal communication, 2015). It is fascinating to know that McDonald's a company that is in a fast food industry able to attract this generation and engaged them. This study will dig deeper on how McDonald's Malaysia help Gen Y employees to be engage as about 85% of employees working at McDonalds age between 16-35 years old (Leonard, personal communication, 2015). McDonald's Malaysia believe that by engaging employee, they will feel happier to work.

## **1.3 Research Objectives**

- 1.3.1 To determine the relationship between the engagement factors (leadership, communication, rewards and recognition, training and development and work- life balance)and engagement among Gen Y employees at McDonald's in Klang Valley;
- 1.3.2 To examine the factors most influencing employee engagement among Gen Y employees at

McDonald's in Klang Valley; and

- 1.3.3 To recommend various actions to further improve employee engagement of Gen Y at McDonald's.

## **1.4 Research Questions**

- 1.4.1 What is the relationship between engagement factors (leadership, communication, rewards and recognition, training and development and work- life balance) and engagement among Gen Y employees at McDonald's in Klang Valley?
- 1.4.2 Which factors most influencing employee engagement among Gen Y employees at McDonald's in Klang Valley?

## **2.0 LITERATURE REVIEW**

The research reviews are about the employee engagement with the dimension of Work Life Balance, Rewards and Recognition, Communication and Leadership, and Career Development . The review is to see past research whether there have a relationship between independent variables and dependent variable of the study.

### **2.1 Work Life Balance**

Work life balance (WLB) defined as the ability to balance work and personal life such as family and non-related work obligation (Jafri, 2013). Kalliath and Brough (2008) has done review on distinct concept of WLB in literature and define WLB as a person perceived on their work and non-related work task are adaptable and at the same time able to give advancement according to their life preference. The definition shows consistency as WLB needs to give an employee the ability to ensure that their work and personal life are compatible and at the same time it does not cause negative outcome to the employee. However, a change in work culture in Asia will make WLB more familiar as compared to developed country work practice that value WLB. This may happen because the Gen Y expected more for their work and if they found it does not match, they will job hop to another work.

### **2.2 Rewards and Recognition**

It is a fact of life that everyone wants to be appreciated. In the workplace, anything that have done must be evaluated by the right person who in charge in the performance. Therefore, the word of 'rewards 'is synonym among the employees as their additional remuneration towards their best effort. In other flipside, recognition is the main to any discussion of employee engagement. Recognition may take in term of monetary and non-monetary awards as well job done. When an organization recognizes an employee or team, they are communicating in powerful way what type of activities and accomplishments the organizations value. One of the factors is about less recognition and rewards from their employers. In reality, Gen Y has different priorities when searching for jobs. They really concern about salary, benefits and rewards from their employers. Gen Y is looking for employers that offer this range of workplace benefits and rewards. Salary and bonuses are one of the most important factors in choosing a job, along together with recognition for good work (Aminul et al., 2011).

### **2.3 Communication**

Gen Y has different priorities and perception when looking for jobs. This generation cares about high salaries, flexible working, a better work life balance, has coaching from leaders and better communication in workplace (Aminul et al, 2011). This can be achieved by effective communication which is possible through regular and mutual communication between leaders and employees to maintain good relationship, performance management and show recognition to Gen Y's contribution in organization. Communication is not simply a two way process as superficially defined in most cases. To measure the effective communication that can take place and raise the level of engagement among

employees in organization, it depends on the employers and the leadership style pursued. When there are open lines of communication, leaders can respond more effectively to the needs and problems of the employees. Effective communication from leaders can provide the workforce with the direction. The researcher also found that Gen Y having clear direction in their work and demand immediate feedback on their work performance. It is important for the senior management team to communicate effectively about the organization's business goals, policies and vision. This will help actively engage employees, provide employees with direction and foster trust and respect. Once the company has develop a task and need feedback from employees, a focused on communication skills, process, behavior assessment and knowledge can be easily carried out. It can be aligning with the overall company's engagement objectives for an individual. The concept of two ways communication can be applied through direct relationship is much better to build trust among employees in organization and help foster employer and employee interaction without fear of leader.

## **2.4 Leadership**

The main challenges that leaders around the world faced are to maintain organizational growth, renewal and also pursue excellence (Kaur, 2012). The most challenge also when organization needs to prepare and lead for the next Gen Y population who will be joining the organization in coming soon. The leader needs to elaborate on the concept of empowering leadership in term of care, concern, employees support and how it may affect employee engagement (Cruz, 2014). It involves the entire of the organization because all of them have same objective as to achieve organization's mission. So it could be considered for the whole people in organization as engagement goes beyond one organization. This concept suitable to reflects the nature of today's modern organization. In Malaysia, the concepts of empowering leadership behavior already promoted by leaders and favored by employees. However, for Gen Y, this generation rather prefers to work with leaders as the guide all the times. In the situations when all employees must perform together, the Gen Y want attention from the leaders or their supervisor to know how well they perform and able to collaborate within a diverse group, and then also how well Gen Y may follow their own initiative. Besides, Gen Y prefers someone who will lead them in everything. For example

"I prefer a supervisor who allows and guides me to learn on my own feet, at the same time he give me a chance to blend guidance from active training sessions and mentoring to meet work priorities. And then, when my supervisor asks me to work harder and they also give a good example by working harder also". The leader should know how to handle Gen Y by understanding their attitude, behavior and intention. The way to treat Gen Y is totally different with another generation. Other generation such Gen X represents ideal ways in which leadership competencies they rather prefer without needed guidance at all time. Thus, organizations that want engaged employees who are satisfied with their jobs and attached on the organization should encourage leaders to established and maintain trust with engaged employees.

## **2.5 Career Development**

Anitha (2014) stated that emphasizing on training and development program by the management will simultaneously provide a good chance for advancement and success for the company which then will elevate employee engagement. Competent training and career development will reducing turnover and improving employee retention. It is found that career enhancement is one of the significant factors affecting their behaviors at workplace as the Gen Y prefers ongoing learning informal or formal to have a progress on their achievement and to make their work more interesting. Moreover, the Gen Y will feel motivated towards their work and make them feel that the management is helping them to enhance their achievement and skills at work. The study found that training and development regardless of methods of training does lead to employee engagement. This means that employees will feel engaged as long as there is provision of training in order to enhance their skills, emotions and performance at their workplace. Kahn (1990) mentioned that training styles, training types and training method influence the effectiveness of employee as he or she are being trained and provided with necessary knowledge. Career development has become one of the engagers that are significant and applying it into this research able to analyze the relationship between career development and



employee engagement.

### **3.0 RESEARCH METHOD**

This section described the method used by researchers in conducting this study. The method used in order to gain information from the respondents on the factors influencing employee engagement among employees in workplace. This chapter also explained the nature of research, research design, data collection method, and research instruments and data analysis to ensure the data collected is able to answer the research question.

#### **3.1 Research Design**

The elements of the research design included purpose of the study, types of investigation, extent of researcher, study setting, unit of analysis and time horizon.

##### **3.1.1 Purpose of Study**

This purpose of study is to identify the factors influencing employee engagement among Gen Y at McDonald's. The intention of this research is to investigate the relationship of independent variables (Leadership, Work Life Balance, Rewards and Recognition, Communication and Training and Development) and dependent variable (Employee Engagement). Moreover, there is limited literature and empirical study on Gen Y employees especially in fast food industry. This draws researcher attention to identify the engaging factors among Gen Y in Malaysia and subsequently able to contribute to the body of knowledge.

##### **3.1.2 Type of Investigation**

The study is categorized as correlational because the study tested the correlation between one variable and another. This research tested the correlation between independent variables (Leadership, Work Life Balance, Rewards and Recognition, Communication and Training and Development) that influencing dependent variable (Employee Engagement).

##### **3.1.3 Extent of Researcher**

The study has minimal interference of extent of researchers because the study is conducted in a natural environment with minimal interference by the researchers during operation hours in McDonald's at Klang Valley branches.

##### **3.1.4 Study Setting**

Researchers used non-contrived study setting because this research was conducted in the natural environment where the process of collection the data proceeds normally with the normal flow of daily operations in McDonald's at Klang Valley branches.

##### **3.1.5 Unit Analysis**

The study focused on individuals as the unit analysis because the data is obtained from each individual who working at McDonald's Klang Valley and treating each respondent as an individual data source.

##### **3.1.6 Time Horizon**

This study is the cross-sectional study where the data was collected only once over a period of time. The period for collecting the data was within two months which is from 17<sup>th</sup> August until 4<sup>th</sup> October 2017.

#### **3.2 Sampling Design**

The elements of sampling design in this study included target population, sampling technique and sample size.

### **3.2.1 Target Population**

Target population is Gen Y employees who working at McDonald's Klang Valley branches. According to Senior Officer of Corporate Communication Department, the average of employees who working at McDonald's is approximately of 25 employees each branch, and it is about 85% of employees are Gen Y (Mr. Leonard, personal communication, 2015). Meanwhile, the total branch at Klang Valley is 64 branches (McDonald's Website). Therefore the population of this research is approximately of 1360 (25 employees x 64 branches x 85% Gen Y). The focus of branches in the Klang Valley area Petaling Jaya, Shah Alam, Subang Jaya, Gombak, Damansara and Cheras as the number of restaurant branches located in this area is high.

### **3.2.2 Sample Size**

There is no information about exact amount of McDonald's employees obtained, therefore the sample size is taken based on the average of employees in each branch and total branch in Klang Valley. Based on the total population and referring to Krejcie and Morgan (1970) table, the approximate sample size would be 297 samples (Sekaran & Bougie, 2013).

In this research, the amount of questionnaire given out for respondents is 300. However, the amount of usable questionnaire is 136. Therefore, in this study the sample size is 136 samples. This amount of sample size still satisfied because according to the rules of thumbs by Roscoe (1975) proposes that the determining of the sample size that is larger than 30 and less than 500 is enough for most research. Besides, the sample size is acceptable since it is still in 10% of total population.

### **3.2.3 Sampling Technique**

This study applied the convenience sampling technique because of their convenient accessibility and proximity to the researcher. In distributing the questionnaires, the branch selected by researchers is depends on their variety of services. Then, questionnaire was distributed to the employees who working at McDonald's in Klang Valley branches. Since McDonald's are among the busiest fast food restaurant in Malaysia, the surveys process cannot be conducted simultaneously and comprehensively. The researcher approached the employees after their working hours due to advice from the headquarters to not disturb the employees during working hours. The selection of respondent are based on criterion establish in this studies. In distributing questionnaire, researchers were targeting Gen Y groups (born on 1980-1999) and asked about their employment status (full-time or part time), then, only the questionnaires are distributed. In addition, any employees who are closest to the researcher and easy to reach also are taken as respondent as long as they fulfil the criterion in this study.

## **3.3 Data Collection Method**

In this study, the methods being used is depending on the variables to be measured, and take into the source and the resources that is available for researcher. The data collection for primary data is conducted from 17<sup>th</sup> August until 4<sup>th</sup> October 2017. For the secondary data, it is being collected continuously throughout the process to ensure that updated and relevant data is used to support this research.

### **3.3.1 Primary Data**

Primary data is known as data which is collected by the researcher itself conducting the research authentically for a specific purpose. The aim of the primary data collection is to answer the research question and to reach the research objective.

### **3.3.2. Questionnaire**

Questionnaire used in this research is derived from other existing research and adjusted to suit this research. This questionnaire used consists of 2 sections. In section A, demographic data of the respondents such as age, gender, position, and years of experience. Next, section B consists of questions on independent variables (rewards and recognition, leadership, communication, training and development and work life balance) and dependent variables (employee engagement). The table of the questionnaire sources provided in the appendices.

### **3.3.3 Semi-structured Interview**

Researchers are using semi-structured interview to gain information on the employee behaviour and financial performance of the companies. Interview conducted with the senior officer at McDonald's Malaysia headquarters located in Petaling Jaya. Interview is conducted with representative at headquarters to understand more on how the top level management perceives on Gen Y and what is the strategy used in engaging Gen Y employees. Besides that, insight from a restaurant manager is considered as well about Gen Y employees at restaurants such as behaviours, attendance, punctuality, interaction with other Gen Y employees and Gen Y performance at the restaurant.

### **3.3.4 Secondary data**

Secondary data is another printed sources used in the research with a different a purpose or objective. To provide more reliability to the study, secondary data such as journals from online database, books, Internet sources (World Wide Web) and other printed sources will be used. Secondary data information then recorded in the references for future references for the readers.

## **3.4 Data Analysis**

This section discusses on how data analysis is conducted in the research. The research is utilizing Statistical Program for Social Sciences (SPSS) software version 20.0 to analyze the survey results including frequency analysis, descriptive analysis, reliability analysis, Pearson's correlation regression, and regression analysis.

### **3.4.1 Frequency Analysis**

In this study, frequency analysis refers to the demographic characteristic (Section A in the questionnaires) which included McDonald's branch the respondent served, gender, ages, position in the organization and years of working experience in McDonald's. The data was presented in the table that shows the frequency and percentage for each category.

### **3.4.2 Descriptive Analysis**

Descriptive analysis is used to measure the central of tendency such as means and standard deviations. According to Sekaran and Bougie (2013), descriptive analysis is taken to understand the characteristics of the respondents of variables of interest situation.

### **3.4.3 Reliability Analysis**

The data gathered was then tested with reliability test to determine how well the items in a set are correlated each other. This test is important as it determine the construct is able to measure employee engagement being used. Cronbach Alpha is suitable for this study as it will measure how well the items in the set are positively correlated to one another.

### **3.4.5 Pearson Correlation Analysis**

Correlation Analysis is used to determine the relationship between the factors of employee engagement and employee engagement. Pearson Correlation analysis used because the data used in this research is continuous data. The strength and direction between the variables supported by the confidence interval that is ( $p < 0.05$  or  $p < 0.01$ ). However, this analysis not able to determine which factors has significant influence to employee engagement.

## **4.0 LIMITATION OF STUDY**

There is a limitation faced in this study which is lack of cooperation from employees. It was very challenging for the researcher to get cooperation from employees. This study is using self-administered survey which is personally distributed to the target employees in McDonald's around Klang Valley. The researcher is advised not to disturb the employees during working hours. Because the researcher

had to approach the employees after working hours, it increased the likelihood of the questionnaire being incomplete. Furthermore, the employees also reported feeling fatigue and had to rush to go back home after working hours.

## **5.0 FINDINGS AND DISCUSSION**

The purpose of this study was to examine the factors of employee engagement among Gen Y which is employed in McDonald's Malaysia. The findings provide new insight to the field of employee engagement in the fast food industry that leaders characteristics and communication is one of the significant factors of employee engagement. Gen Y known as to always seek for feedback and does not feel afraid to ask for question or opinions does relate to the finding of this research. Leaders that shows or display a leadership that makes employee feel engaged will then makes them feels trusted as they display behavior and manners that could inspired the employees by behaving in a positive and ethical behavior, and balanced transparency on how leaders treats its employees (Stander et al, 2015). Moreover, leaders that able to demonstrate and disseminate truth information are important for employees, if not, it will make employees feels they are treated unfairly and reduce employees trust, and this subsequently will reduce engagement. Feedback on enquiries and performance of the employee is important for Gen Y to be clear and specific critiques. This genuine curiosity on how the Gen Y performs at work is similar to their characteristics that is proactive, optimistic and always learning. Two way communications between leaders and employee creates a more trusting environment which make employees feel that they are valued by the company. Elimination of barriers by hierarchical structures place means that the Gen Y requires job autonomy by treating these employees as colleagues as compared to subordinates will cause increase engagement and job performance (Moorthy, 2014). This empowerment of job gives them the ability to innovate, progress and develop accompanied by supervisory support from leaders.

Meanwhile, the least significant factors of engagement are on training and development. Being in fast food industry, it is important for training to sharpen employee skills as they need to give out the best customer service at the same time producing high quality output. One of the drawbacks that may cause training and development to be less significant is the excessive provision of information that is overwhelming for employees during training. The training provided causing concepts and information need to be processed at one time. This overwhelms employee short term memory causing inability to retain the information. Subsequently, makes employee unable to understand and performs their job better. Moreover, due to the requirements for training and work makes employees feel tired easily. Next insignificant factor is reward and recognition. Public recognition in the workplace on Gen Y achievement, provision of visible benefits and reward given, personally and publicly, especially for the many long hours they give to their work are insignificant to the Gen Y employees as they are not satisfied with the rewards given to them. Gen Y expectations are high and they tend to demand for more. When employees believe that their efforts are not appreciated it can undermine their confidence in their work and trust in the organization. At the least, employees are likely to feel demoralized and subsequently they may quit.

## **6.0 RECOMMENDATIONS AND CONCLUSION**

Based on the findings and discussion, there are various suggestion that can be recommend in the direction of the research. The study gives useful results to guide in the fast food industry's practitioner to further improve as well as strengthen their present practices related to employee engagements among their Gen Y employees at workplace. The proposed recommendation is come from the researcher's personal viewpoints and also observation through the entire progression in the study

### **6.1. Turn the Training Classroom into a Learning 'Playground'**

With the difference generations in workforce, organization must restructure the way employees learn and the tools and activities they use to correctly match the different styles, preferences and expectations of employees. Gen Y came of age need for enjoyed and had fun rather focus, so they need

to be stimulated and entertained in order to retain knowledge required. It is important to provide this generation with the best training such as provide a conducive classroom instruction with interactive games and contest. This keeps Gen Y employees engaged and involved in the best training experience rather than they joined training only to fulfil the needs and requirements.

### **6.2 Healthy Work-life Balance**

Gen Y is the generation who greater focus on personal matter rather than work. This generation need flexible time to rest and enjoyed the activities outside rather working for whole days. Manager may rather classify the work week as five days long, allow employees to work for 10 hours shifts. This schedule enables employees to have two days off each week instead of the typical one-day weekend. So the employees have more time for personal life without think about the responsibilities of job.

### **6.3 Flexible Salary Payment**

The average payment for the fast food restaurant in Malaysia is in the range of RM5 to RM8 per hour (Amierul, Personal Communication, 2014). McDonald's offers their employees RM6.90 per hours and McDonald's one of the fast food restaurant offers the high payment. However there is still no satisfying amount for employees due to hectic work in restaurant. So, organization may applied the initiatives to provide flexible salary payment to employees, such as given the option either a payment in a month (end of the month) or two times payment in month (early and end of the month). So they can use this advance payment for personal matters.

### **6.4 Management Style**

Gen Y's view having strong friendships with co-workers and leaders is extremely important to them. There is essential support of workers to staying longer in jobs because they loved they loved the people they work with. The ideal leader is one who values in communication, leadership style, good attitude and not just authority they have. One who leads by example and involvement and not just by command and control. Gen Y is newly generation in workforce and beginning in their careers, so the leader and whole team management need to offers them support, mentoring, positive feedback and consider the as a friend. The right leadership style will not only assist with effective work outcomes, it also helps with Gen Y retention.

## **7.0 CONCLUSION**

This study emphasizes the importance of employee engagement and the various factors that have significant impact on it. The continued entry of the Gen Y employees into the workforce requires changes for the management to fulfil the needs of this generation that is known to have different workplace expectations compared to previous generation. There is very limited amount of study on how this new generation of employees can be effectively managed and engaged on the fast food industry. In addition, this study provides empirical evidence that managers need to change on their way of thinking that this Gen Y is difficult to be managed based on the stereotypes given.

All the factors being used in this study have a positive relationship with employee engagement. The most significant factor that is by having a creative and committed leaders who genuinely cares about its Gen Y employees is the most important engagers that other organizations could adopt as it is proven to be one of the factors that makes McDonald's Malaysia the Best Employer of Gen Y. Leaders that able to disseminate information and encourage collaborative decision making through clear communication system will makes the Gen Y feels more engaged as they will able to be more participative in decision making and feel that they are contributing to the company.

Other organizations could adopt the success recipe of McDonald's by having a leaders and communication practice in organization that could engaged this generation. Even though, there will be mass adjustment need to be made in order for companies to change its management practices to engaged this generation. Organization could not avoid from these generations as they are the only workforce as the baby boomers and gen x will be leaving the organization. The key for employers is to take an effort

for a special care among this generation. The potential of losing out great employees is high by looking into the stereotypes among this generation, instead of focusing on the solution to manage this generation.

## **8.0 SUMMARY**

The first chapter, researcher provides an overview of literature in the areas of employee engagement and the link between leadership, communication, rewards and recognition, training and development, and work-life balance. This chapter summarizes the factors contribute to employee engagement. Therefore, these findings lead to the practices being used at McDonald's Malaysia to engage its Gen Y employees which business owners or other company can utilize in their efforts to increase Gen Y engagement. The steps taken to begin developing this model are outlined next in Chapter 3, Research Methodology.

Next chapter presents an overview of the methodological framework used to develop a model to identify those variables which contribute to employee engagement. This study involves the use of both qualitative techniques based from interviews with McDonald's Malaysia representative and manager. In addition, quantitative methods based on statistical analysis of collected survey data from the Gen Y employees. By relying on multiple regression analysis, the significant factor of employee engagement among the Gen Y employees able to reveal as well the least significant factor. The steps outlined in this chapter guide this process and provide a framework by which this research identifies primary factors of employee engagement that affect resident satisfaction.

Furthermore, chapter provides findings of the statistical analysis, describes the way in which a multiple linear regression, as well as provides a description of the analysis obtained. This chapter indicates that, by using both multiple linear regressions the significant factors could be identified and hypothesis can be tested. Within the highly competitive environment and challenge in engaging the Gen Y employees, the findings aid in developing a strategy to increase Gen Y employees engagement level. The next chapter reveals on the recommendations on the least significant factors and summary as well as conclusion of this study.

Final chapter provides an overview of the recommendation and conclusion for this study. Recommendations done based from the insignificant factors in the study that is training and development, rewards and recognition and work-life balance. Meanwhile in this study the significant factor is communication and leadership among Gen Y employees at McDonald's. The two significant factors is important to be emphasize as having leaders who genuinely cares about its employees as well as practicing effective communication is important to engaged the Gen Y which is known to have different work expectations compared to other previous generation. Therefore, the significant factors could be used as guideline for other company to engage their Gen Y employees and it is proven to be effective at McDonald's Malaysia.

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## Gender Roles and Intimate Partner Violence: A Multicultural Systematic Analysis

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### ABSTRACT

*Intimate partner violence is an aggressive behaviour within an intimate relationship whereby it can cause physical, sexual and psychological harm. One of the factor leading to it is gender roles. This article is a systematic review study which explores the relationship or the roles of gender roles that lead to intimate partner violence. This study is reviewed on a multicultural basis whereby all the journals selected were from different countries. Electronic database was used to search appropriate materials and 10 journals were found. The roles of gender roles on intimate partner violence were compared between cultures and discussed systematically.*

**KEYWORDS:** Gender roles, Intimate Partner Violence

### 1.0 INTRODUCTION

Marriage is the building block of one of the utmost important institution in the society, which is family. In the result of modernization and industrialization, marriage per se has changed its colours. To hear about intimate partner violence (IPV) in today's world is not an unusual thing. To see news on intimate partner violence (IPV) making the headlines is not a rare sight. IPV is defined as behaviour such as physical, sexual or psychological abuse in an intimate relationship which caused harms in terms of physical, sexual and psychological (World Health Organization, 2010). Globally, one third of women (30%), have been reported that they have experienced some form of physical/sexual abuse by their partner in their lifetime. The effects of violence towards women are not just only physical, but also mental, sexual, and reproductive health also may increase prevalence towards HIV. (World Health Organization, 2010). IPV is a major problem that one can have and it may affect the well-being of an individual. IPV can happened to both female and male. However, individuals perceive acts of IPV on male and female differently. When female are the victims of IPV, it produced more negative perceptions of the acts and female victims projected more negative emotional response compared to males. Female who inflicted IPV were perceived as less able to commit harm compared to male who inflicted IPV (Hammock, Richardson, Lamm, Taylor & Verlaque, 2016). According to Golu, (2014), the level of education, and occupational status are strong predictors for IPV. On top of that, according to Ağçay, Yildiz Inanici, Çolak & İnanici (2017), people who lived in villages, illiterate and married young are more prone to violence. The risk of experiencing IPV was also related to the age and the number of pregnancies. Laeheem and Boonprakarn (2017) added literature on this matter, which they found that strict upbringing, violent behaviour in childhood and females' inferior status have positive relationships with domestic violence. Wang (2016), stated that one of the major factor of IPV is patriarchal gender roles whereby with patriarchal gender roles, the chance of IPV to happened is more likely compared to egalitarian gender roles.

Out of all the predictors or factors that lead to IPV, one of the crucial ones and will be highlighted in this paper is gender roles. Gender roles can be defined as an opinion and beliefs and acts about the ways in which family and work roles do and should differ according to sex (Harris & Firestone, 1998). Gender roles attitudes are divided into two; traditional gender roles and egalitarian gender roles, The theoretical definition of a traditional gender roles is the belief that the husband is primary breadwinner and the leader of the family while the role of the wife is to take care of the home and the children (Wilcox & Nock, 2006). On the other hand, the theoretical definition of egalitarianism gender roles is the belief in equality in the roles of husbands and wives in the marriage. Husbands and wives have the same and equal responsibilities in terms of the household e.g. domestic, financial, children and decision making (Wilcox & Nock, 2006). In sociological perspective, Kendall



(2011) claimed that marriage is divided into two roles, which are feminine and masculine roles; the former one is typically for the women and the latter for the men. The roles of each party in a marriage had been transferred from generation to generation culturally, without people questioning the authenticity of the roles. Back to the account of IPV, gender roles are said to have a connection with IPV. Because of the gender roles that certain partners hold, IPV is more likely to happen in certain types of gender roles. Masculine gender roles has received wide attention in both theoretical and empirical literature as this specific gender roles had claimed negative effect in situations such as IPV (Fitzpatrick, Salgado, Suvak, King & King, 2004).

One widely held view that IPV connotes is that a traditional masculine orientation leads to an expectation of male dominance and female subordination. One widely held view of gender role socialization and IPV posits that a traditional masculine orientation leads to an expectation of male dominance and female subordination (Yllo, 2005). On top of that, feminist theories said that IPV whom males acted upon were learnt and nurtured in a patriarchal society as IPV is an act of penetrating power, dominance and control (Dobash & Dobash, 1998). In a way, when a man felt that his power and control are threatened by a female partner of his, the way he reacted to it is that in order to defend his masculine self-esteem, one of which is IPV (Harway & O'Neil, 1999).

## **2.0 OBJECTIVES**

The aim of this review is to explore more on the roles of gender roles on intimate partner violence in a more multicultural manner. Most of literatures stem from the United States. Culture is an important concept in a society. Culture differs from one society to another. To generalize a result from one culture only to the whole world is unfair. In this systematic review paper, the relationship between gender roles and IPV will be explored in the light of different cultural context. Findings were tabulated systematically on the context of different cultures. The questions that this paper aims to answer are

1. What are the relationship between gender roles and intimate partner violence?
2. What are the roles of gender roles in the happenings of intimate partner violence?

## **3.0 METHOD**

The process of doing the systematic review started with the usage of a few key words which were all derived under the umbrella of IPV. Search strategy was conducted in order to get suitable and reliable literatures in this systematic review. Systematic review decreases author bias through critical analysis and synthesis of findings (Janssen and LeBlanc, 2010).

### **3.1 THE SEARCH STRATEGY**

The literature search was done in the SCOPUS database. The researcher used two indicators in searching for the literature i.e. gender roles and intimate partner violence. On top of that, the researcher included an exclusion criterion which is all the journals retrieved are from the year 2013-2017 only. Countries were not only limited to the United States of America only as this paper wanted to look beyond only one country. The more countries the database can provide, the better it is for this multicultural systematic review paper as one can see the different views or even the same views of the relationship between gender roles and intimate partner violence from the perspective of different countries. As seen in Figure 1, the flow chart of systematic review process, the number of journals found using the keywords was the highest. The amount of journals decreases as the inclusion and exclusion of criteria were included. The amount of journals started with 395 then finally, decreased to 10 journals. The search stopped when the reviewer was pleased with the amount of journals for this systematic review paper. All selected journals were saved in a PDF format. Every journal was studied and reviewed. Then, the information from each journal were tabulated as shown in Table 2.

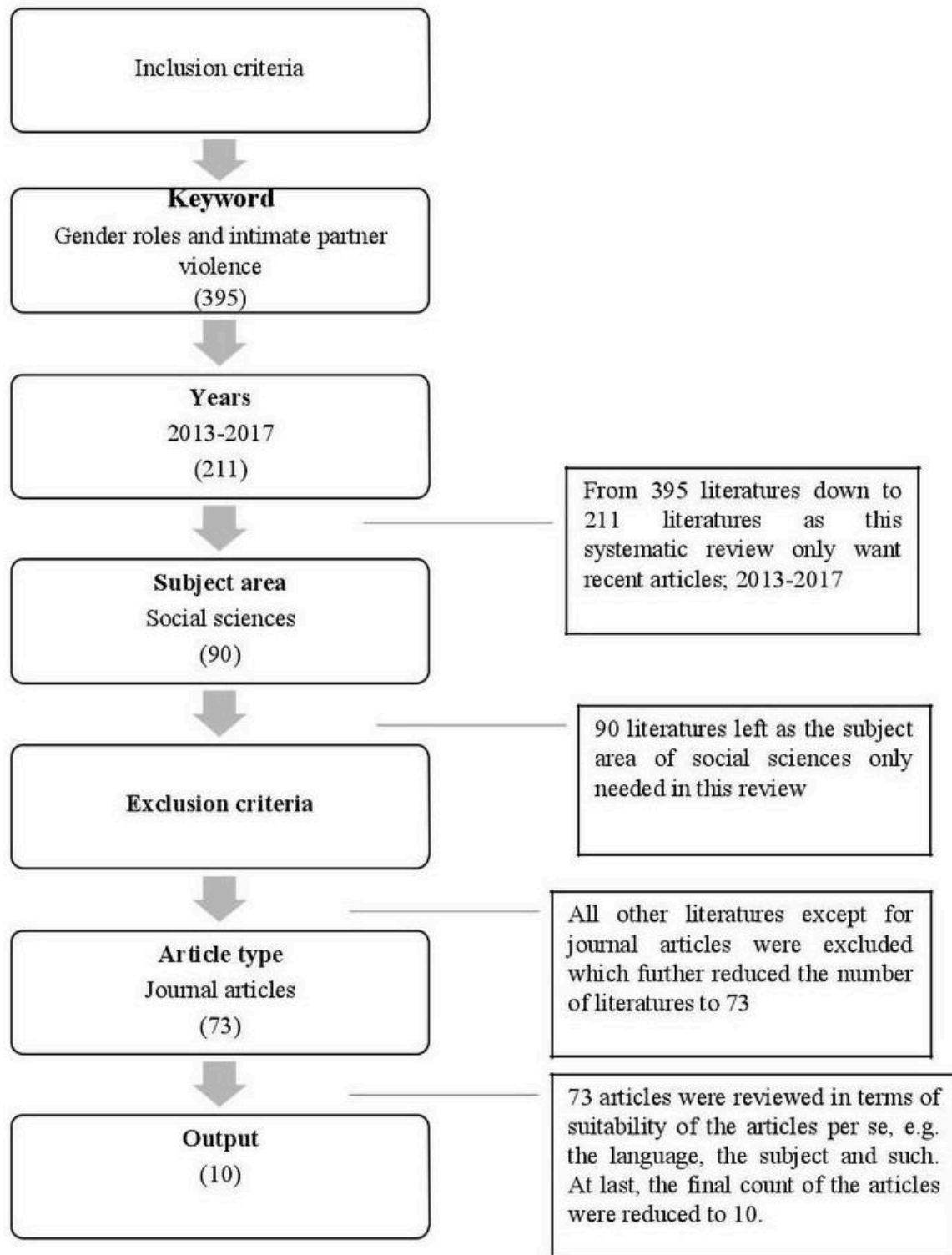


Figure 1: Flowchart of Systematic Review Proces

Table 2: Summary of Selected Literature

Author (Year)	Title of the article	Country/Group	Sample	Findings
Zakar, Zakar & Kraemer, 2013	Men's Beliefs and Attitudes Toward Intimate Partner Violence Against Women in Pakistan	Pakistan	25 men from the city of Lahore and Sialkot	An ideal wife should be in total submission of her husband. Wife is subjected to control, discipline and punishment as women are of different nature than men whereby women are more weak and have traditional roles.
Vecina & Piñuela, 2017	Relationships between Ambivalent Sexism and the Five Moral Foundations in Domestic Violence: Is it a Matter of Fairness and Authority?1	Spain	103 men who were under court mandated treatment for abusing their partner	Benevolent sexism correlates positively with authority foundation and hostile sexism correlates negatively with fairness foundation. The fairness foundation is the only component that may predict intention to change the aggressive behaviour towards partner
Loveland & Raghavan, 2017	Coercive Control, Physical Violence, and Masculinity	United States of America	127 heterosexual men who are in a batterers' treatment program	Aspects of masculinity i.e. restrictiveness and hostile sexism may contribute to coercive acts which later may lead to IPV
Joshi & Childress, 2017	A national survey of attitudes toward intimate partner violence among married women in Kazakhstan, Kyrgyzstan, and Tajikistan: Implications for health prevention and intervention	Kazakhstan, Kyrgyzstan, and Tajikistan	8370 married women in Kazakhstan, 4156 married women in Kyrgyzstan, and 6007 married women in Tajikistan	Serious violations of gender roles i.e. going out without telling, arguing, neglecting the children were the most frequent reported reason women accepting IPV upon them.
Hynes et al., 2015	Exploring gender norms, agency and intimate partner violence among displaced Colombian women: A qualitative assessment	Colombia	33 married Colombian women	A shift in the patriarchal gender roles will bring conflict in the relationship e.g. men's underemployment and women's employment outside home. Women having more economic resources would bring empowerment to themselves which further bring negative consequences such as IPV
Gage & Thomas, 2017	Women's Work, Gender Roles, and Intimate Partner Violence in Nigeria	Nigeria	20635 married Nigerian women	Women's unemployment was positively associated with IPV. Employment for women was positively correlated with sexual IPV and the tendency is larger for women who resided in place with greater male acceptance of wife beating.

Fidan & Bui, 2015	Intimate Partner Violence Against Women in Zimbabwe	Zimbabwe	5280 women living in Zimbabwe who had experienced IPV	Husband's patriarchal behaviours increase the likelihood of IPV <sup>3</sup>
Conroy, 2013	Gender, Power, and Intimate Partner Violence: A Study on Couples From Rural Malawi	Malawi	466 young couples from Malawi	Male dominance were power factors that may contribute to sexual IPV. Involvement in a male dominated relationship increased the risk for sexual IPV for women but decreased the risk for men.
Mulawa et al., 2017	Associations Between Peer Network Gender Norms and the Perpetration of Intimate Partner Violence Among Urban Tanzanian Men: a Multilevel Analysis	Tanzania	1109 sexually active Tanzanian men	Even after changing their mindset or attitudes towards gender roles, peer network gender norms were significantly connected with men's possibilities of committing IPV
Zaatut & Haj-Yahia, 2016	Beliefs about wife beating among Palestinian women from Israel: The effect of their endorsement of patriarchal ideology	Israel	701 married Palestinian women	The beliefs of Palestinian women about IPV specifically wife beating was influenced by their mindset of patriarchal ideology

#### 4.0 DISCUSSION

There are some patterns on the role of gender roles on IPV from all 10 journals. From all the journals being reviewed in this paper, all results showed that patriarchal gender roles or masculine gender roles have its relation to IPV, although the relation differs from one another. Four of the journals had males as their participants. Two of the journals used males who have experienced in committing IPV as participants (Vecina & Pinuela, 2017; Loveland & Raghavan, 2017). Research by Vecina & Pinuela (2017) stated that benevolent sexism i.e. positive attitudes towards women in traditional roles, correlates positively with the value of authority meanwhile hostile sexism correlates negatively with the value of being fair. To change someone's intention in changing their aggressive behaviour towards their partner, one need to have the value of being fair. This is because the opposite of being fair in this context is being sexist. Apart from that. Loveland & Raghavan (2017) in their researches implied that aspects of masculinity i.e. restrictiveness and hostile sexism will contribute to a person coercive controlling attitude which will further result in IPV.

On the subject of 'normal' everyday males who may or may not have experienced in committing IPV, in Pakistan, it is said that an ideal wife should give her total submission to the husband. If not, the wife is deemed to discipline and repercussion as men are the leader of the family and women are weaker than men. Although Pakistan is developing and progressing, its quite hard to change the mindset of its people on patriarchy as they feel that's the ideal way to live. (Zakar, Zakar & Kraemer, 2013). Meanwhile in Tanzania, the association between peer network gender norms and IPV were investigated. Peer network gender norm is where people feel comply to follow the norms as their peers as it is what deemed appropriate in the society. That is, although men had altered their attitude towards gender roles, but when he comes back to the society, he tend to follow back to the peer network gender norms which were significantly associated with men's risk of committing IPV (Mulawa et al., 2017).

Four journals selected used females as participants in the study. In Kazakhstan, Kyrgyzstan, and Tajikistan, the factor that causes IPV are actions that are against the patriarchal gender norms such as going out the house without telling the husband, neglecting the child etc. Patriarchal gender norms is prominent in these 3 countries to the extent if a female go against it, it is told that she deserved the abuse as it will teach her a lesson and the females over there agree with this (Joshi & Childress, 2017). It is not different from Columbia, whereby when a person go against patriarchal gender roles which is the gender norms over there, such that men were underemployed and women started being successful than men have their own economic independence, it will bring negative consequences i.e. IPV. It is as if there's a clash of mindset and the reality itself. Women are empowered but then their mindset are still with the traditional gender roles which resulted in a conflict (Hynes et al., 2015). Meanwhile in Nigeria, women's unemployment was positively related to IPV as men feel they have authority on women because they provide foods on the table. On the flip side, if women were employed, it is positively correlated with sexual IPV although the tendency is much greater for the partners who live in the rural side of the country which is the place who accept the ideology of wife beating. This happened because women's unemployment gives men the power while women's employment makes men feel powerless which resulted in them being threaten (Gage & Thomas, 2017). Still on the same page, Zaatut & Haj-Yahia (2016) found out that by having a patriarchal ideology, Palestinian women would have the belief that wife beating, a type of IPV is acceptable as they think that they deserved it. Having a patriarchal ideology opens up more space for IPV to happened in a household. Fidan & Bui (2015) who made a research on Zimbabwe's population found out that the traditional gender behaviours i.e. husband's being patriarchal in the household increase the chance of IPV upon the wife. In the country of Malawi, the power factor that contribute to sexual IPV for women is male dominance. Because of patriarchal gender roles, males feel that they have dominance over their female partners which at the same time, makes decrease the chance of IPV for males (Conroy, 2013).

## 5.0 IMPLICATIONS

From all the journals, it can be concluded that traditional gender roles specifically patriarchal gender roles do bring an influence to the likelihood of IPV to happened. It would be great if their future research explore more on how to deal with this issue or find any suitable intervention to this matter. Knowing the fact that gender roles have relationship with IPV is never enough to solve or at least decrease IPV. Getting a better understanding on gender roles and plan an intervention is always helpful to better the society. Besides that, this study cannot be generalized as the countries selected from these journals are not representative of the whole world population. But it is definitely a start for more countries to do a research on this as IPV happened everywhere around the world. Apart from that, future research may want to focus not only on the impact of traditional gender roles but also the egalitarian gender roles as researches in this area are lacking. Finding participants who are committing to the egalitarian gender roles may give a new insight to IPV.

Moreover, only few journals were selected in this review. Future researchers should alter their inclusion or exclusion criteria for example focusing on individualistic countries or collectivistic countries. It will give a new idea of the differences or even similarities on the subject of IPV. Nevertheless, research on this area should not stop as IPV is a disease in our society and for the betterment of human beings, professionals should not stop striving to study it.

## 6.0 CONCLUSION

Based on the review above, one can get a clearer picture on the relationship of gender roles on IPV on the account of different countries. One may find some similarities and some differences on the subject of it. From United States of America to smaller countries like Malawi, IPV happens and a factor that contributes to it is gender roles norms. IPV happens everywhere around the world and sadly, the number is increasing by year. IPV does not only threatens the well-being of the victims but also the world. It harms not only the victims but also the wider population. When victims of IPV be it males or females, the consequences of it does not only fall on the victims but also the people around e.g. children, extended families, neighbours, authorities etc. (International Criminal Court, 2011).

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## Job Satisfaction among Teachers in Selected Vocational Colleges in the State of Selangor

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### ABSTRACT

*Job satisfaction can be one of the most important factor that can contribute to an individual effectiveness and performance in an organization. Job satisfaction can be defined as an individual emotional condition regarding his or her job and can be referred to what that individual can get from the job and the expectation and contentment of that individual has towards the job. Same as in educational system, job satisfaction among teachers need to be considered and measured in order to know what are the important factors that can contribute to teachers high job satisfaction level and does teacher job satisfaction have significant effect towards their teaching performances. The main objective of this research is to identify the level of job satisfaction among vocational teachers in some selected vocational colleges. This research will be conducted using survey questionnaires that will be constructed as the instrument for this research design by referring to Minnesota Satisfaction Questionnaires. The sample size of this research will be comprised of 160 vocational teachers from two vocational colleges in the state of Selangor. The level of job satisfaction among the vocational teachers will be measured based on several factors including demographic factors which consists of age, gender and years of teaching experience and other factors including workplace conditions, administrative support, students characteristics, recognition and school management.*

**KEYWORDS:** Job Satisfaction; Vocational Teachers; Demographic Factor, School Management.

### 1.1 INTRODUCTION

Job satisfaction are often related to the preference and attitudes that an individual has regarding his or her job. It indicates about how content a person felt about his or her job. Job satisfaction is one of the most important criteria that should not be overlook when we talk about an organization or an institution. Job satisfaction can be defined as an individual emotion and perception that the person has towards his or her job. In a more simple word, job satisfaction can be defined as a person feelings towards the job. For teachers, job satisfaction cannot be separated from their daily works as a teacher or an instructor in the school. Teachers are one of the most important resources of an educational institution and they play a major role in contribution of quality education (Schmidt, 2007).

In order for the teachers to be more effective, many factors need to be considered including their job satisfaction. Teachers with high job satisfaction level are more likely to perform their best throughout the teaching process in order to make sure that their students can achieve the learning objectives efficiently. When the job satisfaction level among the teachers are high, it can gives high impact towards the success of an educational system (Ofoegbu, 2004). Teacher with high job satisfaction level will have high motivation and are more likely to give greater effort in improving their teaching quality and motivate the students to achieve high performances. Over the years, teacher job satisfaction has been a very crucial factor accepted towards an educational institution better performance and enhance the effectiveness of teaching and learning process.

Teachers with low level of job satisfaction are often associated with lower commitments towards their job especially in teaching performances. Furthermore, many of the stress-related illness involve low job satisfaction level and job stress in the workplace. Stress-related illness such as depression and anxiety are often related with teachers that have low level of job satisfaction. While teachers with high job satisfaction level are often have high self-confident and lower stress. Teacher with high job satisfaction level tend to be more productive compared to teachers with low level of job satisfaction (Green, 2000).

Teacher job satisfaction can produce great impact to the overall teaching and learning process and the effectiveness of the education system in providing quality education. Thus, the main purpose of this research is to identify the level of job satisfaction among the teachers in the vocational colleges. The second objective is to identify the factors that can influence job satisfaction level among the teachers in the vocational colleges. Vocational colleges are among the important educational institution that produce high skilled workers through the output of excellent students in their own skills and areas specialized. In order to produce excellent students, teachers play a crucial role in developing their full potential. This is why there is a need to measure the level of job satisfaction among the vocational teachers because teachers with high job satisfaction level can improve their teaching quality and ensure the students can achieve the goals and objectives of the learning process.



The students can benefit from their teacher's motivation and commitment along the learning process, and this can only be achieved if the teachers are truly satisfied with their job as an instructor to the students in the school.

## **2.0 LITERATURE REVIEW**

There is a need in measuring the level of job satisfaction among the school teachers as it can affect the teacher's performance and achievement in teaching. In order to measure the teacher's job satisfaction level, we must first understand the right definition of job satisfaction. According to Armstrong (2014), job satisfaction can be indicated as a person positive attitudes towards the task given, while a person negative attitudes towards the task given referred to job dissatisfaction. Job satisfaction can be defined as an individual feelings or emotion towards his or her working role. Job satisfaction can be considered as one of the most crucial factor in the educational field and in an educational institution. Job satisfaction can be an individual expectation of what he or she can get from the work they done and whether the work done fulfilled their needs and contentment. Job satisfaction can also be referred as the output of emotion that a person gives out after the tasks given have been completed.

Job satisfaction that exists can be an indicator whether that person is doing well or not in accomplishing their job. A teacher plays a vital role as an instructor to the students throughout the overall teaching and learning process and so do teacher job satisfaction that can influence teacher performance in teaching as well as to the student's achievement. Teacher job satisfaction cannot be ignored if an educational institution wants to improve their institution's performance. If the teachers are feeling satisfied with their job, they will be working more efficiently and being more productive in order to achieve the educational institution goals and objectives. Job satisfaction can help teachers to improve their performances in teaching and contribute to student's better achievement in the class and good performance of the school at large (Mbua, 2003).

Teacher job satisfaction can be referred to as a teacher's affective relation towards his or her role in the teaching process within the learning environment (Eka, 2015). Job satisfaction among teachers are very important as teachers themselves are one of the most important group in determining the success of an educational institution. Teachers are the central focus of this study because teachers play a major role in the education process. Teachers are the major contributor to the student's productivity and efficiency. Teacher's satisfaction with their job are one of the main focus in contributing to a better academic achievement and performance in the educational institution (Sharma & Jyoti, 2006).

To generate teacher's commitment, their job satisfaction must be considered and fulfilled in order for them to give their best efforts throughout the teaching process. Teacher's commitment and satisfaction are the main factors that can contribute to the better performance of an educational institution. When the teachers are satisfied, that means they are enjoying and being happy with the job they done, hence encourage them to give their best services in the teaching process and towards their students.

### **2.1 Theories on Job Satisfaction**

Nowadays, job satisfaction has been one of the main concern in the research areas. Researchers have formulated various theories related to job satisfaction in the workplace. These theories are important in providing a better understanding about job satisfaction in the workplace. One of the main theories that can be related to job satisfaction is Maslow's need theory. Abraham Maslow create a theory of human needs based on hierarchy model and this theory is one of the first theories that examines the important factors that can contribute to the job satisfaction among the workers. This theory describes that human needs are formed based on five level of hierarchy which consists of physiological needs, safety, belongingness or love, esteem and self-actualisation.

Maslow suggested that human needs are arranged based on these five levels of needs. Maslow's need hierarchy was developed to describe more about human motivation. In order to achieve higher level of needs, a person or individual must met with the lower level of needs first. The first level of the hierarchy is physiological needs which is the lowest level needs in the hierarchy. This first level indicates the basic human needs they have to get in order to survive in life which consist of the need to satisfy the hunger, thirst, shelter, sleep, clothes and work. In this case, in order for the teachers to be satisfied enough with their job, their basic needs have to be fulfilled first.

The second level is about safety needs. After an individual has been supplied enough with the basic needs, the safety needs must come after that to ensure their stability and free from any danger or fear. Teachers must feel secure in their workplace environment including in the aspect of job security, the teachers get support from the administrator or colleagues and having work in a safe working environment (Maslow, 1970).

The third level is belonging or love needs. In a school environment, the teachers need to feel that they are also belongs to the education system. This can be accomplished by giving the teachers freedom to construct their own teaching methods and included them in the decision-making process.

In addition, the teacher's suggestions in improving the teaching and learning methods must also be considered so that they do not feel left out throughout the process of improving the quality of education in general. The next level is esteem or self-esteem. When teachers are being given responsibilities and appreciation, they are tend to have higher self-esteem and self-confidence in themselves. Hence, this will encouraged the teachers to become more satisfied and effective in accomplishing their daily works as a teacher. The last level of Maslow's need theory is self-actualisation needs. Self-actualisation is defined as the need for an individual to fully develop his or her potential. When teachers require their self-actualisation, they tend to realize what are their actual potential and how can they use their potentials in improving their teaching and to ensure their best performances in the teaching process.

The second theory that can be related to job satisfaction is the Expectancy Theory. This theory was first developed by Vroom and it is stated in this theory that when a person do the job, he or she are going to have certain expectations regarding the job. They tend to expect what they can get from the job that they do and they can be motivated by their expectations of what the job can give them. This Expectancy theory suggests that high job satisfaction is contributed by high motivation of the worker. When teachers have high expectations over their works, they will tend to have higher motivation and this can lead to a better job performance. Teachers with high level of performances tend to produce better outcomes (Vroom, 1982).

The third theory is Herzberg's Two-factor Theory which suggested that factors involved in creating job satisfaction were separate and distinct from factors that led to job dissatisfaction. According to Herzberg (1966), intrinsic factors such as the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personally advance and grow. He called these factors motivators, satisfiers or intrinsic factors, and posited that they led to job satisfaction. On the other hand, extrinsic factors were those elements that prevented job satisfaction and employee growth. The extrinsic factors such as working conditions, salary, job security, and relationships with others are not part of the work, but they refer to the environment, and prevent job dissatisfaction. Herzberg calls these factors hygiene, dis-satisfiers or maintenance factors, and proposed that, if absent, it led to job dissatisfaction (Herzberg, 1966).

The fourth theory is Adam's Equity Theory that was formulated by Adams in 1963. This theory proposes that the way individuals are treated at the workplace affects their behaviour, and also the attitude they have towards their work. The basis of the theory in the work context is that people/workers look around and observe what effort they put into their work, in comparison to others, and what reward follows that effort. Thus, individuals make comparisons between themselves and relevant others in terms of the outcomes they receive for their efforts, and the inputs they invested into that effort. The Equity Theory is also concerned with the perceptions of individuals of how they are treated in comparison to others in the organisation. It is based on the assumption that individuals are motivated and satisfied by their desire to be equitably treated in their work relationships (Aswathappa, 2005).

## **2.2 Factors Influencing Job Satisfaction**

There are many factors that can contribute to teacher job satisfaction. Several main factors that can contribute to teacher job satisfaction are demographic factors which consist of age, gender and years of teaching experience and other factors that will be considered are workplace conditions, administrative support, student's characteristics, recognition and school management. The demographic characteristics have been found to give influence towards teacher job satisfaction level. The first demographic character is age which considered to give significant effect towards job satisfaction. Studies about the relationship between job satisfaction and age have indicate important relationship between those two.

A study by Ssesanga and Garret (2005) showed that teachers satisfaction in teaching are significantly influenced by the age, where young teachers tend to have lower level of job satisfaction compared to other teachers which are older. The second demographic factors is gender. Gender plays a vital role in determining job satisfaction among teachers. A study by Ali & Akhtar (2009) stated that female teachers are more likely to be satisfied with their job compared to male teachers. This maybe because female teachers viewed their job differently than the male teachers. The third demographic factors to be considered affecting teacher job satisfaction is years of teaching experience. There is still no clear relationship between teacher job satisfaction and their years of teaching experience. In a study, it is stated that teachers within their early years of teaching and during their end years of teaching tend to have greater level in their job satisfaction compared to the teachers during the middle years of their teaching period.

The other factors that can affect teacher job satisfaction besides the demographic factors is workplace conditions. This workplace conditions factor is closely related to the environmental characteristics of the teaching condition and situation. It refers to the physical conditions of the working environment which for the teachers referred to the school environment or educational institution. Another factor that can affect teacher job satisfaction is the support from the administration of the educational institution. Administrative support is one of the major contributor to the teacher job satisfaction. Adequate resources provided by the administration to the teacher's need can give greater job satisfaction for the teachers (Choi & Tang, 2009).

Student's characteristics also plays a major role in improving teacher job satisfaction. Student's behaviour are more likely to affect teacher's emotion during the teaching and learning process. Students with good characteristics will help the teachers to conduct the teaching process more conveniently and enhance a more harmonious learning environment, thus contribute to high level of job satisfaction among the teachers. Recognition is another factor that can affect teacher job satisfaction. Teachers that been given appreciation and recognition over their works show greater level of job satisfaction. The teachers will feel more content if someone appreciate and recognize their efforts and what they have contribute to the achievement and performance of their students. The last factor need to be considered is school management that can also affect the teacher job satisfaction. A good management of a school can improves more quality education and give greater level of job satisfaction among the teachers by ensuring good management practices and good implementation of the school policies.

### **3.0 METHODS**

The sampling that will be used in this study will be obtained from Department of Education of the state of Selangor. The population for this study will be the teachers from two vocational colleges in the State of Selangor which is Kolej Vokasional Gombak (75 teachers) and Kolej Vokasional Sepang (85 teachers) and total teachers are 160. For the purpose of data collection, a questionnaire will be developed as the main instrument for this research referring to Minnesota Satisfaction Questionnaires and will be distributed to all the samples selected. All of the items question will be constructed based on the research objectives and literature reference.

The research questionnaires will be constructed using number of Likert-scaled queries following the variables that have been stated in the literature review which comprised of demographic variables consist of age, gender and years of teaching experience and also other factors namely workplace conditions, administrative support, student's characteristics, recognition and lastly is school management. For each question, there will be four possible responses that range from very dissatisfied to very satisfied. Each of the responses will be assigned with values with very dissatisfied having the value of 1, dissatisfied having the value of 2, satisfied having the value of 3 and very satisfied having the value of 4. Then, the data collected will be analysed by using the Statistical Package for Social Science (SPSS) software.

### **4.0 CONCLUSION**

The reason for choosing population sample from among the vocational teachers in vocational colleges is because vocational teachers also plays a vital role in the efforts of producing students with high-skilled forces once they have graduated from the vocational colleges. In order to produce students with good achievement level, the performance of the teachers need to be considered and teacher' job performances are very closely related to their job satisfaction level in the school. Teachers with high job satisfaction level are tend to be more effective towards their teaching and services in the school. This is why this study will be focusing about identifying teacher job satisfaction level among the vocational teachers. There are needs to identify what are the factors that can contribute to teacher job satisfaction in the school. There are various factors that can be considered and in this study , we will be focusing about the demographic factors which consist of age, gender and years of teaching experience and other factors beside the demographic characteristics which include workplace conditions, administrative support, student's characteristics, recognition and school management. The instrument that will be used to collect the data for this study is by constructing a questionnaires based on the factors of job satisfaction that have been mentioned above. The questionnaires will consists of four Likert-scale arrange from very dissatisfied to very satisfied. Then the data will be collected and analysed using the SPSS software program. Through this study, it is hope that the main factors that can contribute to teacher's job satisfaction can be identified especially among the vocational teachers. And by knowing what are the factors that can contribute to teacher job satisfaction, the improvement methods can be implemented in order to make sure that teachers will be more satisfied with their job and because teachers are one of the most important resources in bringing about a better quality of education in our country.

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## Systematic Review of the Multicultural Aspect in a Therapeutic Relationship

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### ABSTRACT

*Therapeutic relationship is the connection or alliance developed between a client and their mental health professional. In order for the relationship to be successful and beneficial for the well-being of the client, several factors come into play to determine the strength of the therapeutic relationship. This article intends to focus on the multicultural aspect of the therapeutic relationship and will systematically review the literature that explains how culture plays a role in determining the direction and effectiveness of the relationship. The reviewer attempts to explore and analyse the various cultural factors that facilitate a strong and positive therapeutic relationship as well as the factors that fail to do so. Overall, it has been found that several multicultural factors that include race, ethnicity, religion and language affect the strength and efficacy of the therapeutic relationship as it differs from culture to culture. Ultimately, this calls for all mental health professionals to further develop their knowledge and skills as well as to be multiculturally competent so that they can be culturally sensitive towards the client and build a good and healthy therapeutic alliance that warrants a positive treatment outcome.*

**KEYWORDS:** Multicultural, Therapeutic Relationship, Race, Ethnicity, Religion.

### 1.0 INTRODUCTION

In this current era of modern globalisation, the mental health profession has grown tremendously as more people seek help from a professional to improve the quality of their lives. As evident in most helping professions, the therapeutic relationship is the fundamental means of helping the client. In other words, this alliance is seen as a way in which a professional intends to build a connection with the client, to facilitate some change, and the effectiveness of the relationship will predict the client's adherence and cooperation to the treatment plan (McGuire, McCabe & Priebe, 2001) in the mental health field. Culture is an important aspect to be accounted for in determining the outcome of any therapeutic relationship in the mental health profession. In a multicultural country like Malaysia, following the ethical guidelines, a mental health profession such as a counselor needs to be multiculturally competent to be able to provide a professional and effective service to the client (Lembaga Kaunselor Malaysia, 2011), thus it is important for research to take into account the cultural factors including race, ethnicity, religion, spirituality and language factors as well as multicultural competence among professionals who are in the helping line of work. However, how much impact does these cultural factors impact a therapeutic relationship between a mental health professional and a client?

Morris (2014) defines 'culture' as a certain criterion that is learned through family or societal influences that differentiate a person or group of people to another which influences the way people behave, speak or think. It comprises of shared "beliefs and values, habits, customs and norms, language, religion, history, geography, or kinship" (Uhlmann et al., 2011, as cited by Morris, 2014). Mental health services such as psychotherapy and counselling sessions are available to a wide variety of clients which includes people from a diverse range of culture and background. Therefore, there is an increasing need for multiculturally competent professionals that not only includes the counsellor's own cultural background but also the ability to understand the importance of cultural factors that can affect the therapeutic relationship with the client (Ahmed, Wilson, Henriksen Jr & Jones, 2011). The authors further described the qualities of a multiculturally competent counsellor which includes aspects such as credibility, expertise, and trustworthiness. When these three qualities are combined, it provides the upmost care and service to the client. Ethically, as stated in the APA Code of Ethics, a psychotherapist is obliged to consider all cultural factors when dealing with an issue brought up by the client (Littleford, 2007). For instance, a counsellor may have to approach an issue differently for client in the Western culture as opposed to a client from the Eastern culture.

Amongst the many pioneers in the counselling field, Carl Rogers who developed the person-centered approach also known as the Rogerian theory, emphasized greatly on the therapeutic relationship whereby the client leads the direction of the therapy while the counsellor provides the necessary therapeutic conditions that can facilitate change and growth within the client (Corey, 2013). Since the early of times, this approach has been applied and studied in numerous cultural groups, with clients of diverse backgrounds. Cain (2008, 2010, as cited by Corey, 2013) believed that this helping approach is suitable for most cultures as the core conditions utilised in this therapy are considered universal and applicable to a wide variety of clients from almost all around the world. In other words, this is an approach that can be considered by mental health professionals when dealing with a client, by using a non-directive approach and following the pace and direction of the client which may be tailored according to one's own culture and beliefs. End of the day, the client wants to feel that he or she is respected and cared for. In every culture, when a client meets with their mental health professional, it is natural for the client to be sensitive towards the helper's response and attitude towards the client. The way the client perceives their helper's responsiveness towards the therapeutic relationship plays a large role in their overall satisfaction and improved well-being of the client (Reis, Clark, Gray, Tsai, Brown, Stewart & Underwood, 2008).

In regards to ethnicity, matching of the therapist's race or ethnicity to the client's race or ethnicity has been studied by some researchers to determine its effectiveness on the therapeutic relationship. Horst, Mendez, Culver-Turner, Amanor-Boadu, Minner, Cook, Stith & McCollum (2012) claimed that racial or ethnicity matching may have an impact in terms of the termination rates or perceived credibility of the mental health professional. Some studies show that ethnicity of the mental health professional or the ethnicity of the client on its own does not affect the therapeutic relationship, but instead, the sense of empathy conveyed by the therapist towards the client and understanding the situation from the client's cultural perspective is important for a good therapeutic relationship to blossom (Morgan, Murray & Beck, 2014). However, Cabral, Raquel, Smith & Timothy (2011), conducted a meta-analysis across 52 studies and came to the conclusion that a high degree of the clients preferred the same ethnic therapist and perceived them more positively compared to a therapist from a different ethnic. There were no significant differences in the treatment outcome for the matching of the same ethnicity of the client and therapist, which was highly demonstrated amongst African Americans. Besides that, a racial group that may be considered as a minority may feel threatened and inferior if their therapist is considered to be from a more superior group, and this may lead to overdependency to the therapist which is unhealthy or lack of connection with the therapist (Sue & Sue, 2008)

Another aspect of culture comprises of religion, and every culture has their own practice and beliefs based on their own spirituality and religious values. Dura-Vila, Hagger, Dein & Leavey (2011) found that mental health therapists tend to change their way of religious beliefs and practices when dealing with a client especially if they are from another country. As for the clients, Poole & Higgs (2011) suggested that the spirituality and religious beliefs should be something that is discussed and given importance when attempting to build the therapeutic alliance especially if those beliefs are considered to be 'healthy' and beneficial for the betterment of the client.

Communication is essential in the building of a good therapeutic relationship and one very important aspect of communication is language. Some studies have shown that the language barrier can hinder the therapeutic process, thus leading to an ineffective treatment outcome. Results of the study by Guregard & Seikkula (2014) showed that the clients had a mistrust issue towards the end of the meeting due to this language barrier, hence showing that the positive therapeutic alliance was unsuccessful. Marcos (1976) also found that bilingual clients who spoke to their mental health professional in their second language instead of their first, showed an emotional detachment towards their therapist and lack of connection, which also affects the therapeutic relationship. Language barriers can also lead to misinterpretations of an issue shared and thus making the client feel as if he or she was not understood, and may lead to client to decide not to proceed with the therapy or share anything further.

Aside from individual therapy, some authors also discuss about the effect of culture on the therapeutic relationship in a group setting. In some countries such as those in Asia, psychotherapy and group therapy is gaining popularity, yet the therapeutic alliance and multicultural factors are still being researched. For instance, in a huge and increasingly complex country like China, mental health professionals need to establish a positive therapeutic relationship while considering the Chinese culture, which differs from the Western culture when devising therapeutic family goals (Brook, Gordon & Meadow, 1998).

## 2.0 METHODOLOGY

This systematic review was conducted by searching for relevant literature using the Google Scholar search engine and the Ebscohost online research database. The search was initiated by entering a few keywords into the system which includes ‘therapeutic relationship’ and ‘culture’ in an attempt to retrieve information and articles relating to the area of interest which is concerning the multicultural aspect in a therapeutic relationship.

The reviewer attempted to review literature that were most recent, focusing from the years 2010 till 2017, however due to limited number of relevant articles, the reviewer did also review articles that were from the previous years. A large number of journal articles were found using the main keywords, and the reviewer narrowed it down to the journal articles that were more related to psychotherapy, counselling or even psychiatric help as the reviewer hopes to study the multicultural aspect on therapeutic relationships in these main fields of helping professions. To obtain more articles on culture and the therapeutic alliance, the reviewer added the keywords such as ‘ethnicity’, ‘religion’ and ‘language’.

Aside from using online resources and search engines to obtain literature, the reviewer also used relevant textbooks that are related to counselling theories and approaches as well as the multicultural aspect in counselling to further support the findings of the past literature. The reviewer excluded articles pertinent to the therapeutic relationship between doctors and patients with physical health problems and focused only on those that were mental health related. A summary of the relevant literature found are provided in Table 1. The systematic review process is described in the PRISMA flowchart as shown in Figure 1.

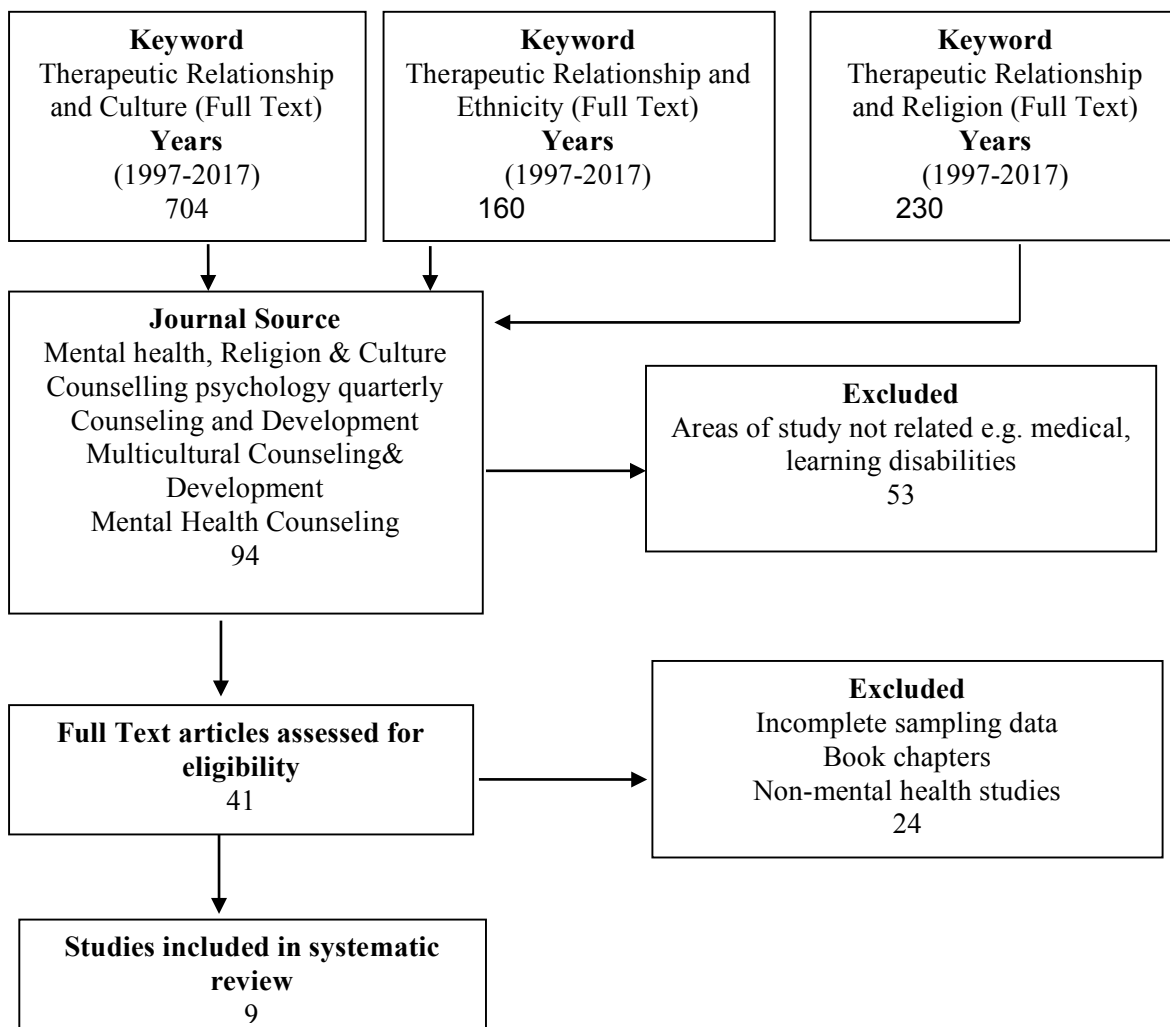


Figure1. PRISMA Flowchart

Table 1. Summary of Main Literature on the Cultural Aspects

### 3.0 DISCUSSION

Author	Article Title	Relevant Findings
Abdel-Fattah, Darwish, E. & Huber, G. L. (2003)	Individualism vs collectivism in different cultures: a cross-cultural study.	The difference in cultural factors influenced by an individualistic or a collectivistic culture.
Brook, D. W., Gordon, C. & Meadow, H. (1998)	Culture and Ethnicity in Group Psychotherapy.	The role of culture in group therapy as compared to individual therapy.
Epstein, N.B., Curtis, S.D., Edwards, E., Young, J.L. & Zheng, L. (2014)	Therapy with families in china: cultural factors influencing the therapeutic alliance and therapy goals.	
Cabral, Raquel R.; Smith, Timothy B. (2011)	Racial/ethnic matching of clients and therapists in mental health services: a meta-analytic review of preferences, perceptions, and outcomes.	The racial and ethnic issues that can affect the therapeutic relationship.
Horst, K., Mendez, M., Culver-Turner, R., Amanor-Boadu, Y., Minner, B, Cook, J., Stith, S., & McCollum, E. (2012)	The importance of therapist/client ethnic/racial matching in couples treatment for domestic violence.	
Guregard, S., Seikkula, J. (2014)	Establishing therapeutic dialogue with refugee families.	The language and communication issues that can affect the therapeutic relationship.
Marcos, L. R. (1976)	Bilinguals in psychotherapy: language as an emotional barrier	
Dura`-Vila`, G., Hagger, M., Dein, S. & Leavey, G. (2011)	Ethnicity, religion and clinical practice: a qualitative study of beliefs and attitudes of psychiatrists in the United Kingdom.	The religious and spirituality issues that can affect the therapeutic relationship.
Poole, R. & Higgo, R. (2011).	Spirituality and the threat to therapeutic boundaries in psychiatric practice.	

The therapeutic alliance and effectiveness of treatment differs from culture to culture may it be for individual therapy or group therapy. The factors leading towards building a healthy therapeutic relationship depend on several factors discussed that include the racial and ethnicity factor, religious and spiritual beliefs, language barriers and other cultural factors. Brook, Gordon & Meadow (1998) implied the importance of culture even in group therapy and mentioned that cultural factors can influence the transference, countertransference, group dynamics and processes, as well as the overall effectiveness of group the therapy. As much as Carl Roger's person centered theory is seen to be universal and adaptable to most cultures, however, Poyrazli (2003) mentions that in the Turkish culture, the Rogerian approach should not be applied to the clients at face value, but adjusted accordingly to the societal culture. For instance, the Turkish culture views the counsellor as an authoritative figure and therefore expects some sort of direction from the counsellor, as opposed to the person-centered approach that encourages self-direction by the client.

In terms of race and ethnicity, it can be seen that different cultures perceive and view the impact of ethnicity on the therapeutic relationship differently, and to those who perceive ethnicity as an important factor in seeking help, it can affect the therapeutic help and outcome of treatment. Thus, this makes it crucial for the mental health professional to be aware about this and to ensure that the client feels comfortable to proceed for the betterment of him or herself. Horst, Mendez, Culver-Turner, Amanor-Boadu, Minner, Cook, Stith & McCollum (2012) found that ethnicity matching between mental health professional and client is complex multi-faceted issue with issues relating to culture and human experiences. It was recommended that mental health professionals consider the complexity of ethnic/racial matching in their professional practice.



Religious beliefs and the aspect of spirituality, which are also a major part of a culture plays a role in the therapeutic relationship. However, a mental health professional should be able to assess and be aware if certain beliefs may hinder or delay the helping process. For example, a schizophrenic patient may actually need medication and therapy, but some cultures may view it from the religious perspective and claim that it may be some sort of evil or spiritual possession, and try other ways of traditional healing methods instead of referring to a mental health professional. Dura-Vila, Hagger, Dein & Leavey (2011) recommended that the mental health professionals are trained on finding a balance in their own religious beliefs and when providing therapy or treatment for a client. Poole & Higgs (2011) states that spiritual history should be taken from all patients, even where they resist and believes that it is sometimes acceptable to pray with patients, however, mental health professionals should challenge 'unhealthy' religious beliefs that may be detrimental to the client.

Language plays an important role in the building of a good and positive therapeutic alliance. However, as much as the language barrier may be a hindrance to some, on the other hand, it may work for the benefit of some. Marcos (1976) further summarised the findings stating that some client may feel 'protected' by this language barrier as they are able to express their emotions more freely and strongly instead of using words as a medium of expression. Guregard & Seikkula (2014) states that dialogue is essential for the therapeutic alliance; however, it is usually disrupted by multicultural factors.

Much research and studies have been conducted with individual therapy; however, in these time and age, it is vital to take into account the cultural factors that can affect the therapeutic relationship even in group settings. Group therapy includes more than one client, which adds on to the variation in the group dynamic, as well as one person differing in their values and beliefs compared to another. It takes more effort to mediate therapy within a group especially when taking into account the multicultural factor.

#### **4.0 IMPLICATIONS**

The development of numerous theories and mental health professionals has largely contributed to the improvement of society's quality of life; however, each society differs from one another in terms of culture and other societal factors. These factors play an important role to determine the outcome of therapy. Abdel-Fattah, Darwish & Huber (2003) describes an individualistic culture as putting themselves or their immediate family first before others and placing emphasis on being independent, sense of autonomy as well as being more private. Among the examples of countries that are individualistic in nature are United States, Australia, Great Britain and Canada. A collectivist culture is described as being more dependent on others and placing importance to others as much as themselves and includes countries such as Malaysia, China, Hong Kong, India, Japan, Pakistan and Taiwan. It is recommended that more studies and analysis be done in the Asian settings because the Asian culture is considered as a more collectivist culture as opposed to the Western culture, which is more of an individualistic culture as described by Abdel-Fattah, Darwish & Huber (2003).

As for religion, not much past literature focused in this area when it comes to the therapeutic relationship and religion. This may be possible because spirituality and religion is a very subjective matter and is not something that can be proven or measured scientifically. However, it may be an aspect to be studied further especially if a culture is a very religious one and if the client senses that his or her beliefs are not reciprocated or respected, and then it may jeopardize the therapeutic relationship. Future reviewers may consider reviewing more in-depth in that area. The present review did not do a comparison between the various cultures, but merely a general idea on how culture affects the therapeutic relationship. This could be something to be analysed in the future, whereby, comparisons are made between the American culture, Middle-Eastern culture, Asian culture as well as other major cultures. Since the journals for this review are from multiple countries and cultures, the review and overall findings of those journals cannot be generalised to all cultures. However, in terms of increasing the potential and abilities amongst the mental health professionals, more training and development should be provided to those who are in this profession.

#### **5.0 CONCLUSION**

In conclusion, most of the literature inferred that multicultural factors do have an impact on the therapeutic relationship and thus affecting the outcome of the help or treatment provided to a certain extent. As Qureshi & Callazos (2011) states that when there is incompetency and lack of cultural awareness by the mental health professional, it can create a misconception about the client and misinterpretation about the content shared by the client, thus the chances of creating a positive relationship and outcome are scarce. Ultimately, it is vital for mental health professionals to be multiculturally competent and ethical when dealing with clients of diverse cultures. Collins & Arthur (2010) defines multicultural competence as the merging of knowledge, skills, beliefs and culture awareness when working towards goals with the client in order to develop a good therapeutic and working relationship. As Carl Rogers said, it is about entering the client's world and experiencing it from their

perspective, and not allowing our values and beliefs to be imposed on them (Corey, 2013). It is the duty and obligation of a mental health professional to be well equipped in this area and to provide the best service for the client.

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## College Students' Readiness in Learning Mandarin Language as Second Language: A Case Study of Kolej Profesional MARA Beranang

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### ABSTRACT

*This is a case study of Kolej Profesional MARA (KPM) Beranang students' readiness in learning Mandarin language as a second language (L2). The programme started more than four years ago and there have been some concerns on students' readiness in learning this language as L2. The 'silent stage' mode that can be felt during the teaching and learning processes and the reluctance of students in conversing the language are the main issues. Therefore, this concept paper proposed to study students' readiness in learning Mandarin language as L2 in KPM Beranang. The research questions that will be used to answer the objectives are 1) what is the level of college students' readiness for learning Mandarin language as L2?, 2) what is the level of oral efficiency of college students in their readiness for learning Mandarin language as L2?, and 3) what is the level of listening comprehension of college students in their readiness for learning Mandarin language as L2?. This research will be conducted qualitatively using the data received from observation, focus group interviews and document analysis. It is hoped that the findings of this study will provide comprehensive insights towards the review of the curriculum for the betterment of the students at KPM Beranang in learning Mandarin as an L2.*

**KEYWORDS:** Students' readiness, Mandarin language, second language, L2, 'silent-stage' mode.

### 1.0 INTRODUCTION

The importance of Mandarin language is undeniable in today's global world. It is the most widely spoken language in the world. China's explosive growth had caused China to become one of the leading world powers as China does control the world's economic scene now. Hence, the spread of China's power has caused a dramatic change in the economic scene of the world. Thus, resulting in the tremendous need of communicating in Mandarin language.

Realizing the importance of Mandarin language, Majlis Amanah Rakyat (MARA) has taken one step forward in providing better education for the people. This is in line with the National Educational Philosophy which emphasizes education in Malaysia as an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce intellectually, spiritually, emotionally and physically balanced and harmonious individuals.

### 2.0 LITERATURE REVIEW

Research in second language acquisition is very dynamic and broad. According to Diaz (2014), second language acquisition is defined as the process of learning another language (besides the mother tongue). The second language acquisition is also described as the scholarly field of inquiry which identifies individual capacity to learn other language, besides the native language.

Mandarin as a second language is a study of Chinese language (which is the Mandarin language) by non-native speakers. The learning of Mandarin language is not just about the phonological structure and orthographic feature, but it is beyond these alphabetic phonetic systems (Abro, Zhenfang & Shabbir, 2014).

Mandarin as a second language has gone way back to the early 16<sup>th</sup> Century during the arrival of European missionaries to China (Chisoni, 2015; Liu Xun, 2002). It is believed that these missionaries have mastered the language without having a formal education or books. The development of Mandarin language as a second language has spread to all over the globe.

Now, Mandarin language has become the world second *lingua franca*. There has been a massive demand in learning Mandarin language across the world. The learning of a language is not only in terms of what the language facilitates and the value contained in it, but it also involves a big number of people, institutions and businesses that they are able to communicate with (Abro, Zhenfang & Shabbir, 2014).

Malaysia also is no exception in adopting and adapting the Mandarin language into the national curriculum. The importance of Mandarin language globally has been recognized by the policy-makers, hence the implementation of Mandarin language subject into the curriculum. Although the implementation might be smooth sailing, it however depends on the students' acceptance towards changes.

Back in 1922, Edward L. Thorndike introduced the "law of readiness", which best described as the fundamental law of learning (Smith, Smith, Rose & Ross-Gordon, 2016). It is operationally defined as one individual willing to learn and experience new things in life, and engaging in seeking of information and problem solving.

Meanwhile the Oxford Advanced Learner's Dictionary described readiness as the position or quality of being ready; aptitude and willingness (Rahamat, Shah, Din & Aziz, 2011). Schreurs, Ehler and Moreau (2008) mentioned the readiness as students' capability to adapt to particular situation. Hence, based on all the theoretical definition stated above, the students' readiness can be concluded as the students' ability and capability of being ready and prepared for particular situations.

### **3.0 PROBLEM STATEMENT**

This Mandarin language subject has been running in Kolej Profesional MARA Beranang for more than four years now. Although the implementation of this subject has been for a while now, there have been some concerns on students' readiness in learning this language as a second language.

Based on a one hour class sitting, it was found that 20 minutes of the total teaching hour, one third of the students is in the 'silent stage' mode. The silence of second-language learners' can be a major dilemma for the teachers. This is because the teachers are caught between their own pedagogical visions, the individual needs of their students and the externally-imposed demands of curricula (Saylag R., 2013).

Besides that, the students do have the tendency in avoiding speaking Mandarin language during the learning process. In fact, students are reluctant in conversing Mandarin language outside the classroom, with their friends and even with the teachers themselves. These concerns have led to the emergence of the issue on the students' readiness in learning Mandarin language.

### **4.0 RESEARCH OBJECTIVES**

The primary objective of this research study is to investigate students' readiness in learning Mandarin language as a second language, in Kolej Profesional MARA, Beranang.

### **5.0 RESEARCH QUESTIONS**

The research objective mentioned above has led to the following research questions:

- 1.0.1.1 What is the level of college students' readiness for learning Mandarin language as a second language?
2. What is the level of oral efficiency of the college students in their readiness for learning Mandarin language as a second language?
3. What is the level of listening comprehension of the college students in their readiness for learning Mandarin language as a second language?

### **6.0 METHODOLOGY**

In order to get more in depth understanding and results, this research is conducted qualitatively and the case study design is relevant for this research study as it provides the qualitative inquiry effectively and adequately in describing the readiness of college students in learning second language (Creswell, 2003). The data needed will be gained through observation, focus group interviews and document analysis. This approach is capable in producing flavorful information data through the observation process and supported by focus group interviews and document analysis.

Meanwhile, the researcher is the main research instrument as the researcher is fully immersed throughout this study (Brisola & Cury, 2016). Through the data collected during the interviews and observations, the researcher who is the main instrument of the study will analyze and interpret the data into reliable findings.

This research is conducted at Kolej Profesional MARA Beranang. In order to identify the students' readiness in learning Mandarin language, all college students who are currently taking Mandarin level One, Two and Three are used as the sample for this research.

Level of Mandarin	Number of students
Mandarin level One	130
Mandarin level Two	100
Mandarin level Three	165
<b>Total</b>	<b>395</b>

This research study involves 3 phase of data collection in a period of 8 instructional weeks, which are:

i) First phase: Observations

This phase is conducted repeatedly within the 8 instructional weeks. There are two types of observations which are class sitting observation and outside the classroom observation (randomly selected places).

**1.0** Class sitting observation: All 5 classes of Mandarin level 1 are involved during this class sitting observations.

**2.0** Outside the classroom observation: This type of observation will take place at different place for example the cafeteria, the teachers' room and corridors of the Academic Block.

ii) Second phase: Focus group interviews

This phase will take place during the 8 instructional weeks where students will be divided into groups for a semi-structured interview. The researcher will be the conductor of this interview sessions.

One week before the interview session, the participants will be informed on the time and venue of the interview session. They will also be informed regarding the purpose of the research study and interview protocol.

iii) Third phase: Document analysis

The document analysis involved are:

- Attendance sheets
- Students' quizzes and tests answer booklet
- Record of assessments' marks
- Evaluation forms of the subject

This research study is planned to follow a general inductive data analysis format which includes coding, categorizing and thematizing. The data collected from the focus groups interview will be transcribe and analyze using the software *Atlas.ti*. The data will be clustered together for categories which then will create common themes. Next, the data collected from other sources will be triangulate

to increase the validity of data. In this study, the document analysis and observation will be compared to enhance the trustworthiness of the research.

## 7.0 CONCLUSION

This concept paper hopes to achieve the primary research objective in assessing the level of KPM Beranang students' readiness in learning Mandarin language as L2. This study will also be used to gauge the students' readiness level and the factors underlying it. The study is hope to provide in depth understanding towards the implementation of Mandarin language subject. The findings also is hoped to assist curriculum developers to review the curriculum giving suggestions on how to make students more ready and receptive in learning the language.

Hence, a series of studies is required to evaluate the efficacy of Mandarin language curriculum being used in KPM Beranang. The evaluation on curriculum content including the selected learning experiences should extend beyond analysing what works, but rather why it works or not, how and under what circumstances.

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## **Suicidal Ideation among Malaysian Youth, Prevalence, Predictor and Prevention: A Systematic Review**

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### **ABSTRACT**

This systematic review is a type of “*research library*” to collect, filter, identify and present the result as a comprehensive paper. A total of 12 documents had been analysed. Three themes were extracted from the reviewed documents, (i) Discussion about comparison by demographic to review demographic factor lead to suicidal ideation- relation between gender, race and age with suicidal ideation. (ii) Prevalence and predictor in suicidal ideation or behavior for the prevention and intervention action- depression, anxiety, stress, hopelessness, and self esteem. External factors such as break up steady love, loss something valuable, bully victim, smoking, abuse and substance usage and (iii) Prevention – as a suggestion from the researchers that have been made and reviewed in these papers - relationship with parents, perception about belief system/faith, religious commitment, self efficacy and closeness relationship with parent and encourage of hopefulness.

**KEYWORDS:** Suicidal Ideation, Malaysian Youth, Prevalence, Predictor, Prevention

### **1.0 Introduction**

Suicidal ideation is a clinical concept about the thought of taking the risk of suicidal attempt (Aqeel, Mohamed, Abdul, Roslee, 2014). It can lead to the suicidal attempt or just a thought. The suicidal ideation depends largely on the recent situation. According to Malaysia Youth Policy (2014) as defined in 1997 Malaysian Youth are individuals who is age range from 15 to 40 year old. There are three stages of suicide, consisting suicidal ideation, attempt or behavior of suicide (para suicide) and suicide that leads to a fatal incident. It is important to make intervention in the early stage of any suicidal act. Hence prediction and prevalence have to be identified in order to implement prevention of the suicidal acts in the community.

### **2.0 Methodology**

#### **2.1 Search strategy**

Using a structural search strategy, three steps for the best result and precious document had been taken. In the first stage, keywords for suicide ideation are the main keys in the search engine when browsing the web. Two search engines, Scopus and ScienceDirect were used for this purpose. The second stage was to exclude or include any kind of important or less important information from the search results. Finally, the last stage was to filter the precious information that only fulfill the criteria for the systematic review. Filtering was done by reading the abstract of the related document.

#### **2.2 Inclusion criteria**

All the research papers about suicidal ideation that published from year 2012 to 2017 were included. However, an article which was published in 2011 was included in this systematic review due to its findings about youth perception to the suicidal scenario.

### 2.3 Exclusion criteria

The review scope was limited to only researches made in Malaysia. All general researches or studies were included unless the youth sample were terminated for the sake of reliability in the systematic review. Other systematic reviews were excluded except full field study.

### 2.4 Criteria for assessing the quality of studies

Three criteria were used to evaluate the quality and appropriateness of the articles or documents was, all data used from article must be accessed from established database, such as Scopus and ScienceDirect, The authors need to be and one of the person who did the research and have got the citation or at least peer review.

### 2.5 Data extraction and measurement

Information extracted from the article was transferred into draft table. Comparison of the information was made to find the similarity and differences. Every identified variable was then compiled into frame work. Finally, the themes were identified to support and describe in detail about the topic.

### 3.0 Article selection process

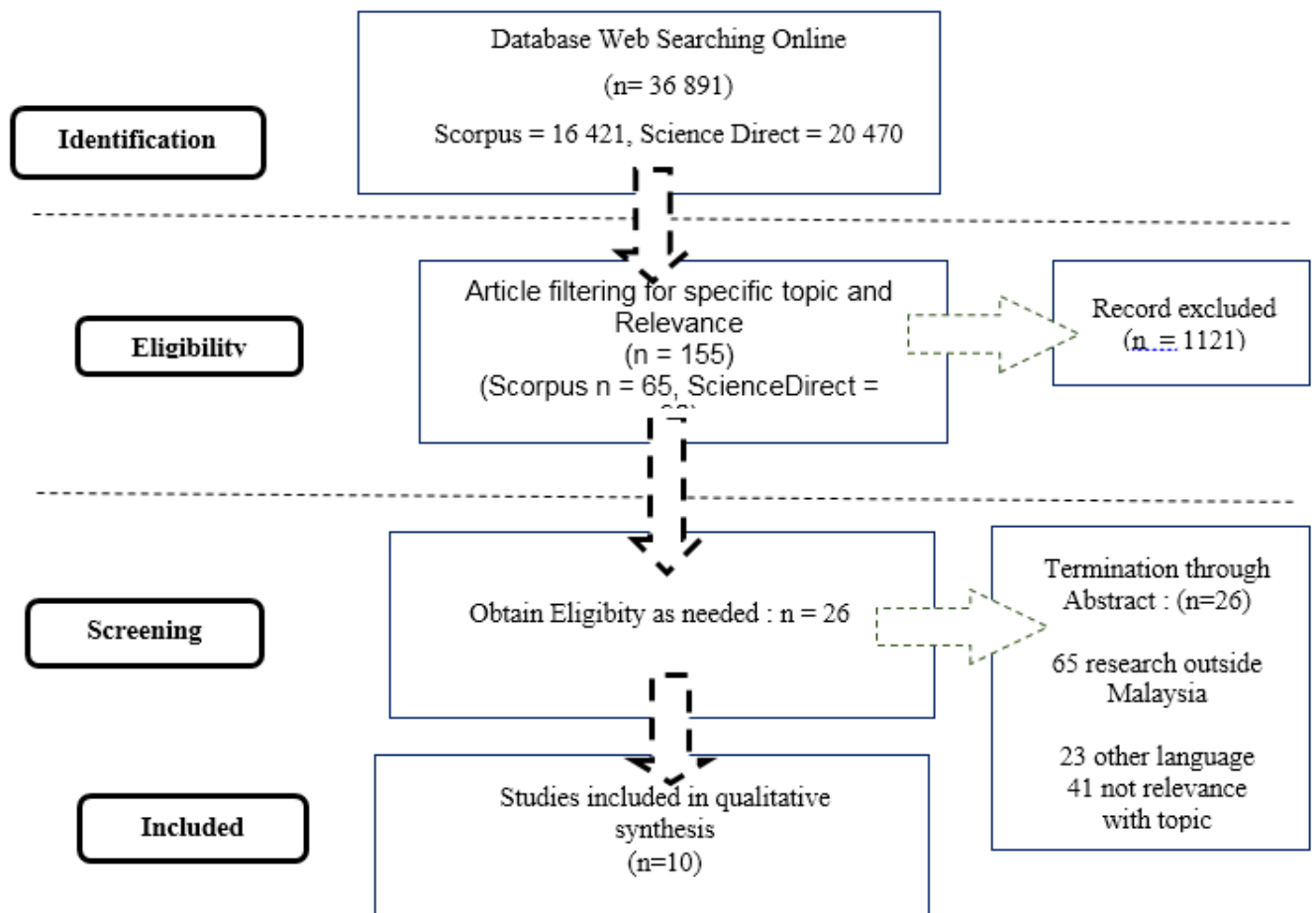


Figure 3: Flow of information through the different phases of a systematic review, adapted from Moher, D & Liberati, A., Tetzlaff, J., Altman, Douglas. (2009).



## **4.0 Result**

Based on the result from the reviews, this study can be divided into three themes, namely (i) demographic comparison, (ii) prevalence and prediction to the suicide ideation, and lastly (iii) prevention. These themes were chosen for the purpose of promoting public awareness on the importance of recognizing the indicators of suicidal action.

### **4.1 Demographic comparison**

The first theme discusses about the demographic factors that lead to suicidal symptoms. Two findings in which male youth are more likely to have suicidal ideation, whilst one of the studies found that there is no significant difference between genders (Shin and Siti, 2016), and interestingly, another study suggested that young women have higher tendency to encounter suicidal ideation (Noor, Siew, Nurashikin, Azriman, 2014). According to a report by the National Security Report Malaysia, NSRM (2009), men are more prone to commit suicide with a ratio of 3: 1 as compared to women. Hence more comparative studies about suicidal tendencies between male and female youth should be carried out to investigate the pattern of suicidal ideation that presents among youth. These comparative studies are crucial because young women often hold on to suicidal ideation due to fear while the young men are more daring to take suicidal action (Normala. Sherina, Firdaus, Hamidin, Ang, Zubaidah, 2017).

In terms of about age variables, there were only two studies that directly linked the relationship between age and suicidal ideation. One of the studies found that there was a significant relationship with age - negatively correlated (Norhayati, Noh, Melia, 2017). The suicidal ideation experienced by ones will reduce as the individuals age. However, this significance is only applicable for male youth. On the other hand, another study stated that there was no significant relationship age group and suicidal ideation. Only bully victims, depression, anxiety, stress, and sex associated with suicidal ideation instead of age group age (Normala, Sherina, Firdaus, et al., 2017). Since the instruments used in the studies are different thus generalization is difficult to be made.

### **4.2 Prevalence and Prediction**

Many studies were done regarding the prediction and prevalence of suicidal ideation. There is four affective factors that are enormously and predominant studied by the researchers . Four factors included in the studies was depression (Sharif, Rashid, Mohd, Shukri 2014.; Norhayati, Noh, Normah, Hui, 2017; Tan, Sherina, Lekhraj, Normala, 2015; Norhayati, Noh, Normah, 2017; Norhayati, Noh, Melia, 2014)., anxiety (Norhayati, Noh, Normah, Hui, 2017; Norhayati, Noh, Melia, 2014), stress (Norhayati, Noh, Normah, Hui, 2017; Norhayati, Noh, Melia 2014) and hopelessness (Aqeel, Mohamed, Abdul, Roslee, 2014, ; Norhayati, Noh, Normah, Hui, 2017; Tan, Sherina, Lekhraj, Normala, 2015) . These findings showed that the main factors in suicide are depression and hopelessness. Whereas for anxiety and stress, some studies showed their significant relationships with suicide but there are also researches that denied this relationship with the suicidal ideation (refer to table ii).

Hopelessness is a manifestation of depression. Having said that, if depression can be controlled properly then the chances of developing hopelessness will be reduced. By contrast, if a depressed person is left without help then the possibility to commit suicide will be higher (Aqeel, Mohamed, Abdul, Roslee, 2014). This statement is supported by the negative significant relationship between hope and suicidal risk (Choon, Mansor, Siti, Tan, Hamidin, Sallahuddin, Zanariah, 2014).

Among the external factors that lead to the suicide ideation were the breakups between lovers and the loss of valuables, (Tan, Sherina, Lekhraj, Normala, 2015), victims of bully and smoking (Norhayati, Noh, Normah, Hui,2017) physical abuse and substance abuse (Noor, Siew, Nurashikin, Azriman, 2014). All these factors showed significant relationship with suicide ideation. However, no

prominent external factor was described from these studies. A study reanalyzed the data of bully victims with the logistic regression model showed non-significant result (Normala, Sherina, Phang, et al., 2017). Thus the author made an assumption that there is an interaction between depression and bully case which eventually leads to suicidal ideation.

### **4.3 Prevention**

Prevention is the most important part when dealing with suicidal issues among youth. From the result of the researches, the researchers suggested to harmonize relationship between youth and parents, to fix the perception about belief or faith, to commit with religions (Xiang, Muhd, Siti, Normala, Zubaidah, 2012), to improve self-efficacy and intimacy with parents. The sense of attachment with parents indicates as the root of self-efficacy construction. Strong and stable self-efficacy may prevent individual from suicidal attempt or thought (Shin and Siti, 2016). This description was supported by one of the researches, in which the author stated that poor parent-child relationship could lead to the suicidal ideation and this explains the higher risk of suicide among the female youth as compared with male youth (Cai, Teck, Wai, 2011). Every one need to encourage the hopefulness among the adolescents to lowered the risk of suicidal attempt (Choon, Mansor, Siti, et al., 2014).

## **5.0 Discussion**

From the extraction from ten articles about suicidal ideation among Malaysian youth, we found that these studies focus on the prediction, prevalence and prevention of the issue. These researchers are very concerned about the accuracy of the data for future references. Suicidal attempts are mostly unpredictable. However, with the results from this review, we hope that our community will be more aware on this youth suicidal issue.

### **5.1 Gender**

There is no exactly significant relation between suicidal ideation and gender. There for community, relative and caretaker for the adolescent need to be alert by the behavior, thinking or feeling showed by youth. However Annual Report publish by National Suicide Registry Malaysia, NSRM (2009) stated that ratio male to female approximately 2.9:1 for the success suicide. Suicidal ideation, suicide attempt and success suicide need to be distinguish in the discussion. Male prone to take extreme action to commit suicide. According the gender comparison female adolescent are encourage to get more closeness with mother, rather than father. Closeness with mother protect both female from suicidal ideation (Liu in Shing & Siti, 2017).

### **5.2 Race**

It depend on the belief system, value and perception individually to the suicide. Religious commitment is more predictive of suicidal behaviors, the higher religious commitment person with religion, will reduce the risk of suicidal (Ellison, 1997 in Xiang, Muhd, Siti et al, 2012). However it depend on the values, practice and the person in the religion.

### **5.3 Age**

Maturity is the key word for suicidal ideation. Research show when individual increase in their age, the suicidal ideation will be reduced. However there are a lot of another factor to be discuss. Interpersonal and interpersonal factor like social status, commitment, stress, anxiety need to put in the account for the further research. Depression, anxiety, and stress find as a the risk factor for suicidal ideation among youth in Malaysia. (Norhayati, Noh, Melia, 2017).

#### **5.4 Prevalence and Prediction.**

Demographic characteristic influent suicidal ideation strongly for the different culture and country (Sakamoto et al. 2006 in Aqeel, Muhd, Abdul et al. 2014). External and internal factors enhance the presence of suicidal ideation. Hopelessness and academic stress for the example were the highest predictor to Malaysian student compare to other variables. If refer to the reserch based on the description, hopelessness leads to suicidal ideation. But it will be reduced the effect if the depression is manageable (Aqeel, Mohamed, Abdul, Roslee et al., 2014). It show every prevalence it start start with external factor lead to affective effect. There for there is relationship for the external and internal in the suicidal ideation.

#### **5.5 Prevention**

Self efficacy, therapeutic environment for youth, family support, religion commitment are among the prevention can be induce into the individual and community system. Commitment from all parties is very important. Parents, caretaker, school, college, university, community and other authorities partien need to take part in the prevention approach. All of the parties should start with enhance the networking and organise prevention committee to as a sign all of them are taking seriously about this issue.

#### **5.6 Summarize**

Depression and hopelessness are two main indicators to suicidal ideation. Depression and hopelessness can be detected by drastic behavioral changes like mood swing, moody, anti-social behavior, low motivation and loss of appetite. To confirm the case of depression, the individual needs to be referred to the medical personnel or specialist in mental health. An on-going depression could lead to hopelessness. The sense of hopelessness includes the fear to think about future, loss of motivation and future expectation (Norhayati, Noh, Normah, Hui, 2017). External factors or events are not directly related to the increasing number of the suicide ideation, but it can worsen the depression (Norhayati, Noh, Normah, Hui, 2017). Hence external factors like abuse, smoking and bully victim have to be controlled by the authority.

The community must be encouraged to live with healthy lifestyle, physically and mentally. Suicide awareness needs to be promoted in our community thoroughly. Risk groups with high suicidal ideation need to be monitored closely by the family members on a daily basis. Family-based education needs to be promoted to all parents to ensure the awareness of the parents about the prevention of suicidal ideation could be reduced by the intimate bonding in the family. Reduced suicidal ideation means the community have to cope and deal with lesser mental issues and vitality.

#### **6.0 Conclusion**

The study on suicidal ideation among Malaysian youth as discussed in this review describes the continuity from a negative event to suicidal ideation, attempt to suicide and lastly commit suicide can happen. There is no preciously research show about the predictor of suicidal ideation and suicidal attempt base on the demographic comparison. However for the prevalence and prediction the systematic review show the consistency relationship between affective/internal factor (depression, anxiety, hopelessness) (Sharif, Rashid, Mohd, Shukri, 2014; Aqeel, Mohamed, Abdul, Roslee, 2014; Norhayati, Noh, Normah, Hui, 2017; Tan, Sherina, Lekhraj, Normala, 2015; Normala, Sherina, Phang et al., 2017 Norhayati, Noh, Melia, 2014) and external factor that spark the suicidal ideation physical and emotional ill treat - bully victim, abuse, break up steady love, loss of valuables and usage of substance (smoking, alcohol and drugs) (Tan, Sherina, Lekhraj, Normala, 2015; Norhayati, Noh, Normah, Hui, 2017; Noor, Siew, Nurashikin, Azriman, 2014). The understanding about suicidal

ideation brings the community to a step forward from the potential suicide. A step forward means we can have better prevention and intervention to the vulnerable person.

Enlightening from these researches, reviews and discussions could give more space to the society to understand the suicidal chronology and avoid negative stigma to the person with suicidal ideation. In addition, a lot of studies can be conducted especially on the main factors which lead to the suicide, environmental factors and the role of the community to prevent suicidal incident in the society. One of the highlights of the research should be about how to terminate suicidal attempt or commit suicide from the ideation suicidal. A survey consisting interview with people with frequent suicidal ideations and how do they overcome the negative thought.

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## Kesediaan Pelajar Bioinformatik Menggunakan Python Dalam Pembelajaran Satu Kajian Rintis

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### ABSTRAK

Kajian ini dijalankan untuk mengkaji kesediaan pelajar bioinformatik dalam penggunaan bahasa pengaturcaraan Python (Python) dalam pembelajaran berdasarkan empat dimensi *Technology Readiness Index* (TRI) iaitu keyakinan (*optimism*), inovatif (*innovativeness*), ketidakselesaan (*discomfort*) dan kebimbangan (*insecurity*). Reka bentuk kajian yang dijalankan adalah kajian tinjauan yang berbentuk kuantitatif dengan menggunakan instrumen soal selidik. Kajian rintis ini dijalankan terhadap 13 orang pelajar Bioinformatik tahun akhir di Universiti Kebangsaan Malaysia (UKM). Borang soal selidik diedarkan dan data yang diperoleh dianalisis menggunakan statistik deskriptif. Dapatan kajian menunjukkan bahawa terdapat dua dimensi yang menunjukkan tahap yang tinggi iaitu dimensi keyakinan (*optimism*) dan kebimbangan (*insecurity*). Manakala dua lagi dimensi inovatif (*innovativeness*) dan ketidakselesaan (*discomfort*) berada pada tahap yang serdahana. Kesimpulannya, kajian menunjukkan bahawa pelajar Bioinformatik menunjukkan persepsi yang positif untuk menggunakan Python dalam pembelajaran mereka. Seharusnya pelajar Bioinformatik mempelajari Python untuk kegunaan masa hadapan. Kajian ini juga diharapkan dapat membawa kepada memberikan penambahbaikan silibus pembelajaran Bioinformatik dengan menggunakan Python di IPT.

**KATA KUNCI:** Kesediaan, Python, Bioinformatik

### 1.0 PENGENALAN

Python merupakan satu bahasa pengaturcaraan yang mudah untuk dipelajari dan mempunyai sintaks yang mudah untuk difahami (Antao, 2015) seterusnya menyebabkan ramai saintis menggunakannya dalam kajian. Bioinformatik dan data raya menggunakan Python sebagai bahasa pengaturcaraan yang utama kerana ianya mempunyai *library* yang besar, *open source*, pelbagai *package*, dan boleh diguna pakai pada komputer yang menggunakan operating system Windows, Mac mahupun Linux (Antao, 2015; Ayer, Miguez, & Toby, 2014; Ekmekci, 2016; Lakshminarayanan, 2017; "Python," n.d.). Python merupakan bahasa pengaturcaraan yang sering kali digunakan dalam data raya (*big data*) (Antao, 2015).

Bioinformatik adalah satu bidang yang menggabungkan pelbagai kemahiran dan pengetahuan dalam matematik, sains komputer, dan biologi (Huang et al., 2013). Saintis yang berkemahiran dalam pengaturcaraan tidak lagi hanya bergantung pada perisian-perisian yang sedia ada kerana mampu untuk membangunkan perisian mereka sendiri yang lebih bersesuaian dengan kajian mereka (Antao, 2015; Ayer et al., 2014; Lakshminarayanan, 2017; Rubinstein & Chor, 2014). Oleh yang demikian, pelajar Bioinformatik di Institut Pengajian Tinggi (IPT) perlu untuk mempunyai kemahiran pengaturcaraan dalam Python bagi memastikan mereka dapat bersaing di alam pekerjaan kelak.

### 1.1 Pernyataan Masalah

Kajian ini dijalankan untuk meninjau tahap kesediaan pelajar Bioinformatik untuk menggunakan Python dalam pembelajaran mereka. Hal ini penting untuk memberikan peluang kepada pelajar untuk menyesuaikan diri dengan kaedah embeajaran yang baharu. Saintis yang ada kemahiran perkomputeran adalah lebih efisien dan produktif dalam kajian mereka (Lakshminarayanan, 2017). Bukan itu sahaja pelajar juga tidak hanya bergantung pada perisian-perisian Bioinformatik yang sedia ada (Rubinstein

& Chor, 2014) dalam kajian mereka kerana mereka kini mampu untuk menghasilkan perisian mereka sendiri.

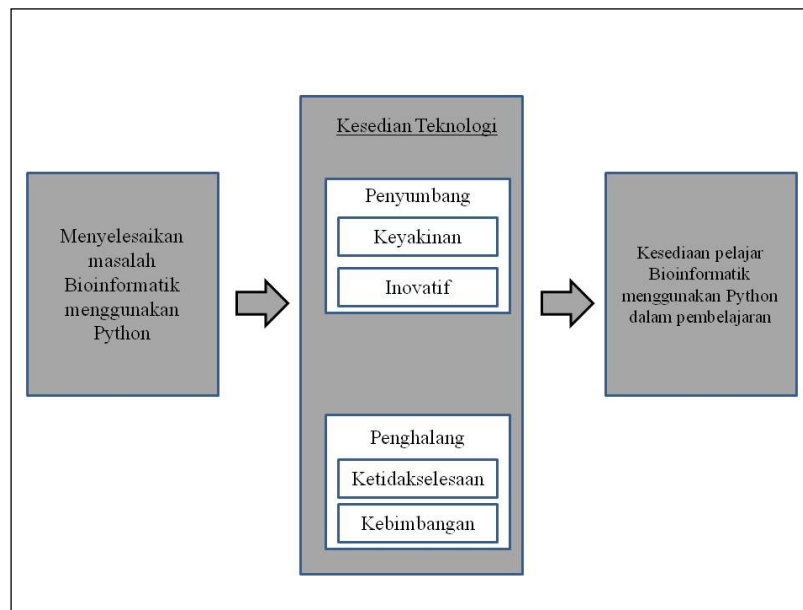
## 1.2 Tujuan dan Hipotesis Kajian

Tujuan kajian ini dijalankan adalah untuk mengenalpasti tahap kesediaan pelajar Bioinformatik menggunakan Python dalam pembelajaran berdasarkan empat dimensi *Technology Readiness Index* (TRI) iaitu keyakinan (*optimism*), inovatif (*innovativeness*), ketidakselesaan (*discomfort*) dan kebimbangan (*insecurity*).

Hipotesis kajian ini adalah:

- i. Tahap keyakinan pelajar dalam penggunaan Python dalam pembelajaran Bioinformatik adalah tinggi.
- ii. Tahap inovasi pelajar dalam penggunaan Python dalam pembelajaran Bioinformatik adalah tinggi.
- iii. Tahap ketidakselesaan pelajar dalam penggunaan Python dalam pembelajaran Bioinformatik adalah rendah.
- iv. Tahap kebimbangan pelajar dalam penggunaan Python dalam pembelajaran Bioinformatik adalah rendah.

## 1.3 Kerangka Kajian



Rajah 1: Kerangka Konseptual Kajian adaptasi daripada kajian lepas (Syarifah Nurul Farhana, Nor Idayu, & Siti Fatimah, 2017) & (Parasuraman, 2000b; Rojas-Méndez, Parasuraman, & Papadopoulos, 2017)

Terdapat dua pembolehubah yang terlibat dalam kajian ini iaitu pembolehubah bersandar, kesediaan pelajar Bioinformatik menggunakan Python dalam pembelajaran dan pembolehubah bebas iaitu kesediaan teknologi. Bagi pembolehubah kesediaan teknologi terbahagi kepada dua faktor iaitu penyumbang (keyakinan dan inovatif) dan penghalang (ketidakselesaan dan kebimbangan).

## 2.0 KAJIAN LITERATUR

Berdasarkan Parasuraman (2017), kesediaan pelajar Bioinformatik untuk menggunakan Python dalam pembelajaran diukur menggunakan Indeks Kesediaan Teknologi (*Technology Readiness Index*).

Ianya diukur berdasarkan empat dimensi iaitu keyakinan (*optimism*) dan kebimbangan (*insecurity*). Manakala dua lagi dimensi inovatif (*innovativeness*) dan ketidakselesaan (*discomfort*). Kesediaan teknologi adalah kecenderungan pelajar untuk menerima dan menggunakan teknologi baharu untuk mencapai matlamat (Parasuraman, 2000a; Rojas-Méndez et al., 2017). Empat dimensi yang terdapat dalam TRI terbahagi kepada dua iaitu penyumbang dan penghalang. Faktor penyumbang iaitu keyakinan bermaksud pandangan positif penggunaan teknologi dan percaya bahawa ianya boleh meningkatkan kawalan, fleksibiliti dan kecekapan dalam kehidupan dan inovatif yang membawa maksud kecenderungan untuk menjadi perintis teknologi dan pemikiran pemimpin. Bagi faktor penghalang pula ialah ketidakselesaan dan kebimbangan. Yang membawa maksud persepsi kurang kawalan terhadap teknologi dan rasa tidak percaya terhadap teknologi, berpunca daripada keraguan akan keupayaannya untuk berfungsi dengan betul dan bimbang ianya boleh mendatangkan bahaya.

### 3.0 METODOLOGI KAJIAN

Kajian ini merupakan kajian tinjauan yang menggunakan soal selidik sebagai instrumen. Kajian rintis (Creswell, 2014) ini dijalankan ke atas pelajar tahun akhir Bioinformatik UKM seramai 13 orang. Prosedur persampelan dijalankan secara persampelan bertujuan kerana hanya pelajar Bioinformatik sahaja yang boleh memberikan maklumat yang bertepatan dengan kajian (Fraenkel, Wallen, & Hyun, 2011). Instrumen soal selidik yang diadaptasi daripada *Technology Readiness Index* (TRI) oleh Parasuraman & Colby (Rojas-Méndez et al., 2017) serta daripada Syarifah Nurul Farhana (Syarifah Nurul Farhana et al., 2017) dan diubah suai mengikut konteks kajian. TRI mempunyai kebolehpercayaan dalaman yang tinggi dengan skor pekali alpha 0.74 - 0.81 (Parasuraman, 2000b). Soal selidik kajian ini mengandungi 35 item soalan berdasarkan dimensi-dimensi yang terdapat dalam TRI yang mana diadaptasi daripada kajian lepas (Syarifah Nurul Farhana et al., 2017). Penilaian soalan adalah menggunakan Skala Likert Lima Mata. Panduan bagi skala pengukuran bagi item-item dalam soal selidik berdasarkan satu mata bagi sangat tidak setuju, dua mata bagi tidak setuju, tiga mata bagi agak setuju dan empat mata bagi setuju serta lima mata bagi sangat setuju.

Statistik deskriptif digunakan untuk menganalisis data yang diperolehi. Kekekapan, peratus, min dan sisihan piawai dikenalpasti untuk menganalisis data yang diperolehi (Siti Rahayah Ariffin, 2003). Dalam kajian ini menggunakan skor min bagi menganalisis data dan data dianalisis menggunakan perisian SPSS. Skala pengukuran skor min berdasarkan interpretasi skor min bagi yang diperolehi seperti berikut:

Jadual 1. Interpretasi Tahap Kecenderungan Skor Min

Skor Min	Tahap Kecenderungan
1.00 - 2.33	Rendah
2.34 - 3.67	Serdahana
3.68 - 5.00	Tinggi

Sumber daripada (Chuah, Fong, & Zaki, 2016)

### 4.0 DAPATAN KAJIAN

Kajian rintis ini menggunakan 13 orang pelajar Bioinformatik UKM tahun akhir sebagai responden. Data yang dikumpulkan dianalisis menggunakan statistik deskriptif bagi setiap dimensi yang terdapat dalam TRI.

#### 4.1 Kesediaan Pelajar Bioinformatik Menggunakan Python Pembelajaran

##### 4.1.1 Dimensi 1 - *Optimism* (Keyakinan)

Jadual 2 menunjukkan skor min bagi setiap item soalan dan skor min keseluruhan bagi dimensi ini adalah 4.131. Berdasarkan Interpretasi Tahap Kecenderungan membuktikan bahawa nilai skor ini adalah tinggi. Perkara ini menunjukkan tahap keyakinan pelajar Bioinformatik terhadap penggunaan Python dalam pembelajaran mereka adalah tinggi.

**Jadual 2. Skor Min bagi Dimensi 1 - *Optimism* (Keyakinan)**

Soalan	Skor min	
1. Teknologi baru menyumbang kepada kualiti hidup yang lebih baik.	4.308	Tinggi
2. Teknologi memberikan saya lebih kebebasan bergerak.	4.077	Tinggi
3. Teknologi memberikan saya lebih kawalan ke atas kajian saya.	4.462	Tinggi
4. Teknologi membuatkan saya lebih produktif dalam kajian saya.	4.308	Tinggi
5. Teknologi memberikan saya lebih banyak kebebasan untuk menjalankan kajian dan bekerja di mana saya kehendaki.	4.462	Tinggi
6. Saya suka teknologi yang membolehkan saya melakukan perkara untuk memenuhi keperluan kajian saya.	4.538	Tinggi
7. Teknologi membuatkan saya lebih cekap dalam melakukan kajian saya.	4.231	Tinggi
8. Saya yakin bahawa sistem berasaskan teknologi akan menjalankan tugas berdasarkan arahan saya.	3.846	Tinggi
9. Python adalah mudah untuk digunakan.	3.000	Serdahana
10. Saya bergantung kepada teknologi untuk mengemaskini topik-topik yang saya perlu.	4.077	Tinggi
<b>SKOR KESELURUHAN</b>	4.131	Tinggi

#### **4.1.2 Dimensi 2 - *Innovativeness* (Inovatif)**

Jadual 3 menunjukkan skor min bagi setiap item soalan. Jadual juga menunjukkan skor min keseluruhan bagi dimensi ini adalah 3.094. Berdasarkan Interpretasi Tahap Kecenderungan membuktikan bahawa nilai skor ini adalah serdahana. Perkara ini menunjukkan tahap inovatif pelajar Bioinformatik terhadap penggunaan Python dalam pembelajaran mereka adalah serdahana.

**Jadual 3. Skor Min bagi Dimensi 2 - *Innovativeness* (Inovatif)**

Soalan	Skor min	
1. Orang lain datang kepada saya untuk mendapatkan nasihat tentang teknologi baru.	3.000	Serdahana
2. Secara umumnya, saya adalah di antara orang yang pertama dikalangan rakan-rakan yang akan mendapatkan teknologi baru apabila ia diperkenalkan.	2.462	Rendah
3. Kebiasaannya, saya akan mengetahui tentang produk dan perkhidmatan baru yang berteknologi tinggi tanpa bantuan daripada orang lain.	2.385	Serdahana
4. Saya bersaing dengan perkembangan teknologi terkini dalam bidang Bioinformatik.	3.154	Serdahana
5. Saya sukakan cabaran untuk mengenalpasti peralatan yang berteknologi tinggi.	3.462	Serdahana
6. Saya hanya mempunyai sedikit masalah bagi memastikan teknologi boleh bekerja untuk saya berbanding dengan orang lain.	3.000	Serdahana
7. Saya lebih suka menggunakan teknologi yang paling maju.	3.538	Serdahana
8. Saya dapati Python boleh menjadi perangsang mental.	3.000	Serdahana
9. Belajar mengenai Python boleh menjadi nilai tambah kepada bidang Bioinformatik.	3.846	Serdahana
<b>SKOR KESELURUHAN</b>	3.094	Serdahana



#### 4.1.3 Dimensi 3 - *Discomfort* (Ketidakselesaian)

Jadual 4 menunjukkan skor min bagi setiap item soalan. Jadual juga menunjukkan skor min keseluruhan dimensi ini adalah 3.239. Berdasarkan Interpretasi Tahap Kecenderungan membuktikan bahawa nilai skor ini adalah serdahana. Perkara ini menunjukkan tahap ketidakselesaian pelajar Bioinformatik terhadap penggunaan Python dalam pembelajaran mereka adalah serdahana.

Jadual 4. Skor Min bagi Dimensi 3 - *Discomfort* (Ketidakselesaian)

Soalan	Skor min	
1. Apabila saya mendapat sokongan teknikal daripada pembekal produk atau perkhidmatan yang berteknologi tinggi, kadang-kadang saya berasa seolah-olah saya yang diambil kesempatan oleh seseorang yang tahu lebih daripada saya.	3.000	Serdahana
2. Garis sokongan teknikal tidak membantu kerana mereka tidak menerangkan perkara-perkara dari segi pemahaman saya.	3.000	Serdahana
3. Kadang-kadang, saya ber kir bahawa sistem teknologi tidak direka untuk kegunaan ahli Bioinformatik.	2.615	Serdahana
4. Tiada panduan yang ditulis dalam bahasa yang mudah difahami untuk produk atau perkhidmatan yang berteknologi tinggi bagi Bioinformatik.	2.923	Serdahana
5. Ia adalah memalukan apabila saya mempunyai masalah dengan alat yang berteknologi tinggi apabila seseorang sedang menonton.	3.462	Serdahana
6. Jika anda memberikan maklumat kepada sistem berasaskan teknologi, anda tidak dapat memastikan keputusan yang diperolehi menepati kehendak kajian.	3.385	Serdahana
7. Nampaknya kawan-kawan saya belajar lebih lanjut mengenai teknologi terbaru daripada saya.	3.385	Serdahana
8. Perlu berhati-hati untuk memilih bahasa pengaturcaraan yang sesuai bagi bidang Bioinformatik.	4.154	Tinggi
9. Teknologi sentiasa seolah-olah gagal pada masa-masa tertentu.	3.077	Serdahana
10. Dalam kalangan kawan-kawan saya, mereka yang memiliki alat terkini akan lebih dikagumi.	3.385	Serdahana
SKOR KESELURUHAN	3.239	Serdahana

#### 4.1.4 Dimensi 4 - *Insecurity* (Kebimbangan)

Jadual 5 menunjukkan skor min bagi setiap item soalan. Jadual juga menunjukkan skor min keseluruhan dimensi ini adalah 3.872. Berdasarkan Interpretasi Tahap Kecenderungan membuktikan bahawa nilai skor ini adalah tinggi. Perkara ini menunjukkan tahap kebimbangan pelajar Bioinformatik terhadap penggunaan Python dalam pembelajaran mereka adalah tinggi terhadap perkara baharu.

Jadual 5. Skor Min bagi Dimensi 4 - *Insecurity* (Kebimbangan)

Soalan	Skor min	
1. Orang terlalu bergantung kepada teknologi untuk melakukan sesuatu untuk mereka.	4.000	Tinggi
2. Terlalu banyak teknologi akan mengalih perhatian orang ke arah yang berbahaya.	3.846	Tinggi
3. Saya tidak berasa yakin untuk membina satu program pengaturcaraan yang lengkap.	4.000	Tinggi
4. Saya bimbang bahawa maklumat yang saya sediakan melalui Internet boleh disalahgunakan oleh orang lain.	3.615	Serdahana
5. Setiap kali sesuatu yang bekerja secara automatik, anda tidak dapat menyemak sama ada perisian tersebut menepati kehendak objektif kajian anda.	3.846	Tinggi

6. Mana-mana transaksi yang dilakukan secara elektronik perlu disahkan kemudian dengan komunikasi yang berasingan.	3.923	Tinggi
SKOR KESELURUHAN	3.872	Tinggi

## 5.0 PERBINCANGAN

Berdasarkan data yang diperolehi, nilai skor min bagi dimensi keyakinan pelajar adalah tinggi iaitu 4.131. Hal ini menunjukkan bahawa hipotesis pertama adalah diterima. Pelajar mempunyai pandangan yang positif terhadap Python untuk digunakan dalam pembelajaran Bioinformatik. Hal ini kerana Python merupakan bahasa pengaturcaraan yang fleksibel dan berkuasa untuk digunakan dalam data raya (*big data*), pencarian laman sesawang dan turut digunakan sebagai *host* dan merekabentuk laman sesawang (Ingrassellino, 2016). Dengan itu, pelajar berasakan mempelajari Python meningkatkan tahap keyakinan pelajar dalam Bioinformatik.

Bagi dimensi inovatif pula mempunyai nilai skor min 3.094 iaitu pada tahap serdahana. Akibatnya, hipotesis yang kedua adalah ditolak. Sungguhpun adanya keperluan ahli Bioinformatik mempunyai kemahiran dalam membangunkan perisian komputer. Dalam proses penghasilan perisian dalam Bioinformatik, pelajar masih belum dapat untuk menghubungkan permasalahan matematik, statistik dan biologi (Ayer et al., 2014; Welch et al., 2017) bagi menghasilkan satu perisian Bioinformatik yang berguna. Ini menjelaskan pelajar berada pada tahap serdahana bagi dimensi ini.

Kolaborasi aktiviti adalah antara punca berlakunya ketidakselesaian pelajar untuk menggunakan Python. Ditunjukkan daripada nilai skor min iaitu 3.239, berada pada tahap serdahana. Membawa kepada penolakan hipotesis yang ketiga. Pelajar masih tidak arif dalam bidang Bioinformatik yang memerlukan kemahiran menggabungkan bidang matematik, sains komputer dan biologi (Antao, 2015). Perkara ini dapat dikenalpasti daripada hasil kajian yang berada pada tahap serdahana bagi dimensi ketidakselesaian.

Oleh kerana Bioinformatik masih baru diperkenalkan kepada pelajar, ianya mengakibatkan pelajar berasa bimbang untuk menggunakan Python dalam Bioinformatik. Kajian menunjukkan tahap kebimbangan pelajar adalah tinggi iaitu 3.872. Membawa kepada penolakan hipotesis keempat. Ini boleh dikaitkan dengan kurangnya kemahiran (Dudley & Butte, 2009) dan pemahaman pelajar akan konsep Bioinformatik. Selain itu, pelajar juga berasa kurang keyakinan dalam menyelesaikan permasalahan Bioinformatik dan kurang kawalan terhadap pengurusan projek.

## 6.0 KESIMPULAN KAJIAN DAN CADANGAN

Pelajar Bioinformatik cenderung untuk menerima dan menggunakan Python dalam pembelajaran mereka. Mereka perlu menggunakan peluang dan masa di IPT untuk menuntut sebanyak mungkin ilmu yang boleh digunakan untuk masa hadapan. Kajian ini diharap dapat memberikan kesedaran kepada pensyarah untuk melakukan penambahbaikan kepada silibus pembelajaran Bioinformatik dengan menggunakan Python di IPT. Perkara ini terbukti bahawa penyampaian dan modul pembelajaran perlu ditambahbaik (Brazas & Ouellette, 2016) bagi mendapatkan keputusan yang lebih memberangsangkan.

Oleh kerana ini adalah satu kajian rintis, berikut merupakan cadangan bagi kajian akan datang:

- i. Pada masa akan datang boleh dijalankan satu kajian kesediaan penggunaan Python dalam pembelajaran Bioinformatik yang melibatkan lebih banyak institusi yang mempunyai kursus Bioinformatik.
- ii. Selain itu, merujuk kepada kerangka konseptual kajian menunjukkan bahawa faktor penyumbang adalah tinggi manakala faktor penghalang adalah rendah. Walau bagaimanapun, kajian ini mendapati bahawa tahap kesediaan pelajar bagi faktor penyumbang dan penghalang adalah seimbang. Oleh yang demikian, satu kajian lanjutan boleh dijalankan untuk mengkaji mengapa keputusan berikut diperolehi.

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## Kesediaan Pelajar Kolej Komuniti Dalam Penggunaan Teknologi Mudah Alih

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### ABSTRAK

*Kajian ini dilaksanakan bertujuan untuk mengkaji kesediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih. Tahap kesediaan pelajar diukur berpandukan empat dimensi Technology Readiness Index (TRI) iaitu optimism (keyakinan), innovativeness (inovatif), discomfort (ketidakelesaian) dan insecurity (kebimbangan). Reka bentuk kajian yang digunakan adalah kajian tinjauan yang berbentuk kuantitatif dengan menggunakan instrumen soal selidik. Seramai 142 orang responden telah dipilih secara rawak yang terdiri daripada pelajar beberapa buah Kolej Komuniti di Malaysia iaitu Kolej Komuniti Mas Gading di Sarawak, Kolej Komuniti Pasir Salak di Perak, Kolej Komuniti Hulu Langat di Selangor, Kolej Komuniti Bentong dan Kolej Komuniti Paya Besar di Pahang. Borang soal selidik diedarkan dan data yang diperoleh dianalisis menggunakan statistik deskriptif. Dapatan kajian menunjukkan tahap yang tinggi dalam dimensi optimism (keyakinan) dengan skor min purata 4.24 manakala tiga dimensi yang lain iaitu innovativeness (inovatif), discomfort (ketidakelesaian) dan insecurity (kebimbangan) menunjukkan tahap yang sederhana dengan purata skor min masing-masing 3.61, 2.98 dan 3.52. Secara ringkasnya, kajian menunjukkan pelajar boleh dikatakan bersedia dan bermotivasi untuk menerima dan menggunakan teknologi mudah alih yang diklasifikasikan sebagai teknologi baharu dalam proses pengajaran dan pembelajaran di kolej komuniti. Berdasarkan persepsi positif yang diperolehi daripada kajian ini, teknologi mudah alih berpotensi dilaksanakan dan berkembang dalam pendidikan di Malaysia khususnya kolej komuniti seiring dengan kepesatan teknologi seterusnya memenuhi tuntutan pembelajaran abad ke21 dan Revolusi Industri 4.0. Kajian ini diharap dapat memberi motivasi untuk kesediaan paradigma pembelajaran yang baharu, iaitu m-pembelajaran di kolej komuniti.*

**KATA KUNCI:** *Mobile Learning*, Kesediaan Teknologi, Teknologi Mudah Alih, Kolej Komuniti

## 1.0 PENGENALAN

Pendidikan di Malaysia sedang mengalami perubahan pembelajaran tradisional berasaskan bilik darjah kepada pembelajaran jarak jauh. Pembelajaran jarak jauh melibatkan penggunaan teknologi yang sememangnya sangat dituntut dalam pendidikan abad ke 21 ini. Penggunaan teknologi mudah alih dalam pendidikan juga semakin meluas di seluruh dunia dan telah terbukti keberkesanannya dimana ia dapat memudahkan, meningkatkan dan mengembangkan pembelajaran (Abildinova et al., 2016). Dengan teknologi mudah alih ini pelajar dapat mengakses bahan-bahan pendidikan, ceramah dan seminar pada bila-bila masa, di mana sahaja, di luar bilik darjah (Al Hosni, 2016; Hashim, 2016; Mohd Ishak Bin Ismail, 2016).

Terdapat banyak kajian yang melaporkan tentang kejayaan dan impak positif pelaksanaan pembelajaran mudah alih atau *mobile learning* samada di sekolah, kolej mahupun universiti, tetapi kurang di kolej komuniti. Walaupun kolej komuniti merupakan salah satu institusi pengajian tinggi di Malaysia, namun ianya masih mempunyai jurang yang ketara dalam penggunaan teknologi dalam pendidikan. Seharusnya kolej komuniti membuat anjakan paradigma dan bergerak seiring dengan kepesatan teknologi dengan melaksanakan pembelajaran berasaskan teknologi mudah alih ini.

## 1.1 Penyataan Masalah

Dalam mengimplementasikan pembelajaran mudah alih di kolej komuniti, pelbagai perkara perlu diambil kira antaranya ialah sejauh mana kesediaan pelajar dalam menerima kaedah ini (Ardi et al. 2008). Oleh itu, satu kajian perlu dijalankan bagi mengenalpasti tahap kesediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih agar segala inisiatif yang melibatkan teknologi baru seperti pelaksanaan m-pembelajaran di kolej komuniti dapat dijayakan dengan berkesan dan optimum. Namun, persoalannya di sini ialah adakah pelajar kolej komuniti sudah bersedia atau tidak untuk mengimplementasi teknologi baharu ini dalam pengajaran dan pembelajaran mereka.

## 1.2 Tujuan, Objektif & Persoalan Kajian

Tujuan kajian ini dijalankan adalah untuk mengenalpasti tahap kesediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih berpandukan empat dimensi *Technology Readiness Index* (TRI) iaitu *optimism* (keyakinan), *innovativeness* (inovatif), *discomfort* (ketidakselesaan) dan *insecurity* (kebimbangan).

Objektif kajian ini adalah untuk:

- i) Menenalpasti tahap keyakinan pelajar kolej komuniti dalam penggunaan teknologi mudah alih.
- ii) Menenalpasti tahap inovasi pelajar kolej komuniti dalam penggunaan teknologi mudah alih.
- iii) Menenalpasti tahap ketidakselesaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih.
- iv) Menenalpasti tahap kebimbangan pelajar kolej komuniti dalam penggunaan teknologi mudah alih.

Persoalan yang ingin dikaji bagi memenuhi objektif kajian ini adalah untuk mengetahui:

- i) Apakah tahap keyakinan pelajar kolej komuniti dalam penggunaan teknologi mudah alih?
- ii) Apakah tahap inovasi pelajar kolej komuniti dalam penggunaan teknologi mudah alih?
- iii) Apakah tahap ketidakselesaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih?
- iv) Apakah tahap kebimbangan pelajar kolej komuniti dalam penggunaan teknologi mudah alih?

## 1.3 Batasan kajian

Kajian ini hanya melibatkan beberapa buah kolej komuniti sahaja di Malaysia iaitu Kolej Komuniti Mas Gading di Sarawak, Kolej Komuniti Pasir Salak di Perak, Kolej Komuniti Hulu Langat di Selangor, Kolej Komuniti Bentong dan Kolej Komuniti Paya Besar di Pahang. Tambahan pula, kajian ini hanya melibatkan pelajar bagi program Sijil Teknologi Maklumat dan Sijil dan Sijil Teknologi Pembinaan sesi November 2017 iaitu terdiri daripada 142 responden yang telah menjawab borang soal selidik.

## 1.4 Kepentingan kajian

Kajian yang dijalankan ini akan memberi manfaat kepada pengurusan kolej komuniti amnya dan kepada pensyarah kolej komuniti khususnya bagi mengetahui tahap kesediaan pelajar dalam penggunaan teknologi mudah alih sebagai alat bantu dalam pembelajaran. Kajian ini juga boleh dijadikan sebagai sumber rujukan pada masa akan datang seterusnya memberi motivasi untuk kesediaan paradigma pembelajaran yang baharu, iaitu m-pembelajaran di kolej komuniti seiring dengan kepesatan teknologi seterusnya memenuhi tuntutan pembelajaran abad ke-21 dan Revolusi Industri 4.0.

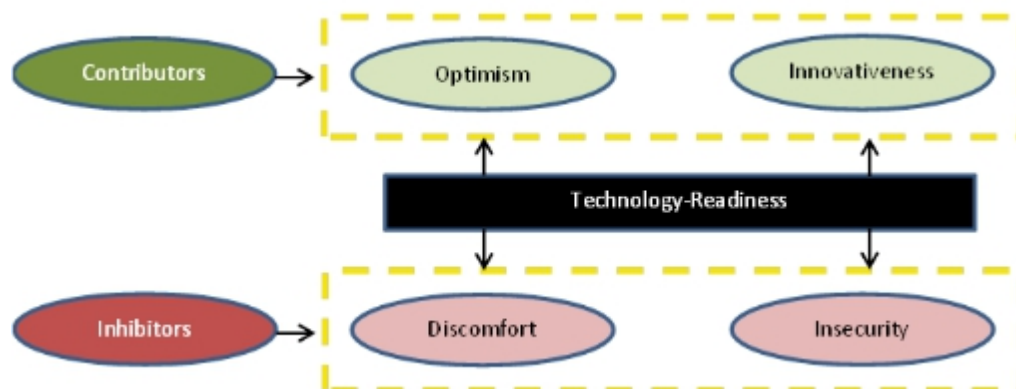
## 2.0 KAJIAN LITERATUR

Pembelajaran dengan teknologi mudah alih ini telah terbukti keberkesanannya di negara luar dan kini telah mula berkembang pesat di Malaysia dengan inisiatif beberapa institusi pengajian tinggi yang telah mengintegrasikan teknologi ini dalam kurikulum pengajaran mereka (Ardi, Syed, Kamal, Madya, & Tasir, 2008). Sememangnya penggunaan teknologi dapat membantu para pelajar dalam menguasai pembelajaran dengan lebih mudah dan berkesan, disamping menarik minat pelajar dengan teknik pembelajaran yang interaktif samada pada waktu kuliah atau diluar waktu kuliah, seterusnya menjadikan sesi pengajaran dan pembelajaran lebih mantap dan berkesan (Rohani M. M Yusoff, Ahmad Shaharil Bin Jamaludin, & Abda Hamida D. Abdul Hameed, 2015).

Pembelajaran menggunakan teknologi mudah alih sesuai dilaksanakan di kolej komuniti memandangkan kepada senario perkembangan minat dan potensi pelajar kepada teknologi itu sendiri (Daud, Jalil, Noor, & Gunawan, 2015; Hamidon et al., 2013). Dalam kajian Daud et al (2015) menyatakan bahawa pelajar kolej komuniti menunjukkan minat yang tinggi dalam pembelajaran digital. Manakala kajian Hamidon et al (2013) menunjukkan potensi aplikasi mudah alih untuk diterapkan dalam pengajaran dan pembelajaran di kolej komuniti.

Kajian ini memfokuskan kepada kesediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih. Menurut Parasuraman & Colby (2015), kesediaan terhadap teknologi dapat diukur dengan menggunakan Indeks Kesediaan Teknologi (*Technology Readiness Index*) yang menentukan kecenderungan seseorang untuk menggunakan teknologi baru dengan empat dimensi yang diukur iaitu keyakinan (*optimism*), inovatif (*innovativeness*), ketidakselesaan (*discomfort*) dan kebimbangan (*insecurity*). Menurut Parasuraman & Colby (2015) kesediaan teknologi ditakrifkan sebagai kecenderungan individu untuk menerima dan menggunakan teknologi baru untuk mencapai matlamat dalam kehidupan di rumah dan di tempat kerja. Dalam konteks kajian ini, kesediaan teknologi merujuk kepada kecenderungan pelajar untuk menerima dan menggunakan teknologi mudah alih yang diklasifikasikan sebagai teknologi baharu dalam proses pengajaran dan pembelajaran. Konstruk kesediaan teknologi adalah pelbagai rupa (*multifaceted*), yang terdiri daripada empat dimensi berikut:

- i. **Keyakinan (*optimism*)** - pandangan yang positif terhadap teknologi dan kepercayaan bahawa ia meningkatkan kawalan, fleksibiliti, dan kecekapan dalam kehidupan.
- ii. **Inovasi (*innovativeness*)** - kecenderungan untuk menjadi perintis teknologi dan pemikiran pemimpin.
- iii. **Ketidakselesaan (*discomfort*)** - persepsi kurang kawalan ke atas teknologi dan perasaan yang ditenggelam olehnya.
- iv. **Kebimbangan (*insecurity*)** - rasa tidak percaya kepada teknologi, berpunca daripada keraguan tentang keupayaannya untuk berfungsi dengan betul dan kebimbangan tentang potensi akibat yang berbahaya.



Rajah 1 : Technology Readiness Index (Parasuraman & Colby, 2015)

### 3.0 METODOLOGI KAJIAN

Rekabentuk kajian ini ialah kajian tinjauan yang menggunakan pendekatan kuantitatif dengan menggunakan soal selidik sebagai instrumen kajian. Sampel kajian adalah terdiri daripada pelajar beberapa buah Kolej Komuniti di Malaysia iaitu Kolej Komuniti Mas Gading di Sarawak, Kolej Komuniti Pasir Salak di Perak, Kolej Komuniti Hulu Langat di Selangor, Kolej Komuniti Bentong dan Kolej Komuniti Paya Besar di Pahang. Seramai 142 orang responden telah menjawab borang soal selidik tersebut yang membabitkan pelajar Kursus Sijil Teknologi Maklumat dan Kursus Sijil Teknologi Pembuatan. Prosedur persampelan kebarangkalian dilaksanakan dengan memilih subjek sampel secara rawak, di mana subjek dalam sampel tersebut mempunyai semua ciri-ciri yang terdapat dalam populasi kajian (Chua, 2006). Instrumen yang digunakan dalam kajian ini adalah soal selidik yang diadaptasi daripada *Technology Readiness Index (TRI)* oleh Parasuraman & Colby (2015) dan disuaikan dengan konteks pelajar kolej komuniti. TRI telah menunjukkan kebolehpercayaan dalaman yang tinggi dengan skor pekali alpha kira-kira .74 - .81 (Parasuraman, 2000) pada keempat-empat dimensi TRI. Soal selidik kajian ini terdiri daripada dua bahagian, iaitu Bahagian A dan Bahagian B. Bahagian A mengandungi soalan-soalan demografi seperti umur, jantina, kolej komuniti dan juga bidang pengkhususan. Bahagian B pula mengandungi 20 item soalan yang menjurus kepada kesediaan pelajar dalam penggunaan teknologi mudah alih berpandukan kepada 4 dimensi TRI iaitu keyakinan, inovatif, ketidakselesaan dan kebimbangan. Penilaian soalan di Bahagian B menggunakan pemeringkatan Skala Likert Lima Mata. Setiap item soalan mengandungi lima pilihan jawapan dari "sangat tidak setuju" (1) hingga "sangat setuju" (5). Jadual 1 dibawah menunjukkan skala pengukuran bagi item-item dalam soal selidik.

Jadual 1  
*Skala Likert Lima Mata*

Sangat Tidak Setuju (STS)	Tidak Setuju (TS)	Agak Setuju (KS)	Setuju (S)	Sangat Setuju (SS)
1	2	3	4	5
TIDAK SETUJU		SETUJU		

Data yang diperoleh dianalisis menggunakan statistik deskriptif. Kekerapan, peratus, min dan sisihan piawai dikenalpasti bagi tujuan analisis data. Bagi mengukur tahap kesediaan pensyarah dalam penggunaan teknologi mudah alih di kolej komuniti, interpretasi min yang digunakan seperti dalam Jadual 2 berikut :

Jadual 2  
*Interpretasi Min (Lewis & Robin, 2000)*

SELANG SKALA MIN	TAHAP MIN
1.00 – 2.33	Rendah/Tidak Setuju
2.34 – 3.67	Sederhana/Setuju
3.68 – 5.00	Tinggi/Sangat Setuju

### 4.0 DAPATAN KAJIAN

Seramai 142 orang pelajar telah dipilih sebagai responden dalam kajian ini. Data yang dikumpul telah dianalisis menggunakan statistik deskriptif dan dibahagikan kepada 2 bahagian iaitu demografi dan kesediaan pelajar dalam penggunaan teknologi.

## 4.1 Demografi

Analisis bahagian demografi melibatkan data jantina, umur, institusi dan bidang pengajian responden. Taburan responden yang terlibat dalam kajian ini boleh dilihat melalui Jadual 3 yang ditunjukkan di bawah.

Jadual 3  
*Taburan responden*

Kolej Komuniti	Umur	Jantina		Jumlah
		Lelaki	Perempuan	
KK Bentong	17-20 tahun	16	3	19
	17-20 tahun	31	14	45
KK Hulu Langat	21-25 tahun	0	1	1
	Lebih 30 tahun	0	1	1
KK Mas Gading	17-20 tahun	14	24	38
	26-30 tahun	1	0	1
KK Paya Besar	17-20 tahun	3	9	12
KK Pasir Salak	17-20 tahun	10	14	24
	21-25 tahun	0	1	1
<b>Jumlah Keseluruhan</b>		<b>75</b> <b>(52.8%)</b>	<b>67</b> <b>(47.2%)</b>	<b>142</b> <b>(100%)</b>

## 4.2 Kesiediaan Pelajar Kolej Komuniti Dalam Penggunaan Teknologi Mudah Alih

Berikut merupakan dapatan yang diperolehi daripada item soalan berkaitan kesiediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih berpandukan kepada 4 dimensi TRI. Dapatan ini menjawab kepada persoalan kajian yang dikaji.

### 4.2.1 Tahap Keyakinan Pelajar

Soalan 1 hingga 5 mewakili dimensi 1 iaitu *optimism* yang akan menjawab persoalan kajian yang pertama berkaitan tahap keyakinan pelajar kolej komuniti dalam penggunaan teknologi mudah alih. Hasil dapatan kajian ditunjukkan dalam jadual berikut:

Jadual 4  
*Dapatan Dimensi 1 – Optimism*

Bil	Item	Pecahan Responden					Min	Tahap
		Sangat Tidak Setuju (%)	Tidak Setuju (%)	Kurang Setuju (%)	Setuju (%)	Sangat Setuju (%)		
<b>Dimensi 1 : Optimism</b>								
1.	Saya percaya bahawa teknologi baru akan menyumbang kepada kualiti hidup yang lebih baik.	0.7	2.1	13.3	46.2	37.8	4.190	Tinggi



2.	Saya suka teknologi yang membolehkan saya melakukan perkara untuk memenuhi keperluan saya sendiri.	2.1	0.7	13.3	41.3	41.7	4.225	Tinggi
3.	Teknologi membuatkan saya lebih cekap sebagai seorang pelajar.	0.7	-	13.3	39.9	46.2	4.310	Tinggi
4.	Saya suka idea pengajaran melalui aplikasi mudah alih (mobile apps) kerana saya boleh belajar pada bila-bila masa dan dimana sahaja.	1.4	2.1	16.1	34.3	46.2	4.218	Tinggi
5.	Aplikasi mudah alih yang menggunakan teknologi terkini adalah mudah untuk digunakan.	0.7	1.4	9.1	49.0	39.9	4.261	Tinggi
<b>SKOR KESELURUHAN</b>							<b>4.240</b>	<b>Tinggi</b>

#### 4.2.2 Tahap Inovasi Pelajar

Soalan 6 hingga 10 mewakili dimensi 2 iaitu *innovativeness* yang akan menjawab persoalan kajian yang kedua berkaitan tahap inovasi pelajar kolej komuniti dalam penggunaan teknologi mudah alih. Hasil dapatan ditunjukkan dalam Jadual 5 di sebelah.

Jadual 5

*Dapatan Dimensi 2 – Innovativeness*

Bil	Item	Pecahan Responden					Min	Tahap
		Sangat Tidak Setuju (%)	Tidak Setuju (%)	Kurang Setuju (%)	Setuju (%)	Sangat Setuju (%)		
<b>Dimensi 2 : <i>Innovativeness</i></b>								
6.	Secara umumnya, saya adalah di antara orang yang pertama dikalangan rakan-rakan yang akan mendapatkan teknologi baru apabila ia diperkenalkan.	3.5	14.0	35.7	33.6	13.3	3.394	Sederhana
7.	Kebiasaannya, saya akan mengetahui tentang produk dan perkhidmatan baru yang berteknologi tinggi tanpa bantuan daripada orang lain	4.2	16.8	39.2	27.3	12.6	3.282	Sederhana
8.	Saya sukakan cabaran untuk mengenalpasti peralatan yang berteknologi tinggi.	0.7	2.8	34.3	37.5	23.8	3.824	Tinggi
9.	Saya hanya mempunyai sedikit masalah bagi memastikan teknologi boleh berguna untuk saya berbanding dengan orang lain	3.5	9.1	37.8	39.2	10.5	3.437	Sederhana
10.	Saya lebih suka menggunakan teknologi yang paling maju.	0.7	3.5	17.5	34.3	44.1	4.176	Tinggi
<b>SKOR KESELURUHAN</b>							<b>3.613</b>	<b>Sederhana</b>

### 4.2.3 Tahap Ketidakelesaian Pelajar

Soalan 11 hingga 15 mewakili dimensi 3 iaitu *discomfort* yang akan menjawab persoalan kajian yang ketiga berkaitan tahap ketidakelesaian pelajar kolej komuniti dalam penggunaan teknologi mudah alih. Hasil dapatan ditunjukkan dalam Jadual 6 dibawah.

Jadual 6

*Dapatan Dimensi 3 – Discomfort*

Bil	Item	Pecahan Responden					Min	Tahap
		Sangat Tidak Setuju (%)	Tidak Setuju (%)	Kurang Setuju (%)	Setuju (%)	Sangat Setuju (%)		
<b>Dimensi 3 : Discomfort</b>								
11.	Saya berfikir bahawa sistem teknologi tidak direka untuk kegunaan semua orang.	14.7	27.3	30.8	18.2	9.1	2.803	Sederhana
12.	Saya kurang memahami panduan yang ditulis untuk produk atau perkhidmatan yang berteknologi tinggi.	6.3	17.5	49.0	21.7	5.6	3.028	Sederhana
13.	Itu adalah memalukan apabila saya mempunyai masalah dengan alat yang berteknologi tinggi apabila ada rakan yang memerhati.	7.7	23.1	39.9	20.3	9.1	3.000	Sederhana
14.	Saya menganggap ia tidak selamat untuk menjalankan pentaksiran kursus dalam talian	11.2	18.9	42.0	17.5	10.5	2.972	Sederhana
15.	Teknologi sentiasa gagal berfungsi pada masa-masa tertentu	5.6	19.6	42.0	23.8	9.1	3.120	Sederhana
<b>SKOR KESELURUHAN</b>							<b>2.984</b>	<b>Sederhana</b>

### 4.2.4 Tahap Kebimbangan Pelajar

Soalan 16 hingga 20 mewakili dimensi 4 iaitu *insecurity* yang akan menjawab persoalan kajian yang keempat berkaitan tahap kebimbangan pelajar kolej komuniti dalam penggunaan teknologi mudah alih. Hasil dapatan ditunjukkan dalam Jadual 7 dibawah.

Jadual 7

*Dapatan Dimensi 4 – Insecurity*

Bil	Item	Pecahan Responden					Min	Tahap
		Sangat Tidak Setuju (%)	Tidak Setuju (%)	Kurang Setuju (%)	Setuju (%)	Sangat Setuju (%)		
<b>Dimensi 4 : Insecurity</b>								
16.	Terlalu banyak teknologi akan mengalih perhatian orang ke arah yang berbahaya	2.8	11.9	31.5	36.4	17.5	3.542	Sederhana
17.	Teknologi tidak bagus kerana merendahkan kualiti hubungan dengan mengurangkan interaksi personal	3.5	14.0	40.6	30.1	11.9	3.324	Sederhana

18.	Saya tidak berasa yakin jika belajar secara dalam talian (online)	17.5	16.1	40.6	20.3	5.6	2.810	Sederhana
19.	Saya bimbang bahawa maklumat yang saya berikan melalui Internet boleh disalahgunakan oleh orang lain	2.1	9.1	31.5	33.6	23.8	3.683	Tinggi
20.	Komunikasi secara bersemuka adalah sangat penting dalam proses pengajaran dan pembelajaran	1.4	0.7	20.3	30.8	46.9	4.218	Tinggi
<b>SKOR KESELURUHAN</b>							<b>3.515</b>	<b>Sederhana</b>

## 5.0 PERBINCANGAN DAN PENUTUP

Hasil kajian yang dijalankan menunjukkan tahap yang tinggi dalam dimensi *optimism* (keyakinan) dan tahap yang sederhana bagi tiga dimensi yang lain iaitu *innovativeness* (inovatif), *discomfort* (ketidakelesaian) dan *insecurity* (kebimbangan).

Jadual 8

*Rumusan analisis data*

Tahap Kesediaan mengikut Dimensi TRI		Skor Min Purata	Interpretasi	
Penyumbang	<i>Optimism</i> (keyakinan)	4.24	3.93	Tinggi
	<i>Innovativeness</i> (inovatif)	3.61		Sederhana
Penghalang	<i>Discomfort</i> (ketidakelesaian)	2.98	3.25	Sederhana
	<i>Insecurity</i> (kebimbangan)	3.52		Sederhana

Dapatan kajian menunjukkan tahap keyakinan pelajar kolej komuniti dalam penggunaan teknologi mudah alih adalah tinggi. Menurut Parasuraman (2000), ini jelas menunjukkan pelajar mempunyai pandangan yang positif terhadap teknologi dan percaya bahawa ia boleh meningkatkan kawalan, fleksibiliti, dan kecekapan dalam kehidupan (Parasuraman, 2000). Manakala tahap inovasi pelajar kolej komuniti dalam penggunaan teknologi mudah alih adalah sederhana menjelaskan kecenderungan pelajar untuk menjadi perintis teknologi dan pemikiran pemimpin masih lagi pada tahap yang sederhana. Berdasarkan dua faktor penyumbang ini, dapat disimpulkan bahawa kesediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih adalah tinggi.

Bagi faktor penghalang pula, tahap ketidakelesaian dan juga tahap kebimbangan pelajar kolej komuniti dalam penggunaan teknologi mudah alih adalah sederhana. Ini menunjukkan pelajar memberi persepsi kurang kawalan ke atas teknologi serta rasa tidak percaya yang tinggi terhadap teknologi, berpunca daripada keraguan tentang keupayaannya untuk berfungsi dengan betul dan kebimbangan tentang potensi akibat yang berbahaya. Oleh itu, kesediaan pelajar kolej komuniti dalam penggunaan teknologi mudah alih dikatakan sederhana berdasarkan dua faktor penghalang ini.

## 6.0 KESIMPULAN

Secara umumnya, pelajar adalah cenderung untuk menerima dan menggunakan teknologi mudah alih yang diklasifikasikan sebagai teknologi baru dalam proses pengajaran dan pembelajaran di kolej komuniti. Teknologi mudah alih berpotensi dilaksanakan dan berkembang dalam pendidikan di Malaysia khususnya kolej komuniti. Hasil kajian ini diharap dapat dijadikan sumber rujukan oleh pihak Jabatan Pengajian Kolej Komuniti agar penemuan kajian ini dianalisa dengan lebih lanjut bagi melihat gambaran tahap kecenderungan, penerimaan dan impak pelajar terhadap perlaksanaan penggunaan teknologi mudah alih dalam proses pengajaran dan pembelajaran. Kajian berterusan dari masa ke

semasa amat diperlukan bagi mewujudkan persekitaran pembelajaran yang menggunakan teknologi mudah alih dalam konteks PdP sebagai aplikasi pembelajaran interaktif pada masa kini seiring dengan kepesatan teknologi seterusnya memenuhi tuntutan pembelajaran abad ke-21 dan Revolusi Industri 4.0.

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## **Pengetahuan, Pemahaman dan Pengamalan Etika Kaunseling Kerahsiaan Dalam Kalangan Pelajar Pascasiswazah Bimbingan dan Kaunseling Yang Sedang Menjalani Internship**

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### **ABSTRAK**

*Kerahsiaan merupakan elemen utama dalam proses kaunseling bagi mewujudkan kepercayaan dan hubungan terapeutik antara kaunselor dan klien. Bagi menzahirkan kepercayaan dalam diri klien, kaunselor perlu meningkatkan kompetensi dalam konteks kerahsiaan dengan mengetahui, memahami dan mengamalkan etika kaunseling kerahsiaan supaya parameter kesejahteraan klien tercapai. Kajian ini memfokuskan kepada pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan pelajar pascasiswazah bimbingan dan kaunseling yang sedang menjalani internship. Kajian ini menggunakan pendekatan kualitatif yang melibatkan pengumpulan data kajian daripada pelajar pascasiswazah bimbingan dan kaunseling yang sedang mengikuti internship.*

**KATA KUNCI:** Etika kerahsiaan, Pascasiswazah, Bimbingan dan Kaunseling, Kajian Kualitatif

### **1.0 PENGENALAN**

Kaunseling merupakan satu perkhidmatan membantu yang dilaksanakan oleh kaunselor terlatih secara berterusan dengan berlandaskan prinsip psikologi bagi mewujudkan perubahan, penambahbaikan serta keserasian peribadi klien secara menyeluruh berpandukan kepada etika kaunseling (Akta Kaunselor 580, 1998). Perkhidmatan ini terus komited dilaksanakan oleh kaunselor di pelbagai organisasi dan agensi untuk membantu individu yang memerlukan sokongan. Bagi menghasilkan perubahan, pertumbuhan, dan penyesuaian diri klien, sesi kaunseling perlu dijalankan secara sistematik oleh kaunselor berdasarkan prinsip psikologi berlandaskan kepada Kod Etika Kaunselor (Lembaga Kaunselor, 2011). Lembaga Kaunselor (Malaysia) telah dipertanggungjawabkan untuk menggubal suatu kod etika dan prinsip-prinsip asas kaunseling sebagai asas utama dalam proses kaunseling yang diberikan serta menitik beratkan amalan profesionalisme kaunselor serta kebajikan klien.

Rohani (2017) menegaskan kewujudan Lembaga Kaunselor adalah disebabkan kemunculan kesedaran tentang kepentingan akan satu badan dan akta yang boleh melindungi serta mengawal selia pengamal kaunseling di Malaysia. Selari dengan itu, Kod Etika Kaunselor telah ditubuhkan bagi memastikan profesion kaunseling terus terpelihara. Malahan bukan sahaja klien memperoleh perlindungan, pengamal kaunselor turut mendapat perlindungan serta mendapat garis panduan berlandaskan undang-undang yang telah diperuntukkan dan situasi ini berlaku terutama ketika berhadapan dengan dilema etika. Kod etika ini telah digubal dan diubahsuai berasaskan Kod Etika Persatuan Kaunseling Amerika (Persatuan Kaunseling Malaysia, 2008).

Di Malaysia, Kod Etika Kaunselor telah digubal, dibentuk dan diubahsuai oleh Lembaga Kaunselor (Malaysia) dengan tujuan untuk memastikan perkhidmatan yang diberikan lebih konsisten, jujur serta keselamatan dan kerahsiaan klien lebih terjamin. Maka, penekanan yang diberikan terhadap etika dapat meningkatkan keberkesanan perkhidmatan kaunseling yang dijalankan (Mohamad Bokhari, Syed Najmuddin Syed Hassan dan Rosli Saadan, 2012). Disebabkan itu, Kod Etika Kaunselor perlu dijadikan panduan utama kepada pengamal kaunseling supaya dapat memberi perlindungan kepada kaunselor dan klien sekiranya berhadapan dengan dilema terutama isu kerahsiaan. Keterbatasan isu

kerahsiaan ketika mengendalikan kaunseling boleh dijadikan rujukan utama oleh kaunselor supaya dapat melindungi dan memberi kesejahteraan secara holistik kepada klien serta dapat bertindak berdasarkan etika yang telah termaktub dalam Akta Kaunselor 1998.

Etika berperanan penting terutama dalam menjalankan tugas, mencapai matlamat utama dan membimbing kaunselor profesional ke suatu tahap profesionalisme yang lebih baik. Welfel (2010) dan Patterson (1971) menegaskan keberkesanan kaunselor ketika mengendalikan sesi kaunseling dapat diukur berdasarkan pengetahuan dan amalan kaunselor terhadap etika. Situasi ini jelas menunjukkan pengetahuan etika merupakan elemen penting dalam mencapai kesejahteraan klien. Francis (2009) menyatakan bahawa etika berperanan penting terutama dalam menjalankan tugas, mencapai matlamat utama dan membimbing kaunselor profesional ke suatu tahap profesionalisme yang lebih baik. Berdasarkan Kod Etika Kaunselor terdapat lapan bahagian yang termaktub iaitu: (a) perhubungan menolong; (b) kerahsiaan, komunikasi privilej dan privasi; (c) tanggungjawab profesional; (d) hubungan dan profesional lain; (e) penilaian, penaksiran dan pentafsiran; (f) penyeliaan, latihan dan pengajaran; (g) penyelidikan; dan (h) penyelesaian isu-isu etika. Daripada lapan bahagian Kod Etika Kaunselor yang termaktub, etika kerahsiaan menjadi fokus utama dalam kajian ini. Menurut Biggs & Blocher (1987) kaunselor perlu lebih mempunyai kefahaman berkenaan etika kerahsiaan kerana ketika proses kaunseling dijalankan, klien merupakan individu yang mudah untuk dimanipulasi.

Kerahsiaan berperanan penting dalam melindungi klien dan kaunselor ketika proses kaunseling dijalankan. Klien perlu diberi perlindungan yang maksimum oleh kaunselor supaya wujud perasaan yang selesa dan yakin dalam perkongsian mereka. Namun begitu, isu kerahsiaan mempunyai impak kepada perundangan dan etika (Bokhari, Najmuddin & Rosli, 2012). Hal ini demikian kerana, segala maklumat yang diperoleh daripada klien adalah sulit dan sekiranya didedahkan kepada individu yang lain, kaunselor boleh dikenakan tindakan perundangan (Herman, Legget & Remley, 2008). Pernyataan ini jelas menunjukkan kepentingan etika kerahsiaan dalam etika dan perundangan dalam kaunseling yang boleh memberi impak kepada pengguna.

Namun begitu, terdapat lima keadaan yang membolehkan kaunselor bertolak ansur dalam situasi ini. Antaranya: (1) keperluan menyediakan rekod, (2) keperluan penyeliaan kaunselor, (3) keperluan membela diri orang lain, (4) bekerja dengan profesional yang lain, dan (5) kekecualian (bahaya dan keperluan undang-undang, penyakit berjangkit dan mengancam nyawa).

## **1.1 Latar Belakang Kajian**

Di Malaysia, dapatan kajian Mohd Noh Murli (2001) menjelaskan keadaan yang selamat dan jauh daripada gangguan persekitaran dapat memberikan keselesaan kepada klien dan sekaligus dapat mewujudkan kepercayaan diantara kaunselor dan klien. Pernyataan ini jelas menunjukkan elemen kerahsiaan menjadi tunjang utama kepada klien ketika proses kaunseling dijalankan (Mohamad Bokhari, Syed Najmuddin Syed Hassan & Rosli Saadan, 2012). Bagi mendapatkan kepercayaan ketika dalam proses kaunseling, kaunselor perlu berusaha untuk membina hubungan yang baik berdasarkan kepada prinsip kerahsiaan. Bagi memastikan kecekapan pelajar pascasiswazah yang menjalani intermship dalam pengamalan etika kaunseling kerahsiaan ini, kefahaman yang mendalam perlu diberi perhatian terutama dalam konteks etika kerahsiaan

Tanpa pemeliharaan dan pematuhan etika kerahsiaan oleh kaunselor, klien sukar dalam membuat perkongsian maklumat dalam sesuatu sesi kaunseling (Mohamad Bokhari, Syed Najmuddin Syed Hassan & Rosli Saadan, 2012). Usaha ini adalah untuk melahirkan klien yang mampu mendapat celik akal, mencapai kesejahteraan mental serta mampu melakukan perubahan holistik dalam menjalani kehidupan.

Pelajar pascasiswazah yang sedang menjalani internship tidak ketinggalan perlu terikat kepada etika kaunseling selagi mana mereka berkecimpung dalam bidang kaunseling. Wagner (1981) menegaskan masalah etika yang muncul ketika dalam latihan boleh mempengaruhi amalan etika kaunselor pada masa akan datang. Pengetahuan yang mendalam tentang etika kaunseling perlu diberi perhatian oleh kaunselor pelatih supaya tidak terlibat dengan permasalahan yang bertentangan dengan etika pada masa akan datang.

## 1.2 Pernyataan Masalah

Pelaksanaan perkhidmatan kaunseling tanpa berpandukan kepada garis panduan iaitu Kod Etika Kaunselor diibaratkan seperti memimpin suatu sesi kaunseling tanpa mempunyai matlamat yang jelas, melanggar batasan yang telah ditetapkan dan tidak mencapai spesifikasi yang ditetapkan oleh Akta Kaunselor (Akta 580). Tanpa pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan yang mantap oleh pelajar internship ketika mengendalikan sesi kaunseling boleh memudaratkan klien.

Kajian yang dijalankan oleh Mohamad Bokhari, Syed Najmuddin Syed Hassan dan Rosli Saadan (2012) berkenaan kefahaman, kesedaran dan amalan etika kerahsiaan dalam kalangan kaunselor Malaysia mencatatkan keputusan diperingkat yang lemah iaitu 8.0%. Keputusan ini menunjukkan kaunselor di Malaysia mempunyai tahap kefahaman, kesedaran dan amalan etika kerahsiaan ketika mengendalikan sesi kaunseling, namun tahap tersebut hanya sekadar di peringkat permukaan (*surface*) sahaja.

Sementara Hayman dan Covert (1986) menegaskan bahawa dilema kerahsiaan merupakan dilema yang paling sukar untuk diselesaikan ketika proses kaunseling dijalankan. Pernyataan ini disokong oleh Farber (1983) dan Deutsch (1984) yang menjelaskan bahawa kaunselor akan mengalami tekanan jiwa pada tahap yang paling tinggi ketika mengendalikan dilema ini disebabkan kesukaran untuk menyelesaikannya. Situasi ini memberi gambaran jelas bahawa isu kerahsiaan yang dihadapi oleh pengamal kaunseling memberi impak yang besar sekiranya isu tersebut tidak berpandukan kepada garis panduan yang ditetapkan oleh Akta Kaunselor 1998.

Fokus kajian yang dijalankan oleh Herlihy dan Corey (2006) dalam Gladding (2013) terdapat 11 tingkah laku tidak beretika yang telah dikenal pasti yang dilakukan oleh kaunselor iaitu: (1) pencabulan kerahsiaan, (2) melebihi tahap kecekapan profesional, (3) kecuaiian dalam amalan, (4) kaunselor tidak mempunyai kepakaran, (5) memberikan nilai kepada klien, (6) mencipta kebergantungan terhadap klien, (7) aktiviti seksual dengan klien, (8) perhubungan dual dengan klien, (9) perjanjian kewangan dengan klien, (10) melakukan iklan tidak sesuai, dan (11) plagiarism. Situasi ini jelas membuktikan ketirisan dalam konteks kerahsiaan kerana pencabulan kerahsiaan berada pada tempat pertama.

Sepanjang sesi kaunseling dijalankan, pengamal kaunseling tidak boleh membuat pengakuan bahawa setiap maklumat yang dikongsikan oleh klien akan dirahsiakan secara mutlak kerana kerahsiaan mempunyai limitasinya. Situasi ini merujuk kepada perkongsian klien yang boleh memudaratkan diri sendiri atau individu lain. Namun begitu, setiap tindakan yang diambil oleh kaunselor perlu mendapat persetujuan termaklum (*informed consent*) daripada klien. Justeru itu, kaunselor pelatih perlu mengekalkan momentum untuk menjaga kerahsiaan sebagai teras utama kepada pembinaan hubungan kepercayaan antara kaunselor dengan klien supaya proses kaunseling dapat mencapai matlamat yang ditetapkan. Sehubungan itu, kajian lanjutan akan dilakukan oleh pengkaji untuk melihat sejauh manakah pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan kaunselor pelatih pascasiswazah yang sedang menjalani internship di Universiti Putra Malaysia ketika mengendalikan sesi kaunseling.

## 1.3 Objektif Kajian

Terdapat tiga objektif bagi kajian ini:

1. Mengetahui lebih mendalam pengetahuan kaunselor pelatih terhadap etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling;
2. Mengetahui lebih mendalam pemahaman kaunselor pelatih terhadap etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling; dan
3. Mengetahui lebih mendalam pengamalan kaunselor pelatih terhadap etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling.

#### 1.4 Persoalan Kajian

Selaras dengan objektif kajian, pengkaji akan cuba menjawab persoalan sejauh manakah pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling?

#### 1.5 Kepentingan Kajian

Dapatan kajian ini dijangkakan dapat membantu kaunselor pelatih dalam meningkatkan pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dengan lebih baik semasa mengendalikan sesi kaunseling. Seterusnya dapat memberi nilai tambah kepada pensyarah yang mengajar subjek etika supaya lebih menerapkan kepentingan etika kerahsiaan dalam rangka pengajaran subjek etika. Malahan kepentingan kepada Lembaga Kaunselor (Malaysia) pula dapat memartabatkan profesion kaunseling dengan melahirkan kaunselor yang mampu menjalankan sesi kaunseling dengan berpegang teguh kepada etika kerahsiaan.

### 2.0 KAJIAN LITERATUR

Mohamad Bokhari, Syed Najmuddin Syed Hassan dan Rosli Saadan (2012) mendapati tahap kefahaman perundingan dan etika kerahsiaan dalam kalangan kaunselor berdaftar menunjukkan pencapaian pada tahap rendah. Hal ini jelas menunjukkan kaunselor berdaftar mempunyai kesedaran tentang etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling, namun tidak memiliki kefahaman yang mendalam tentang peruntukkan etika ini. Menurut kajian ini, kaunselor hanya mempunyai kefahaman dan kesedaran tentang peruntukan etika hanya secara permukaan (*surface*). Pernyataan ini jelas menunjukkan kajian yang dilakukan terhadap kaunselor berdaftar menunjukkan tahap kefahaman yang rendah terhadap etika kaunseling kerahsiaan di dalam seting yang sebenar.

Nurul Hasyimah Mat Rani dan Wan Marzuki Wan Jaafar (2013) pula telah menjalankan kajian tentang amalan etika, isu dan aduan etika dan tatalaku kaunselor dalam perkhidmatan kaunseling di Malaysia. Melalui kajian ini, peruntukan etika menurut Akta Kaunselor 1998 yang telah menjadi garis panduan utama kepada kaunselor di Malaysia dalam memastikan perjalanan sesi kaunseling dapat dilakukan secara profesional. Penekanan juga diberikan terhadap keutamaan klien dalam perkhidmatan kaunseling yang menunjukkan kaunselor pelatih perlu membuat pertimbangan yang tepat dalam setiap tindakan berkaitan dengan amalan etika terutama dalam keadaan yang melibatkan klien kerana bimbang boleh membawa kepada kemudaratan. Justeru itu, pengamalan etika kaunseling yang tepat oleh kaunselor pelatih mampu memberikan kesejahteraan holistik kepada klien.

Umi Shamsiah Abu Bakar (2007) pula menyatakan faktor demografi yang meliputi kaunselor pelatih yang berbangsa Melayu kurang memberi penekanan kepada kerahsiaan ketika mengendalikan sesi kaunseling berbanding kaum Cina dan India. Oleh itu, dalam kajian ini penyelidikan kualitatif digunakan untuk mengetahui dengan lebih mendalam tentang pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan pelajar pascasiswazah yang sedang menjalani internship.

### 3.0 METODOLOGI KAJIAN

Untuk memahami fenomena yang dikaji, pengkaji akan melihat konteks dan pelbagai sumber data termasuk nota yang dicatat semasa pemerhatian di lapangan, dokumentasi peserta kajian terpilih, dan hasil temu bual dengan peserta kajian.



### 3.1 Reka Bentuk Kajian

Kajian ini menggunakan pendekatan kajian kualitatif. Kajian ini menekankan pendekatan secara semula jadi yang mana lebih memberi perhatian terhadap sesuatu objek dengan memberi kefahaman secara mendalam (Creswell, 2002). Disamping itu, kajian ini digunakan untuk mendapatkan maklumat yang lebih tepat dan menyeluruh kerana di dalam alam dunia sebenar, banyak perkara tidak dapat diperjelaskan hanya dengan merujuk kepada data numerika dalam pengkajian kuantitatif sahaja (Zakaria, 2013). Kajian ini menggunakan reka bentuk kajian kes yang melibatkan pengumpulan data secara berterusan yang memfokuskan kepada tingkah laku seseorang individu, persekitaran sosial, atau peristiwa khusus dengan tujuan mengetahui perubahan dan tingkah laku secara menyeluruh yang melibatkan persekitaran (Chua, 2011). Justeru itu, kajian ini digunakan untuk meneroka, memahami dan mentafsirkan tentang kefahaman penggunaan etika kaunseling kerahsiaan dalam kalangan pelajar pascasiswazah bimbingan dan kaunseling semasa internship.

### 3.2 Sampel Kajian

Dalam kajian ini, seramai lima orang peserta kajian yang telah dipilih secara pensampelan bertujuan (*purposive sampling*). Pemilihan peserta kajian ini dilakukan berdasarkan persoalan dan objektif kajian yang telah ditetapkan. Peserta kajian ini terdiri daripada pelajar pascasiswazah program bimbingan dan kaunseling yang sedang menjalani internship. Dengan itu, kesemua peserta kajian dipilih secara sukarela iaitu yang dapat melakukan refleksi dan memberi maklumat dengan jelas terhadap temu bual dan analisis dokumen yang dilaksanakan.

### 3.3 Instrumen Kajian

**(1) Borang Maklumat Demografi:** Peserta kajian akan diminta untuk menyatakan maklumat demografi berkaitan umur, jantina dan kaum.

**(2) Pengkaji:** Pengkaji akan menjadi instrumen utama untuk pengumpulan dan analisis data. Berdasarkan Merriam (2009), pengkaji merupakan alat utama sesebuah penyelidikan yang berbentuk kualitatif kerana pengkaji berperanan dalam meneroka pengalaman peserta kajian berdasarkan kaedah temu bual, pemerhatian dan analisis dokumen. Penegasan kepada enam elemen turut diberi perhatian sebagai instrumen yang berkesan iaitu: (1) komunikasi yang baik dan berkesan, (2) pemerhati yang teliti, (3) pentafsir yang cekap, (4) mempunyai perasaan dan mampu membentuk perasaan empati, (5) tidak bias, dan (6) beretika.

### 3.4 Kesahan dan Kebolehpercayaan

Terdapat lima kaedah yang boleh diaplikasikan untuk memperoleh kesahan dan kepercayaan iaitu triangulasi, *peer review*, pemfokusan secara progresif dan peningkatan pemahaman (*progressive focusing*), dan jejak audit (*audit trail*) (Noraini Idris, 2012). Namun, dalam kajian ini pengkaji memfokuskan kepada triangulasi dan jejak audit (*audit trail*) dalam melihat pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan kaunselor pelatih pascasiswazah yang sedang menjalani internship.

Berdasarkan Weirisma (1991) triangulasi adalah satu teknik kesahan silang yang diaplikasikan untuk menilai atau mentafsir dapatan sama ada mencukupi melalui pemusatan maklumat untuk mencapai persetujuan bersama. Sementara jejak audit (*audit trail*) digunakan dalam pendekatan ini untuk memantapkan kredibiliti dapatan penyelidikan. Cutcliffe dan McKenna (2004) menjelaskan, jejak audit (*audit trail*) boleh merangkumi aspek teori atau metodologi yang digunakan oleh pengkaji. Pengumpulan semua aktiviti inkuiri yang melibatkan (i) penulisan jurnal, (ii) penyimpanan semua log penyelidikan yang telah dijalankan, (iii) pembentukan kronologi pengumpulan data, dan (iv) perekodan prosedur analisis dengan jelas dan terperinci mampu menubuhkan jejak audit ini (Zulkifli Osman, 2012). Dalam kajian ini, pemeriksaan laporan dan semua dokumen yang terlibat akan di selidik oleh seorang pembaca untuk mendapatkan pengesahan berkaitan aktiviti pengumpulan data yang telah

dilaksanakan oleh pengkaji. Fokus laporan pengkaji dalam jejak audit ini merangkumi beberapa perkara seperti i) ketepatan kandungan, ii) persamaan makna dan maksud, iii) kesesuaian dan keselarasan antara tema, kategori dan teks (Ghazali Darusalam dan Sufean Hashim, 2016).

### 3.5 Analisis data

Dalam penyelidikan ini pengkaji menganalisis data dan membuat interpretasi dengan memfokuskan kepada tiga proses analisis data iaitu pengkodan, pengkategorikan dan pembinaan tema. Glaser (1978) memfokuskan kepada pembinaan kaedah *constant comparative* yang merangkumi pengumpulan data, persampelan, pengkategorikan dan pengkodan kepada keseluruhan kajian. Proses penganalisan data bermula dengan menjadikan kaedah *constant comparative* yang disarankan oleh Merriam (1998) dan Glasser (1978) sebagai panduan utama dalam kajian ini. Proses pertama yang perlu dilaksanakan ialah dengan membuat analisis awal terhadap data yang diperoleh dengan membina kategori serta tema, daripada temu bual yang dijalankan. Tema, isu dan corak dapat dikenal pasti ketika proses ini kerana pengumpulan data yang diperoleh mampu memberikan tema yang konkrit. Namun begitu, ketika proses penganalisan dijalankan, perubahan dari segi tema dan kategori akan berlaku kerana data sentiasa berubah-ubah.

Data daripada kajian ini akan dianalisis dengan menggunakan perisian NVivo10 untuk mengimport dan menganalisis data media sosial, fail audio, gambar digital, dokumen, data bibliografi, dan dokumen teks biasa. Perisian ini dibina bagi memudahkan kajian berbentuk kualitatif untuk: (a) menguruskan maklumat yang tidak berstruktur; (b) mengkodkan teks bagi memanipulasi, mencari, dan melaporkan tentang teks yang berkod; menjalankan analisis sebenar data dengan menyediakan peralatan untuk membantu penyelidik memeriksa hubungan dalam data; dan membangunkan teori dan menguji hipotesis. Proses menganalisis segala material yang diperoleh adalah dimulakan dengan melihat, menyusun, menyaring, memilih, mengklas dan mengekod tema-tema untuk memilih kategori dan seterusnya mendapatkan kandungan yang mendalam berdasarkan kepada fokus dan persoalan kajian (Ghazali Darusalam dan Sufean Hussin, 2016).

## 4.0 KESIMPULAN

Kerahsiaan berperanan penting dalam melindungi klien dan kaunselor ketika proses kaunseling dijalankan bagi memberi perlindungan serta mewujudkan perasaan selesa dalam diri klien dalam melakukan perkongsian isu. Keberhasilan proses kaunseling diukur berdasarkan pegangan utama kaunselor pelatih terhadap etika kerahsiaan kerana mampu memberi kesejahteraan secara holistik kepada klien. Justeru pengaplikasian etika kerahsiaan dalam kalangan kaunselor pelatih perlu dititikberatkan supaya proses kaunseling mampu mencapai spesifikasi kaunseling berdasarkan Akta Kaunselor (Akta 580). Adalah menjadi keutamaan kepada kaunselor pelatih untuk mengetahui, memahami dan mengamalkan etika kaunseling kerahsiaan dengan tepat. Diharap hasil dapatan kajian ini mampu memberi info dalam usaha melahirkan kaunselor yang profesional dan mampu menjadi nilai tambah kepada perkhidmatan kaunseling di Malaysia.

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## Kepuasan Pelajar dan Cabaran Dalam Pelaksanaan MS ISO 9001:2015 Universiti Awam di Malaysia

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### ABSTRAK

*Artikel ini bertujuan untuk mengenal pasti tahap kepuasan pelajar terhadap kualiti perkhidmatan dan cabaran yang dihadapi sepanjang tempoh pelaksanaan ISO 9001:2015 Universiti Awam di Malaysia. Kajian terhadap kepuasan pelajar perlu dijalankan memandangkan pelajar adalah produk yang bakal dihasilkan oleh semua universiti. Hal ini memerlukan kepada suatu sistem pengurusan kualiti yang mapan bagi membolehkan kebajikan para pelajar dapat dibela. Justeru pada tahun 2015, satu penambahbaikan kepada pelaksanaan sistem pengurusan kualiti ISO telah diperkenalkan iaitu pelaksanaan SPK MS ISO 9001:2015 yang bertujuan untuk membantu Universiti Awam menguruskan institusi dengan lebih baik bagi memenuhi keperluan pelanggan, menghasilkan perkhidmatan yang lebih berkualiti dan menggalakkan penambahbaikan (Fonseca, 2015). Bagi menjayakan pelaksanaan SPK ISO, penglibatan semua pihak adalah sangat diperlukan. Pelaksanaan sistem pengurusan kualiti MS ISO 9001:2015 telah memperlihatkan pelbagai cabaran yang perlu dihadapi sepanjang pelaksanaannya. Oleh itu, kajian ini dijalankan bagi mengenal pasti tahap kepuasan pelajar dan cabaran yang dihadapi sepanjang pelaksanaan MS ISO 9001:2015 Universiti Awam di Malaysia.*

**KATA KUNCI:** Kepuasan Pelajar, Kualiti Perkhidmatan, Cabaran, MS ISO 9001:2015

### 1.0 PENGENALAN

Kualiti perkhidmatan merupakan aspek penting yang perlu diberi perhatian oleh semua pentadbir di Universiti Awam. Hal ini kerana, kejayaan atau kegagalan sesebuah Universiti Awam adalah bergantung kepada tahap kualiti perkhidmatan yang disediakan. Sebagai universiti yang berfokus kepada perkhidmatan, Universiti Awam bertanggungjawab sepenuhnya untuk menyediakan prasarana terbaik kepada para pelajar. Isu ini berfokus kepada aspek kualiti perkhidmatan yang menjadi kayu pengukur kepada tahap kepuasan pelajar. Pelajar yang berpuas hati terhadap kualiti perkhidmatan akan cenderung untuk mewartakan kepada orang lain dan akan setia terhadap universiti (Wee Ming, 2013; Faizan, Zhou, Hussain & Kumar, 2016). Selain itu, keadaan ini telah mendorong pihak universiti untuk berusaha meningkatkan kualiti perkhidmatan dari segenap aspek. Justeru itu, satu set piawai antarabangsa iaitu *International Organization for Standardization* (ISO) telah digunakan bagi membantu Universiti Awam untuk meningkatkan kualiti perkhidmatan seterusnya memenuhi kepuasan pelajar.

### 2.0 PERNYATAAN MASALAH

Penambahbaikan sistem pengurusan kualiti daripada MS ISO 9001:2008 kepada MS ISO 9001:2015 memperlihatkan pelbagai perubahan dalam sistem pengurusan yang bertujuan meningkatkan kualiti perkhidmatan di Universiti Awam, Malaysia. Sistem Pengurusan Kualiti (SPK) MS ISO 9001:2015 lebih menekankan kepada aspek pengurusan risiko dan pelaksanaan proses berbanding dengan MS ISO 9001:2008. Keadaan ini telah mengakibatkan pihak pengurusan di Universiti Awam berhadapan dengan tanggungjawab yang semakin kompleks terutamanya dalam memberi kefahaman kepada staf akademik dan staf bukan akademik terhadap pelaksanaan SPK MS

ISO 9001:2015. Kajian oleh Hasan Al-Banna dan Siti Arni (2014) mendapati antara cabaran yang wujud di dalam pelaksanaan ISO adalah kegagalan pihak universiti dalam memberi kefahaman kepada staf terhadap pelaksanaan piawaian ISO. Perkara ini membawa kepada kelemahan dalam sistem pengurusan kualiti. Wilson & Campbell (2016) mendapati bahawa pengetahuan dalam pengurusan kualiti MS ISO 9001:2015 merupakan aspek penting yang perlu diberi penekanan. Dalam pada itu, kajian oleh Njie (2014) turut membuktikan bahawa, kegagalan dalam memahami pelaksanaan jaminan kualiti di Universiti Awam akan melahirkan perbezaan kefahaman dalam kalangan staf akademik dengan staf bukan akademik. Staf akademik akan menilai sistem jaminan kualiti di universiti sebagai tanggungjawab yang perlu dipenuhi, manakala pentadbir dan pengurus pula menilai sistem jaminan kualiti sebagai satu alat untuk memperbaiki sistem kualiti yang wujud di Universiti Awam. Perbezaan kefahaman tersebut secara tidak langsung telah menyukarkan pihak universiti untuk membudayakan kualiti bagi meningkatkan kualiti perkhidmatan yang menjadi hasrat Kementerian Pendidikan Tinggi (KPT).

Aspek sistem pengurusan kualiti merupakan penanda aras kepada kejayaan sesuatu sistem yang diperkenal. Pencapaian ini dapat diukur berdasarkan tahap kepuasan pelanggan atau pengguna terhadap perkhidmatan yang disediakan. Dalam konteks kajian ini, pelajar merupakan pelanggan kepada perkhidmatan yang disediakan oleh pihak universiti. Justeru, tahap kepuasan pelajar adalah peramal kepada kejayaan pelaksanaan sistem pengurusan kualiti di Universiti Awam. Kajian oleh Adikaram, Yajid dan Khatibi (2015) menunjukkan bahawa terdapat perkaitan di antara kualiti perkhidmatan dan kepuasan pelajar. Menerusi dapatan beliau, kepuasan pelajar akan meningkat apabila perkhidmatan yang disediakan semakin berkualiti. Namun, bagi menghasilkan perkhidmatan yang berkualiti, sistem pengurusan kualiti yang baik di universiti perlu diberi penekanan bagi memastikan kualiti perkhidmatan dapat ditingkatkan. Kenyataan ini juga selaras dengan hasrat Kementerian Pendidikan Tinggi (KPT) 2015, menerusi lonjakan ke-10 dalam Pelan Pembangunan Pendidikan Malaysia, 2015-2025 (Pendidikan Tinggi) yang telah menekankan aspek transformasi penyampaian dalam perkhidmatan di Institusi Pendidikan Tinggi. Penekanan tersebut memperlihatkan harapan pihak KPT agar Universiti Awam dapat meningkatkan tahap penyampaian dalam kualiti perkhidmatan. Berdasarkan statistik KPT pada tahun 2015, terdapat peningkatan bilangan pelajar di Institusi Pendidikan Tinggi (IPT) sejak 10 tahun lalu yang melebihi angka 1.2 juta pada tahun 2013 menunjukkan wujudnya cabaran besar dalam penyampaian kualiti perkhidmatan.

### **3.0 OBJEKTIF KAJIAN**

Kajian ini bertujuan untuk mengenal pasti tahap kepuasan pelajar terhadap kualiti perkhidmatan serta cabaran yang dihadapi dalam pelaksanaan MS ISO 9001:2015 di Universiti Awam Malaysia.

### **4.0 KEPUASAN PELAJAR TERHADAP KUALITI PERKHIDMATAN BERDASARKAN SISTEM PENGURUSAN KUALITI (SPK) MS ISO 9001:2015**

Kecemerlangan di sesebuah Institusi Pendidikan Tinggi (IPT) dapat digambarkan melalui keberkesanan kualiti perkhidmatan yang disediakan. Kualiti perkhidmatan dalam kajian ini merujuk kepada keupayaan Universiti Awam dalam memenuhi keperluan pelajar sepanjang tempoh pengajian. Kajian oleh Annamdevula, Shekhar dan Bellamkonda (2016) membuktikan bahawa perkhidmatan yang berkualiti dapat meningkatkan kepuasan, kesetiaan dan motivasi pelajar. Dalam konteks kajian ini, kepuasan pelajar merujuk kepada tahap penerimaan kualiti sama ada mencapai kepuasan sebagaimana diharapkan atau sebaliknya. Bagi memastikan kualiti perkhidmatan adalah seiring dengan kepuasan pelajar, maka pelaksanaan sistem pengurusan kualiti yang berkesan harus dilaksanakan oleh Universiti Awam. Kajian telah membuktikan bahawa, pelaksanaan sistem pengurusan kualiti seperti TQM, ISO, Balanced Scorecard, Six Sigma, KPI, Amalan 5S dan seumpamanya terbukti mampu melonjakkan produk atau perkhidmatan sesebuah organisasi kepada tahap yang lebih cemerlang (Becket & Brookes, 2008; Murad & Rajesh, 2010).

Di Malaysia, pelaksanaan sistem pengurusan kualiti ISO telah bermula pada tahun 1990an apabila kerajaan Malaysia telah menyeru organisasi awam khususnya Universiti Awam agar

memperoleh pensijilan ISO bagi mempertingkatkan kualiti perkhidmatan. *International Organization for Standardization* (ISO) 9000/9001 adalah satu set piawai antarabangsa yang digunakan bagi mewujudkan sistem pengurusan kualiti dalam sesebuah organisasi. Di antara peranan ISO 9000/9001 adalah untuk membantu menguruskan institusi dengan lebih baik bagi memenuhi keperluan pelanggan, menghasilkan produk dan perkhidmatan yang lebih berkualiti, menggalakkan penambahbaikan berterusan serta meningkatkan moral dan juga komitmen daripada kakitangan. Bagi memastikan pelaksanaan SPK ISO dipatuhi, penglibatan dari semua pihak khususnya pihak atasan dan staf bawahan adalah diperlukan. Kajian oleh Shahin dan Dabestani (2011) mendapati bahawa, faktor-faktor dalaman seperti komitmen pemimpin, penanda aras, hubungan yang baik dengan pelanggan dan proses penambahbaikan mampu mempengaruhi kejayaan pelaksanaan pengurusan kualiti menyeluruh di sesebuah universiti.

Kefahaman staf terhadap pelaksanaan SPK MS ISO dikenal pasti sebagai mempengaruhi kejayaan pelaksanaan pengurusan kualiti perkhidmatan di sesebuah universiti. Kenyataan ini disokong oleh Che Azlan (2014) yang menyatakan bahawa kegagalan untuk memahami pelaksanaan jaminan kualiti khususnya ISO boleh melemahkan penyampaian dalam perkhidmatan. Menerusi kajian yang dijalankan oleh Moturi dan Mbithi (2015), pelaksanaan SPK MS ISO mampu memperbaiki dan mempertingkatkan kemudahan infrastruktur, mempertingkatkan kecekapan dan memperbaiki moral staf. Keadaan ini memberi isyarat kepada Universiti Awam untuk mematuhi SPK ISO 9001:2015 bagi membolehkan kualiti perkhidmatan yang disediakan seiring dengan universiti di negara-negara maju di dunia.

Aspek kepuasan pelajar merupakan faktor penting yang perlu di nilai dalam memperbaiki kualiti perkhidmatan di Universiti Awam. Hal ini kerana pelajar merupakan pelanggan yang paling banyak berurusan dengan pihak universiti. Selain itu, tanggapan pelajar terhadap kualiti perkhidmatan adalah penting kerana pelajar merupakan produk yang bakal terhasil daripada perkhidmatan yang disediakan oleh universiti. Rohaizat Baharun (2012) dalam kajiannya bertajuk “Kepuasan Pengguna Selepas Pengiktirafan ISO 9001” menyatakan kesinambungan bahawa tahap kepuasan pelajar akan semakin meningkat apabila pihak Universiti Awam menambah baik perkhidmatan yang ditawarkan selepas mendapat pengiktirafan MS ISO 9000.

Bagi memenuhi permintaan pelajar, perubahan terhadap ukuran tahap kualiti perkhidmatan menjadi aspek penting yang perlu diberi penekanan. Tahap kualiti yang dianggap memenuhi keperluan pelajar hari ni berkemungkinan besar tidak mampu lagi memenuhi keperluan pelajar di masa akan datang. Cabaran ini telah menuntut kepada penambahbaikan terhadap pelaksanaan sistem pengurusan kualiti yang sedia ada yang membawa kepada pelaksanaan SPK MS ISO 9001:2015. Berdasarkan Model MS ISO 9001:2015, terdapat 7 prinsip yang telah ditekankan iaitu:

- i) memfokuskan kepada pelanggan
- ii) kepimpinan
- iii) penglibatan semua peringkat tenaga kerja
- iv) pendekatan proses
- v) penambahbaikan terhadap produk dan proses
- vi) keputusan berdasarkan fakta
- vii) hubungan yang baik dengan pelanggan dan pihak berkepentingan

Berdasarkan prinsip yang terkandung dalam MS ISO 9001:2015, penekanan turut diberikan kepada pelajar sebagai pelanggan perkhidmatan di Universiti Awam. Justeru, isu ini memberi isyarat bahawa SPK MS 9001:2015 mempunyai perkaitan dengan tahap kepuasan pelajar terhadap kualiti perkhidmatan yang disediakan. Apabila kepuasan pelajar telah dipenuhi, maka salah satu prinsip SPK telah dapat dipenuhi seterusnya berlaku peningkatan dalam kualiti perkhidmatan.

Meskipun kajian terhadap kepuasan pelajar telah banyak dijalankan oleh penyelidik terdahulu. Namun, kajian kepuasan pelajar terhadap kualiti perkhidmatan yang melibatkan amalan SPK ISO 9001:2015 dilihat masih kurang dijalankan. Oleh yang demikian, kajian ini dijalankan bagi mengenal pasti tahap kepuasan pelajar dan cabaran yang dihadapi oleh pihak pentadbir di Universiti Awam dalam menyediakan perkhidmatan yang berkualiti sebagaimana digariskan.

## 5.0 CABARAN-CABARAN DALAM PELAKSANAAN SISTEM PENGURUSAN KUALITI MS ISO 9001:2015

Pelaksanaan sistem pengurusan kualiti memperlihatkan pelbagai cabaran yang timbul dalam konteks pendidikan tinggi. Cabaran dalam konteks kajian ini adalah merujuk kepada halangan yang wujud sepanjang pelaksanaan sistem pengurusan kualiti MS ISO 9001:2015 dilaksanakan di Universiti Awam. Menerusi kajian-kajian lepas, terdapat beberapa penyelidik yang telah mengenal pasti cabaran-cabaran yang dihadapi dalam pelaksanaan sistem pengurusan kualiti ISO. Di antara faktor yang menjadi cabaran kepada pelaksanaan Sistem Pengurusan Kualiti ISO adalah sikap individu yang enggan menerima terhadap perubahan (Bhuiyan dan Alam, 2005), ketiadaan komitmen daripada pihak atasan dalam program-program kualiti (Magd, 2008), halangan organisasi, sumber, tingkah laku dan aspek budaya (Shardy, Arman, Mohd Hanizun & Mastura, 2013), kesukaran untuk mengekal tahap kualiti selepas pengiktirafan diperoleh dan ketidakseriusan pihak pengurusan untuk memberi penekanan kepada aspek proses (Rahma dan Fridah, 2015).

Justeru, cabaran ini menimbulkan kesukaran kepada pihak universiti untuk memperbaiki kualiti perkhidmatan serta memberi kepuasan kepada pelajar. Memandangkan Sistem Pengurusan Kualiti ISO 9001:2015 baru dilaksanakan pada tahun 2015, terdapat kesukaran staf untuk memahami klausa yang terkandung dalam piawaian tersebut iaitu:

- i) Skop
- ii) Rujukan normatif
- iii) Definisi
- iv) Konteks Organisasi
- v) Kepimpinan
- vi) Perancangan
- vii) Sokongan
- viii) Operasi
- ix) Penilaian Prestasi
- x) Penambahbaikan

Berdasarkan klausa-klausa tersebut, pelaksanaan ISO 9001:2015 secara keseluruhannya terbahagi kepada empat proses iaitu merancang (Konteks Organisasi, Kepimpinan, Perancangan dan Sokongan), melaksana (Operasi), memantau (Penilaian Prestasi) dan mengambil tindakan (Penambahbaikan). Namun, kegagalan pihak pengurusan universiti untuk memahami pelaksanaan proses tersebut secara tidak langsung menyukarkan pihak universiti untuk menambah baik kualiti perkhidmatan yang disediakan.

Meskipun begitu, ISO 9001:2015 turut memberi penekanan kepada aspek pengurusan risiko dalam mengendalikan program pengurusan di peringkat universiti. Aspek pengurusan risiko adalah penting untuk diberi tumpuan bagi memastikan objektif universiti dapat dicapai. Aspek pengurusan risiko boleh dikendalikan dengan mempraktikkan kaedah SWOT yang terdiri daripada kekuatan (*strength*), kelemahan (*Weaknesses*), peluang (*Opportunities*) dan ancaman (*Treat*). Kaedah ini penting dalam mengenal pasti perkara positif dan negatif yang terdapat dalam sesebuah organisasi bagi mempertingkatkan kecemerlangan universiti. Meskipun begitu, pihak pentadbir terlebih dahulu perlu mempunyai pengetahuan yang mencukupi untuk mengendalikan aspek pengurusan risiko. Dengan itu, situasi ini secara langsung memberi impak yang besar kepada kejayaan pelaksanaan Sistem Pengurusan Kualiti ISO 9001:2015.

## 6.0 METODOLOGI

### 6.1 Reka bentuk Kajian

Kajian ini adalah berbentuk deskriptif bertujuan menerangkan ciri-ciri yang terdapat dalam populasi (Gay, Mills dan Airasian, 2009). Reka bentuk deskriptif merupakan kaedah yang berkesan dalam mengumpulkan data (Azizi, Shahrin, Jamaludin, Yusof dan Abdul Rahim, 2007). Pendekatan yang akan digunakan dalam kajian ini berbentuk kuantitatif melibatkan pengumpulan data

menggunakan set soal selidik. Borang soal selidik akan diagihkan kepada responden secara persendirian bagi memberi peluang kepada penyelidik untuk menerangkan tujuan kajian dijalankan dan seterusnya menjawab pertanyaan daripada responden.

## 6.2 Populasi dan Sampel Kajian

Populasi kajian merujuk kepada pelajar siswazah yang menggunakan perkhidmatan di Universiti Awam Malaysia. Kaedah pensampelan rawak berstrata berkadaran digunakan bagi mendapatkan sampel kajian berdasarkan kelompok kategori iaitu Universiti Penyelidikan, Universiti Komprehensif dan Universiti Berfokus. Oleh itu, bilangan sampel yang terpilih adalah mencukupi serta dapat mewakili ketiga-tiga kumpulan kategori Universiti Awam tersebut.

## 7.0 KESIMPULAN

Kepuasan pelajar terhadap kualiti perkhidmatan merupakan aspek penting yang perlu dinilai secara berterusan oleh pihak pentadbir di Universiti Awam. Penilaian tersebut adalah penting untuk menambah baik kualiti perkhidmatan supaya dapat memenuhi kepuasan pelajar. Oleh sebab itu, SPK MS ISO 9001:2015 telah dilaksanakan di kebanyakan Universiti Awam di Malaysia sebagai salah satu usaha meningkatkan kualiti perkhidmatan. Kajian turut menunjukkan bahawa, ketidakpatuhan terhadap ISO 9001 akan memberi kesukaran kepada Universiti Awam untuk bersaing (Dias & Heras, 2013) dalam sektor pendidikan. Sebaliknya, kepatuhan kepada piawaian MS ISO 9001:2015 akan membolehkan Universiti Awam mampu berdaya saing di peringkat global. Pelaksanaan MS ISO 9001:2015 merupakan harapan pihak universiti agar kualiti perkhidmatan dapat diperbaiki dan setanding dengan kemajuan pendidikan di negara-negara maju yang lain.

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## Hubungan Antara Komitmen Sukan Dan *Burnout* Atlet Universiti Putra Malaysia

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### ABSTRAK

*Kajian ini bertujuan untuk mengkaji tahap komitmen sukan dan tahap burnout serta hubungan antara keduanya dalam kalangan atlet yang mewakili Universiti Putra Malaysia (UPM). Subjek kajian terdiri daripada 150 atlet yang dipilih secara persampelan rawak mudah. Subjek diminta mengisi borang soal selidik yang mengandungi soalan tentang komitmen sukan (Scanlan et al. 1993) dan model burnout atlet (Raedeke 2001). Dapatan menunjukkan majoriti atlet (n=79, 52.7%) mempunyai komitmen sukan pada tahap tinggi. Bagi tahap burnout pula, majoriti atlet berada pada tahap sederhana (n=71, 47.3%). Analisis korelasi melaporkan hubungan signifikan yang negatif antara komitmen sukan dan burnout ( $r=-0.334$ ,  $p < 0.001$ ). Ini menunjukkan sekiranya komitmen sukan berada pada tahap tinggi maka burnout adalah rendah. Atlet yang tinggi tahap burnout akan sering mempunyai perasaan yang negatif terhadap sukannya yang akan mempengaruhi tahap burnout atlet seterusnya mereka mungkin akan meninggalkan kariernya sebagai atlet sekiranya tidak diatasi.*

**KATA KUNCI:** Komitmen Sukan, Burnout, Atlet Universiti, Motivasi Sukan

### 5.0 PENGENALAN

*Burnout* adalah satu perkataan yang menjadi pertimbangan serius dalam karier atlet dan jurulatih. Ramai atlet yang pada akhirnya putus asa dalam karier sukannya dan berhenti daripada bertanding pada usia muda. Walaupun banyak penyelidikan telah dijalankan ke atas atlet elit, namun penyelidikan psikologi sukan berpendapat bahawa *burnout* juga berlaku kepada atlet remaja yang menjalani latihan beprestasi tinggi (Gould, 1996). Selain itu, penilaian atlet secara berterusan semasa latihan dan persaingan boleh memberi tekanan kepada atlet, terutamanya apabila prestasi tidak mencapai jangkaan mereka (Scanlan, Stein & Rainza, 1991; Pensgaard & Ursin, 1998). Malah sekiranya mereka tidak memperoleh pencapaian yang baik, para atlet akan berasa kluatir tidak dipilih atau mungkin mereka bakal dikecualikan daripada pasukan untuk pertandingan utama. Perkara ini seterusnya menjadikan sukan sebagai punca tekanan dalam hidup atlet, terutamanya sekiranya mereka bergantung kepada sukan sebagai sumber pendapatan (Gustafsson, 2007; Noblet & Gifford, 2002).

Banyak kajian berkenaan *burnout* yang membincangkan dari perspektif tekanan yang menekankan tindakbalas terhadap stress yang kronik. Penyelidik juga ada mencadangkan terdapat *burnout* daripada perspektif lain yang menyatakan bahawa ia lebih daripada hanya disebabkan stress. Sebagai contoh Schmidt dan Stein (1991) membincangkan *burnout* daripada perspektif komitmen. Manakala Coakley (1992) mengkaitkan *burnout* dalam kalangan atlet remaja dengan perkembangan sosial daripada perspektif sosiologikal. Secara keseluruhan, pengkaji mencadangkan bahawa atlet akan mengalami *burnout* apabila mereka berasa terbeban dengan sukan mereka (Raedeke 1997). Ini berlaku apabila atlet tidak lagi ada keinginan untuk terus bermain sukannya namun mereka masih terpaksa mengekalkan penyertaannya disebabkan pelbagai perkara.

Memandangkan sukan kini telah menjadi satu acara yang diterima umum dan meluas di persada dunia, ia telah menarik perhatian media yang telah meletakkan sukan di barisan hadapan pada mata masyarakat lalu menyebabkan peningkatan dalam penyertaan sukan, terutama dalam kalangan remaja (Lines, 2007). Penyertaan dan penglibatan seseorang dalam sukan sering dikaitkan dengan komitmen mereka terhadap sukan yang diceburi. Scanlan, Carpenter, Schmidt, Simons, dan Keeler (1993) telah mentakrifkan komitmen sukan sebagai "keinginan dan keazaman untuk meneruskan penyertaan sukan."

Ini bermaksud, atlet yang ingin meneruskan penglibatan dalam penyertaan sukan mempunyai keazaman yang tinggi dalam komitmen sukan.

Tiga elemen utama dalam komitmen sukan adalah keseronokan, penglibatan alternatif, dan sumbangan atlet dalam sukan. Keseronokan dalam bersukan adalah peramal yang paling besar terhadap komitmen sukan atlet (Scanlan *et al.*, 1993). Kajian lepas juga telah menunjukkan bahawa kepuasan dan peluang penglibatan adalah peramal terbesar keinginan untuk komitmen pada sukan (Wilson *et al.*, 2004). Sebagai seorang atlet, pastinya komitmen yang tinggi diperlukan terhadap kerjaya sukan yang diceburi untuk mencapai prestasi yang baik. Ini termasuklah dengan mengorbankan banyak masa, tenaga dan wang ringgit untuk pencapaian yang lebih cemerlang dalam sukan. Seorang atlet bertaraf antarabangsa memerlukan sesi latihan yang lebih dan perlu mempunyai komitmen yang tinggi terhadap dunia sukannya.

Walaubagaimanapun, latihan yang berlebihan akan menyebabkan atlet mudah berasa letih dan mencapai tahap kelesuan dengan cepat. Atlet yang sering terlibat dengan latihan dan pertandingan memerlukan tenaga fizikal dan mental yang tinggi. Perkara ini kemudiannya menyumbang kepada penurunan prestasi apabila atlet tidak mampu mengekalkan kecekapan tubuh badan dalam mencapai matlamat yang ingin dicapai dalam sukan. Situasi seterusnya boleh menyumbang kepada tekanan dalam kehidupan hariannya. Beberapa kajian telah menunjukkan *burnout* boleh terjadi disebabkan wujudnya tekanan atau stres yang berlanjutan dan intensitinya bergantung kepada bebanan sama ada dari segi fizikal atau psikologikal (Moen *et al.*, 2015). Sehubungan dengan itu, latihan yang berlebihan boleh menyumbang kepada wujudnya simptom *burnout* dalam diri atlet seperti kelesuan dari segi fizikal dan mental, penurunan prestasi, dan akan memberi kesan kepada nilai dalam kesukanan. Justeru itu, kajian ini bertujuan untuk mengkaji tahap komitmen sukan dan tahap *burnout* dalam kalangan atlet yang mewakili Universiti Putra Malaysia (UPM). Kajian ini juga bertujuan untuk mengenalpasti sama ada terdapat hubungan yang signifikan antara komitmen sukan dan *burnout* atlet UPM. Kajian ini dijalankan berdasarkan objektif berikut:

1. Menenalpasti tahap *burnout* atlet terhadap sukan yang diceburi.
2. Menenalpasti tahap komitmen atlet terhadap sukan yang diceburi.
3. Menenalpasti hubungan antara komitmen sukan dan tahap *burnout* atlet.

## 6.0 METODOLOGI

Kajian ini menggunakan kaedah deskriptif yang menggunakan borang soal selidik. Sampel yang terdiri daripada 150 atlet yang pernah mewakili UPM dalam semua jenis sukan diminta untuk mengisi borang soal selidik. Subjek dipilih menggunakan persampelan rawak mudah. Borang soal selidik mempunyai tiga bahagian iaitu bahagian A (Maklumat Demografi), bahagian B (Komitmen Sukan) dan bahagian C (*Burnout*). Maklumat demografi adalah umur, jantina, bangsa, jenis sukan, pengalaman sukan, status biasiswa, status kecederaan, dan jangka masa bersukan dalam seminggu. Borang soal selidik Komitmen Sukan (Scanlan *et al.* 1993) digunakan untuk mengukur komitmen sukan. Bahagian ini terdiri daripada komitmen sukan dan mengandungi empat faktor motivasi yang mempengaruhinya iaitu Keseronokan dalam Sukan, Penglibatan Alternatif, Keperluan Peribadi, dan Peluang Penglibatan. Bahagian ketiga adalah borang soal selidik *burnout* (*Athlete Burnout Questionnaire*) oleh Raedeke (2001) Bahagian ini bertujuan untuk mengukur tahap *burnout* atlet dalam sukan. Soal selidik ini terdiri daripada 15 item yang dibahagikan kepada tiga dimensi iaitu Keletihan Fizikal dan Emosi, Pengurangan Perasaan terhadap pencapaian peribadi dan Penurunan Nilai Kesukanan.

Kedua-dua instrumen telah dialih bahasa oleh Pensyarah dari Jabatan Pendidikan Bahasa dan Kemanusiaan, Fakulti Pendidikan UPM iaitu Dr. Shamsudin bin Othman. Statistik Cronbach's Alpha, menunjukkan setiap dimensi komitmen sukan mempunyai koefisien yang tinggi iaitu komitmen sukan ( $\alpha = 0.84$ ), keseronokan sukan ( $\alpha = 0.95$ ), keperluan peribadi ( $\alpha = 0.84$ ), peluang penglibatan ( $\alpha = 0.73$ ), dan sokongan sosial ( $\alpha = 0.86$ ). Manakala bagi dimensi *burnout* keletihan fizikal dan mental ( $\alpha = 0.88$ ), penurunan rasa ingin berjaya ( $\alpha = 0.77$ ), dan penurunan nilai kesukanan ( $\alpha = 0.75$ ).

## 7.0 DAPATAN KAJIAN

Atlet yang menjadi subjek kajian berumur dalam lingkungan 19 hingga 28 tahun dan kesemuanya adalah pelajar UPM yang pernah mewakili UPM dalam semua jenis sukan. Seramai 87 subjek adalah atlet lelaki dan 63 adalah atlet perempuan. Dari segi bangsa pula majoriti adalah Melayu ( $n = 126$ ) diikuti Cina ( $n = 15$ ) dan India ( $n = 5$ ). Selebih adalah lain-lain bangsa iaitu bangsa iban ( $n = 4$ ). Berdasarkan jadual 1, atlet ragbi mencatatkan bilangan terbanyak dalam kajian ini iaitu sebanyak 29 orang atlet.

**Jadual 1: Jenis Sukan dan Kekerapan bersukan ( $n = 150$ )**

Sukan	Kekerapan	Peratus (%)
Lawan pedang	9	6.0
Olahraga	26	17.3
Memanah	8	5.3
Sepak takraw	5	3.3
Futsal	10	6.7
Silat	1	0.7
Bola sepak	13	8.7
Bola jaring	8	5.3
Hoki	13	8.7
Judo	4	2.7
Bola baling	7	4.7
Ragbi	29	19.3
Badminton	2	1.3
Karate	1	0.7
Boling Padang	1	0.7
Softball	2	1.3
Bola Tampar	11	7.3

Jadual 2 merujuk kepada tahap komitmen atlet UPM. Pengukuran 3 tahap iaitu rendah, sederhana dan tinggi digunakan bagi mengelaskan tahap komitmen atlet UPM. Berdasarkan jadual di 5, kekerapan yang paling banyak adalah pada tahap tinggi iaitu dengan 79 orang daripada 150 atlet (52.7%). Seterusnya pada tahap sederhana mencatatkan 62 orang (41.3%). Akhir sekali, kekerapan yang paling rendah adalah pada tahap komitmen yang rendah iaitu hanya seramai 9 orang daripada 150 responden (6%).

**Jadual 2 : Tahap Komitmen Atlet**

Tahap	Kekerapan	Peratus (%)
Rendah	9	6
Sederhana	62	41.3
Tinggi	79	52.7

Jadual 6 menunjukkan dapatan bagi tahap *burnout* atlet UPM. Pengukuran 3 tahap iaitu rendah, sederhana dan tinggi digunakan bagi mengelaskan tahap *burnout* atlet UPM. Berdasarkan jadual 6, kekerapan yang paling tinggi adalah pada tahap sederhana iaitu sebanyak 71 responden dengan peratusan 47.3%. Ini menunjukkan lebih ramai atlet UPM yang mempunyai tahap *burnout* yang sederhana berbanding dengan tahap komitmen yang mencatatkan peratusan responden yang lebih tinggi. Seterusnya, tahap *burnout* yang rendah dicatatkan seramai 52 orang yang bersamaan 34.7%.

Manakala tahap *burnout* tinggi mencatatkan kekerapan yang paling rendah iaitu sebanyak 27 orang (18%).

**Jadual 3: Tahap Burnout Atlet**

Tahap	Kekerapan	Peratus (%)
Rendah	52	34.7
Sederhana	71	47.3
Tinggi	27	18

Analisis korelasi telah dilakukan untuk melihat hubungan komitmen sukan dengan *burnout*. Hasil keputusan mendapati terdapat hubungan yang signifikan dan bernilai negatif antara kedua pembolehubah tersebut ( $r = -0.334, p < 0.001$ ). Berdasarkan jadual 4 terdapat hubungan signifikan yang negatif dicatatkan bagi Keletihan Fizikal dan Emosi ( $r = -0.228, p < 0.001$ ), Penurunan Rasa Berjaya ( $r = -0.477, p < 0.001$ ), dan Penurunan Nilai ( $r = -0.219, p < 0.001$ ). Dapatan kajian ini dapat dijelaskan dengan sekiranya atlet masih mempunyai komitmen yang tinggi terhadap sukannya, maka kemungkinan atlet tersebut akan meninggalkan sukannya adalah tipis.

**Jadual 4: Hubungan Burnout Atlet dengan Komitmen Sukan**

Hubungan komitmen dengan <i>burnout</i>	r	p
Keseluruhan <i>Burnout</i>	-0.334**	0.001*
-Keletihan Fizikal Dan Emosi	-0.228**	0.005*
-Penurunan Rasa Ingin Berjaya	-0.477**	0.001*
-Penurunan Nilai Kesukanan	-0.219**	0.007*

\* $p < 0.005$

Bagi merumuskan tentang objektif kajian ini, dapatan kajian bagi tahap komitmen sukan atlet adalah pada tahap tinggi. Ini bermaksud atlet-atlet di UPM sangat komited dengan sukan yang diceburi masing-masing. Manakala tahap *burnout* atlet UPM mencatatkan pada tahap sederhana. Berbanding dengan komitmen sukan, *burnout* atlet mencatatkan lebih ramai atlet yang mempunyai tahap *burnout* yang rendah. Hal ini dapat dijelaskan melalui dapatan kajian bagi hubungan antara komitmen sukan dan *burnout* atlet yang berkadar songsang iaitu terdapat hubungan signifikan yang bernilai negatif. Sebagai contoh, dapatan kajian yang menunjukkan ramalan apabila komitmen sukan atlet adalah tinggi, maka *burnout* mereka adalah pada tahap rendah. Begitu juga sebaliknya sekiranya tahap komitmen atlet adalah rendah, maka *burnout* atlet diramalkan akan meningkat. Berdasarkan kajian lepas, Raedeke (1997) menyokong Schmidt dan Stein (1991) yang meramal atlet yang rendah komitmen berkemungkinan besar akan meninggalkan sukannya (*burnout*). Hal ini dipengaruhi oleh penentu terhadap komitmen sukan dan *burnout* mereka sendiri terhadap sukan yang diceburi.

#### 4.0 PERBINCANGAN

Dapatan dalam kajian ini menunjukkan tahap komitmen sukan atlet UPM adalah pada tahap tinggi. manakala tahap *burnout* atlet adalah pada tahap yang rendah. Dalam kajian ini, komitmen sukan dan *burnout* atlet mempunyai hubungan signifikan yang negative. Ini menunjukkan apabila komitmen sukan atlet adalah tinggi, maka *burnout* mereka adalah pada tahap rendah. Begitu juga sebaliknya sekiranya tahap komitmen atlet adalah rendah, maka *burnout* atlet diramalkan akan meningkat. Seorang atlet memerlukan lebih daripada 10 tahun untuk memperoleh kepakaran atau mencapai kejayaan dalam sukan (Ericsson, 2007). Walaupun penyertaan sukan boleh menyumbang kepada keseronokan kepada atlet (Ryan, Patrick, Deci & Williams, 2008) namun dalam tempoh masa perkembangan atlet yang panjang ini, atlet perlu memenuhi keperluan terhadap latihan intensif, persekolahan dan pekerjaan (Gustafsson, Kenttä, & Hassmén, 2011). Apabila atlet gagal memenuhi tuntutan-tuntutan ini, mereka cenderung untuk mengalami pengalaman psikologi yang dikenali sebagai *burnout* (Smith, 1986).

*Burnout* atlet mempunyai tiga dimensi yang terdiri daripada keletihan emosi dan fizikal, penurunan rasa berjaya, dan penurunan nilai terhadap sukan (Raedeke & Smith, 2009). Keletihan emosi dan fizikal dicirikan sebagai perasaan keletihan emosi dan fizikal yang berpunca daripada tuntutan emosi, mental dan fizikal yang berkaitan dengan prestasi, latihan dan pertandingan. Dimensi keletihan termasuklah kedua-dua komponen emosi dan fizikal. Komponen fizikal dikaitkan dengan intensiti dan tempoh latihan dan pertandingan, manakala komponen emosi dikaitkan dengan tekanan psikososial melalui pengalaman atlet. Pada dasarnya, latihan dan pertandingan adalah bertujuan untuk mencabar keseimbangan homeostatik atlet bagi mengadaptasi badan dan perkembangan terhadap prestasi. Walau bagaimanapun, apabila tuntutan psikososial dan fizikal melebihi tahap kemampuan, atlet mungkin akan berasa tertekan dan terbeban. *Burnout* adalah suatu tindak balas kepada tekanan yang melampau, di mana tuntutan keperluan terhadap sukan yang tinggi akan menyebabkan keletihan kepada atlet (Cherniss, 1980; Cordes & Dougherty, 1993). Dimensi keletihan Emosi dan fizikal adalah dimensi yang paling banyak diterima dalam *burnout* atlet (Raedeke & Smith, 2001).

Penurunan terhadap rasa ingin berjayaan dalam sukan dicirikan sebagai perasaan seseorang atlet berkenaan kegagalan dan kecenderungan untuk menilai dirinya sendiri secara negatif dari segi prestasi dan pencapaian beliau. Dimensi ini berkaitan dengan persepsi atlet terhadap kemahiran dan kebolehan beliau dalam sukan yang diceburi. Seseorang atlet yang mengalami keadaan ini tidak dapat mencapai matlamat peribadi beliau dan hanya mampu melakukannya di bawah jangkaan mereka sendiri. Dimensi ini tertumpu kepada persepsi atlet yang bersifat subjektif berkenaan prestasi dan pencapaian dalam sukan yang diceburi. Penurunan nilai terhadap sukan ditakrifkan sebagai sesuatu yang negatif yang dicerminkan oleh kurangnya perhatian tentang sukan itu sendiri dan kualiti prestasi atlet. Ini adalah dimensi yang paling diterima dalam mengukur *burnout* selepas keletihan. Menurut Raedeke (1997) dimensi ini adalah berkenaan dengan perasaan penurunan nilai terhadap sukan yang melibatkan penurunan terhadap usaha dari diri sendiri, atau kesanggupan untuk berusaha mencapai matlamat dalam sukan.

Hasil dapatan boleh membantu jurulatih mengelakkan persaraan awal atlet dalam sukan (Cresswell & Eklund, 2003; Goodger *et al.*, 2007). Jurulatih bukan sahaja bertindak sebagai pemberi tunjuk ajar dan bimbingan kepada atlet, malah jurulatih juga mampu menjadi motivator kepada atlet mereka untuk kekal komited terhadap sukan yang diceburi. Dalam konteks *burnout* atlet, jurulatih yang baik mampu memberi kata-kata semangat dan dorongan untuk membantu mengekalkan mereka dalam penyertaan sukan. Lebih-lebih lagi bagi atlet yang sering mendedikasikan sepenuh tenaga, usaha, masa, mahu pun wang ringgit kepada sukan yang diceburi. Pasti mereka sering berhadapan dengan cabaran yang sedikit sebanyak melemahkan motivasi mereka dalam sukan. Hal ini seterusnya dapat mewujudkan gejala dan simptom *burnout*. Apabila tahap *burnout* atlet dikenalpasti, jurulatih perlu memainkan peranan mereka dalam merancang strategi untuk meningkatkan motivasi atlet mereka. Dengan memahami mekanisme *burnout*, ia boleh membantu bagi pengamal seperti jurulatih untuk mencegah gejala ini seterusnya untuk meningkatkan prestasi sukan (Hodge, Lonsdale, & Ng, 2008).

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**Keberkesanan Kaedah Pembelajaran Koperatif dalam Mata Pelajaran  
Lukisan Kejuruteraan: Kajian Kes di Sekolah Menengah Kebangsaan  
Aminuddin Baki Kuala Lumpur**

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**ABSTRAK**

*Pembelajaran koperatif merupakan satu strategi pembelajaran aktif yang boleh dikaitkan dengan peningkatan motivasi, pembentukan gaya pembelajaran dan tingkah laku terhadap pembelajaran kepada murid. Kajian ini menggunakan pendekatan koperatif dalam meningkatkan pencapaian murid untuk topik Lukisan Isometrik bagi mata pelajaran Lukisan Kejuruteraan yang dijalankan semasa Program Peningkatan Prestasi Murid selepas waktu persekolahan. Instrumen kajian yang digunakan adalah dengan menggunakan soalan Lukisan Isometrik (aras tinggi) daripada peperiksaan SPM yang lepas. Hasil kajian mendapati terdapat peningkatan bilangan murid berada di Kumpulan Genggam iaitu daripada 24% kepada 38% dan Kumpulan Gapai A daripada 41% kepada 45% selepas intervensi dijalankan. Bilangan murid yang berada di Kumpulan Gilap A dapat dikurangkan daripada 34% kepada 17%. Kesimpulannya, pengkaji mendapati pembelajaran koperatif yang dijalankan memberi impak positif kepada pencapaian murid kerana pengajaran guru akan lebih berfokus kepada kemampuan setiap individu berbanding dengan menyamaratakan kemampuan murid secara keseluruhan di dalam bilik darjah.*

**KATA KUNCI:** Pembelajaran koperatif, pembelajaran aktif, Lukisan Kejuruteraan, Program Peningkatan Prestasi Murid, peningkatan motivasi

**1.0 PENDAHULUAN**

Lukisan Kejuruteraan ialah mata pelajaran yang sering dianggap sukar dan bermasalah dalam kalangan pelajar sekolah. Di antara masalah yang sering dikaitkan dengan mata pelajaran Lukisan Kejuruteraan ialah aspek proses pengajaran dan pembelajaran. Lazimnya guru akan lebih fokus kepada murid-murid lemah berbanding dengan murid cemerlang. Boleh dikatakan 75% (iaitu secara nisbahnya 45 minit berbanding 60 minit) digunakan oleh guru untuk bersama-sama dengan kumpulan murid lemah semasa aktiviti latihan dijalankan kerana guru perlu menerangkan semula kepada kumpulan murid tersebut tentang kaedah yang betul untuk menjawab soalan latihan. Keadaan ini memberikan tekanan kepada guru kerana jika guru terlalu memfokuskan kepada murid lemah dengan menekankan aras rendah ke aras sederhana, murid dari kumpulan cemerlang akan berasa bosan dan akhirnya tiada motivasi di dalam pembelajarannya. Begitu juga sebaliknya apabila guru menjalankan pengajarannya yang berfokus kepada aras sederhana ke tinggi akan menyebabkan murid dari kumpulan lemah berasa tersisih dan akhirnya menurunkan motivasinya untuk belajar kerana tidak faham apa yang diterangkan oleh guru. Apabila guru cuba untuk mengambil jalan tengah dengan mengajar aras sederhana sahaja, kepuasan di dalam pembelajaran murid tidak akan tercapai kerana pengajaran dan pembelajaran akan dianggap mendatar sahaja.

Oleh itu, kajian ini dilakukan bagi mengenal pasti kaedah yang mantap, sesuai dan selesa bagi membantu guru menjalankan pengajaran dan pembelajaran yang berkesan untuk ketiga-tiga kumpulan murid iaitu murid berprestasi cemerlang, sederhana dan lemah. Adalah diharapkan kajian ini dapat meningkatkan prestasi murid dalam mata pelajaran Lukisan Kejuruteraan dengan menerapkan kaedah Pembelajaran Koperatif dalam proses pengajaran dan pembelajaran.



## 2.0 PENGAJARAN DAN PEMBELAJARAN KOPERATIF

### 2.1 Pengajaran Guru dan Pembelajaran Murid

Menurut Sheal (1994) pembelajaran ialah proses mental atau fizikal yang membawa kepada perubahan dalam tingkah laku. Honey dan Mumford (1992) pula menyatakan pembelajaran telah berlaku apabila manusia boleh mempamerkan sesuatu yang baru, sama ada dalam bentuk pemahaman, kesedaran, kemahiran. Dalam proses pembelajaran ini terdapat beberapa kecenderungan yang dimiliki dan diamalkan oleh individu. Kecenderungan ini termasuklah kecenderungan untuk memiliki pengalaman semasa mempelajari sesuatu, kecenderungan untuk mengimbas kembali, kecenderungan untuk membuat kesimpulan dan kecenderungan memastikan implementasi. Menurut Hargreaves (1996), pembelajaran adalah berkaitan dengan kefahaman prinsip-prinsip dan konsep-konsep asas yang boleh diaplikasikan kepada situasi dunia sebenar, Pembelajaran perlu dilihat sebagai perubahan kualitatif seseorang melihat, mengalami, memahami, dan menghayati sesuatu di dunia realiti.

Merujuk kepada definisi-definisi yang telah dinyatakan, timbulnya persoalan-persoalan berkenaan dengan situasi apabila berlakunya pembelajaran tersebut (Pittenger & Gooding, 1971). Di antara persoalan-persoalannya adalah:

- a) Bilakah pembelajaran sebenarnya berlaku?
- b) Bagaimanakah pembelajaran boleh berlaku?
- c) Kenapakah pembelajaran berlaku?
- d) Apakah yang akan dilakukan oleh murid apabila dia mempelajari sesuatu?
- e) Bagaimanakah untuk mengetahui seseorang murid telah mempelajari sesuatu?

Kesemua persoalan-persoalan ini memberikan pengkaji garis panduan dalam membuat analisis berkenaan dengan proses pembelajaran itu sendiri kerana sebagai warga pendidik dan juga murid perlu mengetahui asas di dalam proses pembelajaran tersebut. Pertamanya dari segi masa yang diperlukan oleh murid dalam proses pembelajaran. Kebiasaannya murid yang cemerlang akan mengambil masa yang singkat dalam mempelajari dan memahami sesuatu konsep atau prinsip yang diterangkan oleh gurunya. Walau bagaimanapun, bagi murid yang sederhana lemah dan ke bawah, mereka memerlukan masa yang panjang dan kaedah yang sesuai di dalam memahami sesuatu konsep atau prinsip. Keadaan ini menyebabkan guru perlu mengambil masa yang lama untuk mengajar murid yang lemah ke bawah berbanding dengan masa yang diperlukan untuk murid cemerlang ke atas.

Persoalan yang keduanya merujuk kepada keadaan yang bagaimana bersesuaian untuk murid dalam mempelajari sesuatu kerana keadaan dan kaedah pengajaran dan pembelajaran yang kondusif boleh memberikan impak yang mendalam terhadap pembelajaran murid. Adalah tidak adil jika kita mengatakan murid telah melalui proses pembelajaran setelah guru selesai mengajar kerana timbul pula isu sama ada murid itu betul-betul faham dan dapat mengaplikasikan apa yang dipelajari di dalam kelas untuk menyelesaikan soalan-soalan latihan yang diberikan. Berbalik kepada masalah yang diutarakan, tiada satu pun cara yang tepat untuk kita definisikan dalam memastikan pembelajaran telah berlaku (Pittenger & Gooding, 1971). Keadaan ini berlaku disebabkan oleh perbezaan di dalam individu itu sendiri dan pembelajarannya (Turner, 2001). Pada hakikatnya, terpulanglah kepada guru untuk menggunakan pandangannya yang sistematik dalam menganalisis kaedah pengajarannya dan menilai pemahaman muridnya kerana dengan cara itu, guru sendiri akan dapat menilai apa yang telah dia lakukan atau belum lakukan yang menyebabkan atau tidak menyebabkan pembelajaran berlaku.

Penyebab kepada berlakunya pembelajaran juga merupakan persoalan kepada proses pembelajaran. Ini lebih menjurus kepada motivasi, rasa bangga, ingin meningkatkan diri ke arah yang lebih positif dan ingin mendapatkan ganjaran. Penyebab kepada mengapa seseorang individu khususnya murid untuk belajar adalah berbeza di antara satu sama lain. Ini kemungkinannya berlaku disebabkan oleh faktor-faktor dalaman seperti sikap ingin berjaya dan memajukan diri, emosi seperti rasa bangga diri, rendah diri, rasa tersisih dan juga faktor-faktor luaran seperti pengaruh sosial, ekonomi dan tekanan dari luar contohnya ibu bapa dan rakan-rakan. Kebiasaannya apabila membincangkan tentang sebab untuk belajar, masalah timbul apabila murid dari pelbagai tahap kecemerlangan diletakkan pada satu kelompok yang sama. Reaksi yang negatif mungkin berlaku kepada kedua-dua pihak yang mana murid cemerlang merasakan dirinya sudah cukup cemerlang apabila dibandingkan dengan rakan-rakannya

yang lemah dan tiadanya persaingan di dalam kelas. Ini memberikan indikator padanya yang dia tidaklah perlu berusaha lebih lagi kerana berasa sudah hebat berbanding yang lain. Oleh itu dia akan merasakan tiada penyebab untuk dia teruskan usaha untuk lebih gigih kerana menganggap sudah mengetahui keseluruhan skop yang diajar guru. Berbeza pula dengan murid yang lemah dan ke bawah kerana mereka akan lebih cenderung berasa rendah diri, tiada semangat untuk belajar dan rasa tertekan. Keadaan ini boleh menyebabkan kurangnya motivasi mereka untuk belajar kerana beranggapan tahap pemahaman mereka tidak akan dapat menyamai rakan yang lebih cemerlang.

Akhir sekali, kita lihat dari segi hasil daripada pembelajaran murid. Menurut Mohd Sahandri, Ramli & Shafee (2008), di setiap akhir waktu pengajaran dan pembelajaran, guru perlu membuat penilaian kepada hasil pembelajaran murid untuk beberapa tujuan seperti membuat diagnosis, melihat pencapaian, membuat pemilihan, menempatkan dan memberikan bimbingan kaunseling kepada murid. Daripada hasil inilah guru perlu membuat perancangan bagi memastikan murid tidak tercicir di dalam mencapai objektif pembelajarannya semasa proses P&P dijalankan.

## **2.2 Pembelajaran Koperatif dalam Mata Pelajaran Lukisan Kejuruteraan**

Skop tindakan intervensi yang ingin diperkenalkan kepada panitia Lukisan Kejuruteraan adalah berkaitan dengan penambahbaikan kaedah pengajaran guru dan pembelajaran murid melalui kaedah Pembelajaran Koperatif. Pendekatan yang akan digunakan di dalam kaedah Pembelajaran Koperatif yang dijalankan adalah menggunakan pendekatan sosial yang mana menekankan 3 perkara penting iaitu memberikan peluang yang sama kepada semua murid untuk belajar dengan menyediakan modul yang pelbagai dan sesuai untuk setiap individu bagi mencapai objektif yang sama, merapatkan jurang norma sosial yang pelbagai di dalam satu kumpulan dan memberikan kemudahan kepada murid di dalam mengakses pendidikan yang diperlukan khususnya dalam mata pelajaran Lukisan Kejuruteraan. Pembelajaran Koperatif adalah berkonsepkan pemusatan pembelajaran di mana kaedah pengajaran dan pembelajaran mengikut kesesuaian gaya pembelajaran murid dan persekitaran yang akan memberangsangkan aktiviti pembelajaran dijalankan. Hasil pembelajaran akan dinilai dan ditaksir berdasarkan kepada penilaian yang akan dijalankan secara berterusan.

Pembelajaran aktif adalah salah satu cara yang terbaik di dalam proses pembelajaran. Pembelajaran aktif bermaksud apabila murid diberikan tanggungjawab dalam perkembangan sesuatu aktiviti (Pittenger & Gooding, 1971). Salah satu daripada elemen di dalam pembelajaran aktif adalah menggunakan model Pembelajaran Koperatif. Satu analisis telah dijalankan berkenaan keberkesanan model Pembelajaran Koperatif di kalangan murid di dalam pembelajaran yang mana telah menunjukkan hasil yang sangat ketara dalam peningkatan pencapaian dan kefahaman yang mendalam dalam sesuatu subjek berbanding dengan model persaingan dan model individual (Baldwin, Keating, & Bachman, 2006). Terdapat beberapa garis panduan yang perlu ditekankan oleh guru dan juga murid di dalam menjalankan model Pembelajaran Koperatif ini seperti desakan masa yang jelas, tanggungjawab di dalam kumpulan, kaedah perancangan yang spesifik terhadap topik pembelajaran, penggunaan sumber yang jelas, penentuan penilaian perancangan dan juga teknik berinteraksi yang efektif di antara murid-murid.

## **2.3 Organisasi Pembelajaran dalam Pembelajaran Koperatif**

Terdapat lima disiplin yang perlu diambil kira di dalam mewujudkan organisasi pembelajaran yang berjaya iaitu melalui sistem pemikiran, masteri personal, model mental, perkongsian visi dan pembelajaran berpasukan (Senge, Kleiner, Roberts, Ross, & Smith, 1994). Untuk memperkenalkan kaedah Pembelajaran Koperatif di dalam pengajaran dan pembelajaran di dalam kelas Lukisan Kejuruteraan, guru perlu mewujudkan organisasi pembelajaran di dalam melaksanakan tindakan intervensinya bagi memastikan apa yang dirancang dapat dijalankan selari dengan visi dan objektif yang ingin dicapai.

Sistem pemikiran merupakan disiplin yang paling utama di dalam mewujudkan organisasi pembelajaran dan ia merupakan jambatan di dalam menghubungkan disiplin-disiplin yang lain. Dengan menggunakan kaedah Pembelajaran Koperatif di dalam pembelajaran dan pengajaran, guru telah mengalihkan bebanan yang ditanggung pada asalnya oleh diri sendiri untuk mengendalikan pelbagai peringkat kefahaman murid dengan berkongsi bebanan dan pengalaman tersebut dengan semua

peringkat murid. Kaedah ini memberikan peluang kepada murid untuk turut terlibat secara aktif di dalam melaksanakan pengajaran dan pembelajaran secara berkesan.

Kaedah Pembelajaran Koperatif memerlukan guru membentuk masteri personal yang bersesuaian bagi memupuk sikap murid-muridnya agar bertanggungjawab, saling bantu-membantu, amanah dan sikap ingin belajar di dalam menerima perubahan yang ingin dilakukan oleh guru di dalam proses pembelajaran dan pengajaran.

Untuk memastikan kejayaan perubahan yang dibuat, guru perlu bersikap positif dan berusaha untuk mengenal pasti masalah-masalah setiap murid yang dikenal pasti perlukan bantuan. Pada masa yang sama, guru perlu mendapatkan maklum balas daripada murid-murid untuk memastikan model mental yang dibentuknya adalah bersesuaian dan bertepatan dengan objektif tindakan intervensi yang ingin dicapai.

Di dalam melaksanakan sesuatu perubahan atau tindakan intervensi, visi adalah tonggak utama di dalam memastikan semua aktiviti dan usaha yang dijalankan berada pada satu tujuan yang sama. Oleh itu perkongsian visi kepada semua pihak yang terlibat iaitu guru dan semua murid perlu dilakukan agar masing-masing faham dan sedar apakah hasil yang diharapkan melalui tindakan yang dibuat.

Elemen yang turut penting di dalam kaedah Pembelajaran Koperatif adalah kerja secara berpasukan di mana setiap ahli saling bantu-membantu dalam memastikan kesemua ahli yang terlibat mendapat faedah dan hasil pembelajaran yang sama. Hal ini memerlukan guru sebagai pengurus pasukan menyelia setiap ahlinya supaya terlibat bersama-sama secara aktif di dalam melaksanakan tindakan intervensi.

### **3.0 METODOLOGI**

Ujian pra dan ujian post digunakan untuk menilai sejauh mana tindakan intervensi ini telah mencapai objektifnya di dalam meningkatkan prestasi murid dari pelbagai aras pembelajaran bagi topik-topik tertentu di dalam mata pelajaran Lukisan Kejuruteraan dengan menerapkan kaedah Pembelajaran Koperatif semasa proses pengajaran dan pembelajaran.

Tindakan intervensi dijalankan hanya pada waktu Program Peningkatan Prestasi Murid yang mana waktu tersebut telah diperuntukkan oleh pihak sekolah untuk guru bersama-sama dengan murid-murid untuk mengadakan program panitia. Kebiasaannya waktu yang diperuntukkan untuk satu kali perjumpaan kelas adalah satu jam tiga puluh minit sehingga dua jam. Murid-murid dari ketiga-tiga kumpulan dikumpulkan di dalam satu kelas yang sama dan guru menggunakan pendekatan Pembelajaran Koperatif di dalam pembelajaran murid. Kaedah ini dapat dijalankan memandangkan bilangan murid di dalam kelas tidak melebihi tiga puluh orang.

Bahan yang digunakan oleh guru untuk menentukan tahap pemahaman murid adalah dengan menggunakan Modul Pentaksiran Murid (MPM) mengikut tiga aras pembelajaran iaitu aras rendah untuk kumpulan lemah, aras sederhana untuk kumpulan sederhana dan aras tinggi untuk kumpulan cemerlang. Untuk melaksanakan tindakan intervensi ini, guru perlu terlebih dahulu mengenal pasti murid-murid yang sangat cemerlang dan boleh disandarkan sebagai guru muda. Guru muda berfungsi sebagai ketua kumpulan (leader) di dalam perbincangan kumpulan dan membantu rakan-rakan yang kurang faham untuk menjawab sesuatu topik yang dibincangkan pada hari berkenaan. Ahli-ahli kumpulan bagi setiap guru muda ini adalah dari kalangan kumpulan cemerlang dan sederhana. Guru akan berfungsi sebagai fasilitator bagi memastikan perbincangan berjalan dengan lancar. Bagi murid daripada kumpulan lemah pula, guru akan menjadi mentor kepada mereka. Ini bermakna guru akan duduk bersama-sama dengan mereka dan membantu mereka di dalam memahami konsep dan menjawab soalan untuk topik yang dibincangkan pada hari berkenaan.

Jadual 1 menunjukkan markah perolehan murid yang mana akan menentukan aras pembelajaran mereka mengikut topik. Kumpulan-kumpulan murid diberi nama Genggam A untuk kumpulan berprestasi cemerlang, Gapai A untuk kumpulan berprestasi sederhana dan Gilap A untuk kumpulan berprestasi lemah.

Jadual 1: Nama kumpulan murid berdasarkan markah perolehan di dalam Modul Pentaksiran Murid mengikut topik.

Bil.	Nama Kumpulan	Markah perolehan	Aras pembelajaran
1	Genggam A	16 - 20	Cemerlang
2	Gapai A	8 - 15	Sederhana
3	Gilap A	0 - 7	Lemah

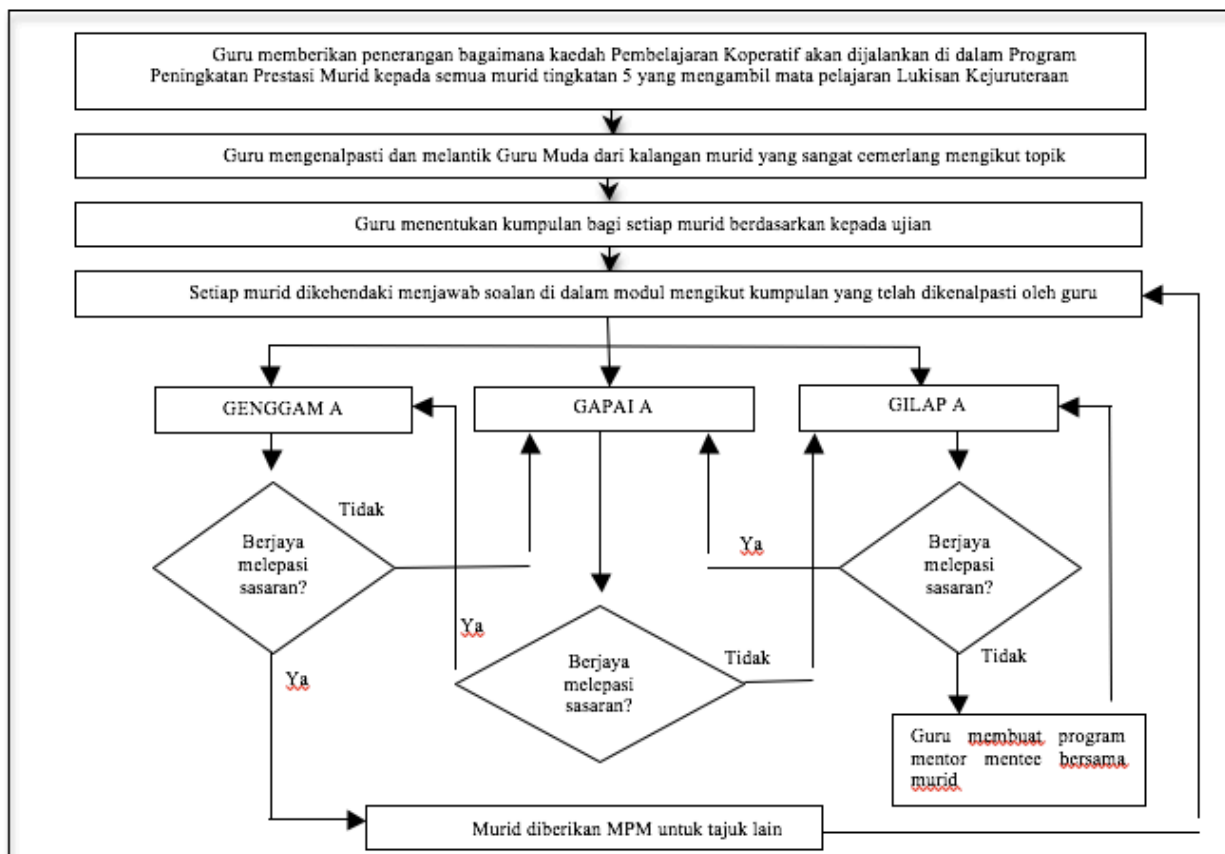
Setiap individu akan ditentukan kumpulannya berdasarkan markah yang diperoleh di dalam modul yang disediakan oleh guru mengikut topik. Ini bermakna, setiap individu boleh berada di mana-mana kumpulan berdasarkan kemampuan murid tersebut untuk memahami konsep dan menjawab soalan mengikut topik. Jadual 2 menunjukkan contoh Kad Pemantauan Prestasi Individu yang akan diberikan kepada murid bagi memudahkan murid untuk memantau sendiri prestasinya mengikut topik. Komponen-komponen di dalam kad tersebut termasuklah markah-markah yang diperoleh untuk setiap modul, markah Take Of Value (TOV), Minimum Expected Target Result (MTER), instrumen yang digunakan sebagai pengukuran seperti MPM, peperiksaan pertengahan tahun, ujian bulanan dan lain-lain, kumpulan yang murid akan ditempatkan, catatan guru dan maklum balas murid. Setiap murid perlu memberikan maklum balas pencapaian prestasinya sekurang-kurangnya setiap tiga kali perjumpaan di dalam kelas. Ini bagi memastikan guru dapat mengenal pasti keberkesanan tindakan intervensi yang dijalankan dari perspektif murid.

Jadual 2: Kad Pemantauan Prestasi Murid

Bil.	Tarikh	TOV	MTER	Instrumen	Markah perolehan	Kumpulan	Catatan Guru	Maklum Balas Murid

Rajah 1 menunjukkan rumusan pelaksanaan intervensi yang dijalankan dalam kajian. Setiap murid akan mendapat peluang untuk berada di dalam kumpulan cemerlang kerana untuk seseorang murid bergerak ke topik yang seterusnya, dia perlu berada di dalam kumpulan cemerlang. Sebagai contoh, murid A yang asalnya berada di kumpulan lemah memerlukan dua modul untuk topik Lukisan Isometrik untuk melayakkannya berada di kumpulan sederhana dan tiga modul untuk melayakkannya ke kumpulan cemerlang. Apabila guru mendapati murid A yang kini berada di kumpulan cemerlang berjaya menjawab soalan-soalan yang diberikan, murid tersebut akan diberikan modul dari topik lain.

Dalam contoh lain pula, murid B diletakkan di dalam kumpulan sederhana dan apabila selesai satu modul, guru mendapati murid tersebut tidak mencapai tahap yang ditentukan. Oleh itu, murid B akan diminta untuk masuk ke kumpulan lemah supaya guru dapat membantu murid berkenaan secara intensif melalui program mentor mentee. Apabila murid B tadi berjaya menjawab modul yang diberikan di dalam kumpulan lemah, murid tersebut akan diserap kembali ke kumpulan sederhana dan seterusnya ke kumpulan cemerlang. Akhirnya, apabila murid B berjaya menjawab soalan-soalan yang diberikan di dalam kumpulan cemerlang, murid tersebut akan diberikan modul dari topik lain.



Rajah 1: Rumusan Pelaksanaan intervensi dalam kajian

#### 4.0 HASIL DAPATAN KAJIAN

Sebelum menerapkan kaedah Pembelajaran Koperatif, guru telah menggunakan pendekatan pengajaran dan pembelajaran secara menyeluruh dan sama rata bagi setiap murid di dalam Program Peningkatan Prestasi Murid dengan berfokuskan kepada kertas-kertas peperiksaan SPM yang lepas. Hasil daripada pendekatan awalnya itu telah ditunjukkan dengan markah yang diperoleh murid semasa ujian pra iaitu daripada Ujian 1 pada akhir bulan Jun. Kemudiannya, guru menerapkan kaedah Pembelajaran Koperatif selama tiga minggu di dalam program yang sama dengan berfokuskan kepada modul-modul mengikut aras pembelajaran. Setelah tiga perjumpaan dibuat, guru menilai prestasi murid dengan mengadakan ujian post iaitu daripada Ujian 2.

Guru telah menggunakan ujian pra dan ujian post untuk membuat perbandingan untuk menilai sejauh mana tindakan intervensi ini telah mencapai objektifnya di dalam meningkatkan prestasi murid dari pelbagai aras pembelajaran bagi topik-topik tertentu di dalam mata pelajaran Lukisan Kejuruteraan melalui kaedah Pembelajaran Koperatif semasa proses pengajaran dan pembelajaran. Jadual 3 menunjukkan rumusan perbandingan bilangan murid yang berada di dalam setiap kumpulan berdasarkan keputusan ujian pra dan post.

Jadual 3: Rumusan perbandingan bilangan murid yang berada di dalam setiap kumpulan berdasarkan keputusan ujian pra dan post.

Kumpulan \ Ujian	Pra		Post	
	Bilangan (N)	Peratus (%)	Bilangan (N)	Peratus (%)
Genggam A	6	24	10	38
Gapai A	10	41	11	45

Gilap A	9	34	4	17
Jumlah	25	100	25	100

Melalui data yang diperoleh di dalam Jadual 3, didapati terdapat peningkatan tahap prestasi murid apabila selesai menjalani tindakan intervensi ini. Di sepanjang tindakan intervensi ini berjalan, didapati bilangan murid yang berada di kumpulan Genggam A meningkat iaitu sebanyak 38% iaitu 10 orang murid berbanding dengan 24% iaitu 6 orang murid sebelumnya. Peningkatan turut dapat dilihat pada bilangan murid yang berada di kumpulan Gapai A iaitu sebanyak 45% iaitu 11 orang murid berbanding dengan 41% iaitu 10 orang murid sebelumnya. Keadaan ini memberikan kesan yang positif kepada jumlah bilangan murid di dalam kumpulan Gilap A kerana didapati bilangan murid telah dikurangkan sebanyak 50% di mana peratusannya menurun kepada 17% iaitu 4 orang murid berbanding dengan 34% iaitu 9 orang murid sebelum tindakan intervensi ini dijalankan.

## 5.0 KESIMPULAN

Kajian ini telah menunjukkan kepada pengkaji bahawa penerapan kaedah Pembelajaran Koperatif di dalam proses pengajaran dan pembelajaran dapat memberi kesan yang besar terhadap motivasi murid untuk sentiasa berusaha dan bersemangat dalam mempertingkatkan prestasi. Walaupun pada dasarnya, guru akan berhadapan dengan tugas yang mencabar kerana guru perlu melihat dan mengkaji aras pembelajaran setiap individu murid berbanding dengan secara keseluruhan kelas, namun kejayaan yang memberangsangkan yang diperoleh oleh murid menunjukkan bahawa usaha yang diberikan oleh guru dalam memastikan tindakan intervensi ini berjalan dengan lancar adalah bukan sia-sia. Di samping itu, guru yang berfungsi sebagai fasilitator untuk kumpulan Genggam A dan Gilap A telah memberikan ruang fleksibiliti kepada murid untuk mengeksplorasi sendiri tahap pemahaman mereka dan berkongsi maklumat tersebut dengan rakan yang lain.

Terdapat juga kekangan-kekangan yang dihadapi oleh pengkaji semasa menjalankan tindakan intervensi ini di mana murid-murid terpaksa keluar kelas kerana terlibat di dalam pertandingan-pertandingan dalam mahupun luar sekolah serta program-program sekolah yang lain. Bagi menghadapi masalah sebegini, penyelidik meminta murid untuk membawa balik MPM dan meminta murid untuk sentiasa membawanya ke sekolah dan jika ada kelapangan, murid-murid tadi boleh berjumpa guru bagi murid dalam kumpulan Gilap A ataupun Guru Muda bagi murid dalam kumpulan Genggam A dan Gapai A bagi membincangkan soalan-soalan di dalam MPM.

Secara keseluruhannya, hasil kajian ini menunjukkan hasil yang positif bagi kedua-dua pihak iaitu guru dan murid-murid kerana terdapatnya peningkatan prestasi murid yang ketara di dalam mata pelajaran Lukisan Kejuruteraan bagi topik Lukisan Isometrik apabila dibandingkan dengan sebelum tindakan intervensi dibuat dan selepas tindakan tersebut dilakukan.

Pengkaji berharap kajian yang dijalankan ini dapat memberikan manfaat kepada guru-guru di dalam memberikan satu lagi idea bagaimana kaedah pengajaran dan pembelajaran dapat dijalankan di dalam kelas atau di dalam program-program berkaitan peningkatan prestasi murid. Kajian yang dijalankan ini adalah merupakan gelungan yang pertama dan diharapkan kajian ini dapat ditambahbaikkan lagi dengan adanya kajian-kajian yang berkaitan dengannya dapat dijalankan pada masa akan datang.

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## **Kompleksiti Kognitif dan Kompetensi Kaunselor Pelatih Dalam Penyeliaan Kaunseling: Satu Kajian Literatur**

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### **ABSTRAK**

*Penyeliaan kaunseling merupakan satu pengalaman latihan yang melibatkan proses pengajaran dan pembelajaran bagi mengukuhkan perkembangan kompetensi setiap kaunselor pelatih. Kompetensi kaunselor pelatih sangat penting bagi memastikan kebajikan klien terjamin di samping mengekalkan pengiktirafan kaunselor sebagai golongan profesional. Walaupun begitu, sewaktu diselia kaunselor pelatih perlu memainkan pelbagai peranan dan tanggungjawab secara serentak kepada penyelia dan klien. Perkara ini tidak mudah untuk dilakukan dalam satu masa yang sama kerana memerlukan kaunselor pelatih untuk bersedia sepenuhnya dari sudut keupayaan mental atau dikenali sebagai kompleksiti kognitif. Menyedari kepentingan aspek tersebut terhadap pertumbuhan kaunselor pelatih, pendidik kaunselor mula memberi penekanan terhadap pembangunan kompleksiti kognitif terutama dalam penyeliaan kaunseling. Beberapa kajian menunjukkan kompleksiti kognitif sangat membantu perkembangan kompetensi kaunselor pelatih seperti keberkesanan menjalankan proses kaunseling, penguasaan kemahiran, penggunaan teori, konseptualisasi kes dan sebagainya. Justeru, kertas kerja ini merupakan satu bentuk tinjauan literatur yang membincangkan tentang kepentingan kompleksiti kognitif terhadap kompetensi kaunselor pelatih dalam konteks penyeliaan kaunseling.*

**KATA KUNCI:** Kaunselor pelatih, kompleksiti kognitif, kompetensi, penyeliaan kaunseling

### **1.0 PENGENALAN**

Tidak dinafikan bahawa tuntutan terhadap latihan bidang kaunseling di Malaysia mengalami peningkatan setiap tahun seiring dengan cabaran arus kemodenan dan pembangunan yang sedang berlaku di negara ini. Mengikut Kementerian Pengajian Tinggi Malaysia (KPTM) (2011), sehingga kini terdapat 11 universiti awam di seluruh Malaysia yang telah menawarkan program dalam bidang kaunseling iaitu UKM, UPM, UPSI, USM, UM, UTM, UUM, UMS, UNIMAS, UMT, dan USIM serta sebuah universiti swasta iaitu HELP. Perkara ini sekaligus menggambarkan keyakinan terhadap profesion kaunselor di Malaysia semakin kukuh untuk membantu individu dan masyarakat untuk berdepan dengan segala isu dan permasalahan yang kian meruncing. Walaupun begitu, graduan kaunselor pelatih yang dilahirkan perlu mencapai papaian kompetensi yang cukup mantap untuk menjalankan tugas-tugas kaunseling secara profesional. Perkara ini jelas seperti mana yang ditekankan dalam Kod Etika Kaunselor (2011), di bawah Seksyen (C.2) Kompetensi Profesional, sub seksyen (C.2.a) Sempadan Kompetensi iaitu: "Kaunselor hendaklah menjalankan kerja profesional mereka hanya dalam lingkungan sempadan kompetensi berdasarkan kepada pendidikan, latihan, pengalaman selia, pentauliahan profesional serta pengalaman profesional yang bersesuaian. Kaunselor hendaklah



memperoleh ilmu pengetahuan, kesedaran peribadi, sensitiviti dan kemahiran, yang berkaitan dengan perkhidmatannya melalui pelbagai klien” (hlmn. 28).

Umumnya, kompetensi ditakrifkan sebagai kebolehan, pengetahuan dan kemahiran untuk melakukan sesuatu dengan jayanya (Kamus Dewan Bahasa dan Pustaka, 2017). Manakala dalam konteks kaunseling, terdapat beberapa definisi kompetensi yang telah dikemukakan dan dibahaskan oleh para sarjana. Falander (2014) mendefinisikan kompetensi sebagai pengetahuan, kemahiran dan juga sikap. Seterusnya, Ridley, Mollen, dan Kelly (2011) menyatakan kompetensi terdiri daripada satu set kemahiran mikro yang mengandungi aspek kognitif, afektif dan tingkah laku dengan matlamat memperoleh hasil perubahan terapeutik. Manakala mengikut Swank (2010) kompetensi merujuk kepada pengetahuan, kemahiran, tingkah laku profesional dan ciri-ciri disposisi. Walaupun masih tiada keseragaman di antara definisi tersebut, namun dengan pelbagai usaha yang dilaksanakan untuk mendefinisikan kompetensi membuktikan proses untuk mengiktiraf kaunselor pelatih ke tahap kompeten adalah sangat rumit. Oleh itu, bagi memastikan tahap ini dicapai, Lembaga Kaunselor telah menggariskan panduan kokurikulum yang perlu dipatuhi setiap kaunselor pelatih (KPTM, 2011) seperti Jadual 1.

Jadual 1: Komponen Kursus

Komponen Kursus	Ijazah Muda Kaunseling	Sarjana Sarjana Kaunseling
	Jam kredit	Jam kredit
1 Teras	66	33
2 Latihan Praktikum	3	3
3 Internship	6	6
4 Elektif/Projek penyelidikan	6	6
<b>Jumlah Komponen Kaunseling</b>	<b>81</b>	<b>48</b>

Merujuk garis panduan di atas, latihan praktikum dan *internship* merupakan syarat compulsori untuk kaunselor pelatih bergraduasi. Garis panduan ini juga jelas di bawah Seksyen III: Amalan Profesional *Council for Accreditation of Counseling and Related Educational Programs* (CACREP) (2015), bahawasanya kaunselor pelatih yang menjalani latihan praktikum dan *internship* perlu melalui proses penyeliaan berdasarkan pecahan komponen yang ditetapkan. Jadual 2 menunjukkan pecahan komponen yang perlu dicapai oleh kaunselor pelatih dalam penyeliaan seperti yang diperincikan KPTM (2011).

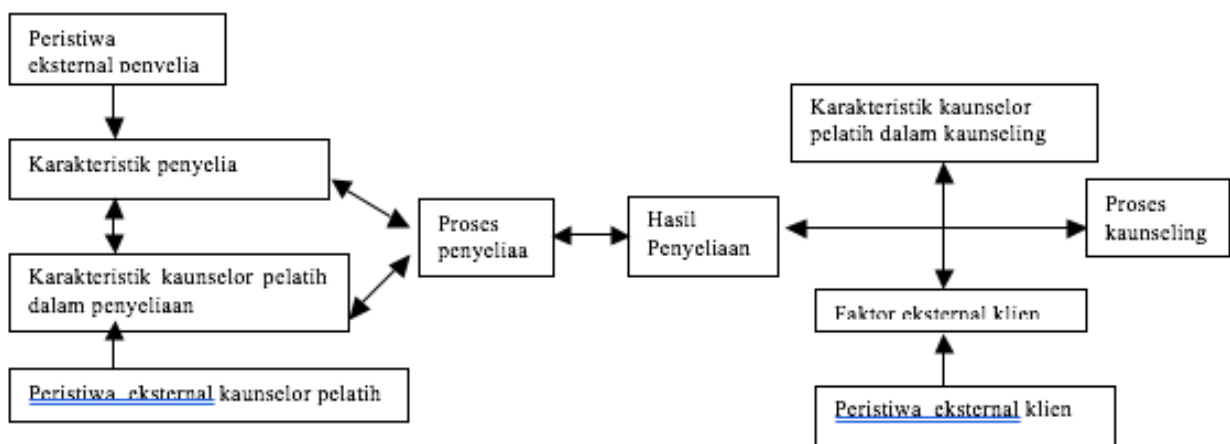
Jadual 2: Pecahan komponen yang perlu dicapai dalam penyeliaan

Pecahan komponen yang perlu dicapai dalam penyeliaan	
1 Bilangan penyeliaan	Minimum dua kali penyeliaan oleh penyelia utama dan empat kali penyeliaan oleh penyelia lapangan.
2 Kaedah penyeliaan	Penyeliaan perlu secara bersemuka oleh kedua-dua penyelia utama dan penyelia lapangan, rakaman sesi kaunseling dan kajian kes.
3 Bidang-bidang yang diselia	Pengurusan, pentadbiran, sistem fail, kaunseling individu dan kelompok, pentaksiran psikologi, program pencegahan dan perkembangan

Amalan penyeliaan merupakan satu komponen yang sangat penting dalam latihan kaunselor bertujuan membantu perkembangan profesionalisme kaunselor dan melindungi kebajikan klien (Bernard & Goodyear, 2004). Manakala Loganbill, Hardy, dan Delworth (1982) melihat penyeliaan sebagai “*an intensive, interpersonally focused relationship in which a person is designated to facilitate the development of therapeutic competence in the other person*”. Berdasarkan Ladany dan Bradley

(2010), proses penyeliaan berfungsi untuk membantu kaunselor pelatih mengembangkan ciri-ciri profesional dan personal; meningkatkan rasa tanggungjawab terhadap pemberian khidmat dan program kaunseling; dan mempertajamkan tahap kompetensi kaunselor pelatih. Jelasnya, inti pati daripada perbincangan tersebut menunjukkan bahawa peranan utama proses penyeliaan kaunseling adalah sebagai satu komponen kritikal yang mempunyai matlamat sebagai sistem bimbingan, sokongan dan jaringan akhir kepada penentu kelayakan kompetensi seseorang kaunselor pelatih.

Walaupun terdapat beberapa garis panduan yang disediakan bagi merealisasikan matlamat tersebut, namun masih menjadi satu cabaran yang besar kepada pendidik kaunselor dan penyelia. Hal ini perlu diakui memandangkan proses penyeliaan itu sendiri terdiri daripada faktor multidimensi dan melibatkan beberapa fasa yang cukup kompleks. Faktor dan fasa tersebut dapat dilihat seperti diilustrasikan dalam kerangka konseptual Ladany dan Malouf (2010) seperti Rajah 1.



Rajah 1: Faktor multidimensi dalam proses penyeliaan kaunseling (Ladany & Malouf, 2010).

Merujuk kepada kerangka konseptual di atas, terdapat pelbagai komponen serta aspek yang perlu diberi tumpuan dalam kajian penyeliaan. Malangnya, hanya beberapa sahaja daripadanya yang dikaji serta terbatas dari segi kaedah yang lebih sistematik mahupun pragmatik (Ladany & Malouf, 2010), termasuklah aspek yang berkaitan dengan kompleksiti kognitif kaunselor pelatih. Justeru, kertas kerja ini akan membincangkan dengan lebih lanjut berkaitan dengan aspek tersebut dan kaitannya dengan kompetensi kaunselor pelatih khususnya dalam konteks penyeliaan kaunseling.

## 2.0 KOMPLEKSITI KOGNITIF KAUNSELOR PELATIH

Mengikut Blaas dan Heck (1978), kompleksiti kognitif dalam tingkah laku sosial merujuk kepada kaedah individu menginterpretasikan sesuatu peristiwa dan juga tingkah laku orang di sekeliling. Semakin kompleks kognitif seseorang individu, maka semakin tinggi tahap keupayaannya untuk menginterpretasikan sesuatu peristiwa itu dan tingkah laku tersebut dengan lebih baik. Manakala Crocket (1965), kompleksiti kognitif merupakan satu sistem pemikiran yang membentuk pelbagai jenis konstruk bagi membolehkan individu memahami pengalaman mereka yang terdiri daripada integrasi dan pembezaan. Walaupun begitu, kompleksiti kognitif adalah domain yang spesifik. Sebagai contoh, jika seseorang mendapat pengalaman baru, maka hanya domain tertentu yang terlibat sahaja akan menjadi kompleks untuk memproses pengalaman tersebut. Dengan erti lain, tidak semestinya keseluruhan sistem kognitif mereka bertukar kompleks (Crocket, 1965). Mengikut Granello (2010) pula, kompleksiti kognitif adalah kemampuan pemikiran seseorang untuk mengasimilasi, mengintegrasikan, dan menggunakan kepelbagaian proses seperti refleksi, analitis, interogatif, toleransi, investigatif, dan akomodasi terhadap sejumlah besar maklumat bagi memahami sesuatu perkara dengan efektif. Sebaliknya, Welfare dan Borders (2010) secara spesifik cuba menerangkan kompleksiti kognitif

dalam konteks kaunseling. Mengikut Welfare dan Borders (2010), kompleksiti kognitif kaunselor pelatih terdiri daripada dua domain utama iaitu: (1) pembezaan; dan (2) integrasi. Bagi domain pertama iaitu pembezaan merujuk kepada kebolehan kaunselor untuk melihat, memahami dan membezakan pelbagai karakteristik dan tingkah laku klien dengan cara yang kompleks. Manakala, aspek kedua iaitu integrasi merujuk kepada kemampuan kaunselor tersebut untuk menyatupadukan segala karakteristik dan tingkah laku tersebut bagi memahami isu-isu dan penceritaan klien secara holistik dan lebih jelas (Welfare & Borders, 2010).

Sejak 20 tahun kebelakangan ini, kompleksiti kognitif mula diiktiraf sebagai salah satu komponen penting dalam bidang latihan kaunselor (Choate & Granello, 2006). Adalah menjadi satu kepentingan kepada setiap kaunselor profesional mahupun kaunselor pelatih untuk memiliki tahap keupayaan kompleksiti kognitif yang baik untuk membolehkan mereka menjalankan sesi kaunseling individu mahupun kelompok (Duys & Hedstom, 2011; Granello, 2010; Welfare & Borders, 2010). Sewaktu mengendalikan sesi, kaunselor pelatih perlu memiliki pengetahuan untuk memahami aliran dan proses hubungan kaunseling, menguasai kemahiran-kemahiran kaunseling berdasarkan isu yang dibawa klien, berdepan dengan dinamik kepelbagaian budaya, dan melibatkan kemampuan mengaplikasikan teori kaunseling yang bersesuaian. Kesemua elemen ini sangat bergantung pada aras kompleksiti kognitif seseorang kaunselor pelatih. Mengikut pendapat Stoltenberg, McNeil, dan Delworth (1998), ketika menjalankan sesi kaunseling terutamanya kaunselor pelatih sangat memerlukan kepada daya kognitif yang lebih tinggi kerana proses kaunseling itu sendiri adalah rumit. Hal ini selaras dengan pandangan oleh Stoltenberg dan Delworth (1987), cara pemikiran dan tingkah laku bergantung kepada tahap tinggi atau rendah kompleksiti kognitif seseorang itu. Semakin tinggi tahap kompleksiti kognitifnya, maka adalah lebih sesuai untuk menyandang profesion seperti kaunseling. Ini disebabkan profesion seperti ini memerlukan aras taakulan lebih tinggi kerana melibatkan penyelesaian masalah yang merupakan satu proses yang sukar. Selain itu, kaunselor pelatih dengan aras kognitif yang kompleks akan lebih berkebolehan mengenal pasti pelbagai ciri-ciri klien yang berlainan, di samping boleh memahami dan mengkonseptualisasikan dengan baik kes-kes klien yang kelihatan kabur, tidak jelas dan bercanggah (Granello, 2010). Selaras dengan pendapat yang dikemukakan Welfare dan Borders (2010), kaunselor pelatih yang tinggi kompleksiti kognitif cenderung memberi pemahaman lebih komprehensif kepada klien seterusnya meningkatkan tahap keberkesanan dalam kerja-kerja klinikal mereka. Manakala tahap kompleksiti kognitif kaunselor pelatih yang rendah akan melihat klien secara rigid, kemungkinan menggunakan pendekatan yang tidak bersesuaian dan membuat ekspresi yang tidak menyeluruh.

Hasil kajian kualitatif yang telah dijalankan Jennings dan Skovholt (1999) mempamerkan keupayaan kognitif kaunselor di peringkat sarjana untuk membezakan di antara maklumat yang kompleks dan bermakna semasa sesi dengan begitu baik sekali. Pada masa yang sama, mereka juga berkebolehan untuk mengintegrasikan maklumat yang bercanggah secara menyeluruh berbanding kaunselor pelatih. Dalam satu kajian lain yang dilaksanakan Duys dan Hedstrom (2000) menemui wujudnya korelasi di antara kemahiran kaunselor pelatih dan perkembangan kompleksiti kognitif yang lebih tinggi. Ini bermaksud sekiranya tahap kompleksiti kognitif kaunselor pelatih berkembang, maka kebolehan mereka menggunakan kemahiran kaunseling juga semakin meningkat. Seterusnya, McAuliffe dan Lovell (2006) mendapati kognitif kompleksiti adalah sangat penting kepada bidang kaunseling kerana melibatkan kemampuan kaunselor pelatih untuk mengambil kira pelbagai perspektif dan melibatkan pemikiran kritikal sebagai sumber utama terhadap dinamik dialog dengan klien dalam sesi kaunseling. Berdasarkan segala hasil kajian dan perbincangan menunjukkan bahawa aspek kompleksiti kognitif adalah sangat signifikan dan sebagai kriteria asas yang diperlukan oleh kaunselor pelatih untuk membolehkan mereka menjalankan sesi kaunseling secara lebih efektif dan efisien terhadap klien. Maka, dengan memahami bagaimana kompleksiti kognitif boleh mempengaruhi pelbagai aspek kompetensi kaunselor pelatih, secara tidak langsung memberi peluang dan ruang kepada pendidik kaunselor bagi mencari kaedah terbaik dalam usaha untuk mempertingkatkan perkembangan tahap kognitif kompleksiti tersebut.

### **3.0 SEJAUH MANA PENGARUH KOMPLEKSITI KOGNITIF TERHADAP KOMPETENSI KAUNSELOR PELATIH DALAM PENYELIAAN KAUNSELING?**

Berdasarkan tinjauan literatur, kompleksiti kognitif menjadi ukuran dalam perkembangan kaunselor pelatih bagi menyumbang kepada peningkatan kompetensi terutama berkaitan dengan keberkesanan menjalankan sesi kaunseling. Seterusnya, hasil kajian dan penulisan tersebut membolehkan pendidik kaunselor mencari kaedah bersesuaian terutama semasa proses penyeliaan bagi menjadikan kaunselor pelatih kepada kaunselor profesional. Ini kerana penyeliaan merupakan salah satu kunci utama dalam pendidikan kaunseling untuk membantu meningkatkan perkembangan kaunselor pelatih (Bernard & Goodyear, 2004; Stoltertnberg et al., 1998; Bradley & Ladany, 2010). Namun begitu, persoalannya di sini sejauh manakah perkembangan kompleksiti kognitif kaunselor pelatih mempengaruhi tahap kompetensi yang sebenar dalam proses penyeliaan kaunseling? Banyak kajian dan penulisan tentang kompleksiti kognitif kaunselor pelatih yang telah dilaksanakan sebelum ini kebanyakannya terhadap kepada proses kaunseling dan bukannya dalam proses penyeliaan seperti Duys & Hedstom, 2011; Granello, 2010; McAuliffe & Lovell, 2006; Welfare & Borders, 2010; Jennings & Skovholt 1999. Walaupun begitu, terdapat beberapa kajian literatur dan penulisan tentang kompleksiti kognitif kaunselor pelatih dalam penyeliaan. Sebaliknya pula adalah tertumpu pada isu seperti ikatan kerjasama penyeliaan (Washburn, 2015); kaunseling kelompok (Davison, 2014); personaliti (Rashid & Duys, 2014); dan kesedaran sendiri (Wilkinson, 2011). Kajian-kajian tersebut dijalankan untuk melihat sumbangan kompleksiti kognitif kaunselor pelatih terhadap kompetensi kaunselor pelatih, namun isu yang timbul adalah konsep kompetensi yang diukur adalah tidak mendalam dan menyeluruh. Sebagai contoh, penggunaan instrumen yang digunakan tidak menggambarkan ukuran kepada konsep kompetensi yang sebenar. Pada masa yang sama, dalam konteks kajian tempatan pula kajian penyeliaan telah banyak dilaksanakan seperti pola penyeliaan praktikum (Mohd Zarawi, 2012); kecerdasan emosi dan kesejahteraan psikologikal kaunselor pelatih (Siti Balqis, 2011); faktor perkembangan kaunselor pelatih (Wan Marzuki, 2007); pola keperluan penyeliaan (Faizah, 2007); dan pendedahan sendiri kaunselor pelatih (Aina Razlin, 2004). Namun, kajian yang memberi fokus terhadap isu kompleksiti kognitif kaunselor pelatih sangat terhad. Maka, dengan menyedari kepentingan kompleksiti kognitif terhadap kompetensi kaunselor pelatih dalam proses penyeliaan, justeru wajarlah kajian-kajian akan datang perlu diberi tumpuan yang lebih serius terhadap komponen ini.

### **4.0 TEORI DAN MODEL BERKAITAN KOMPLEKSITI KOGNITIF DALAM PENYELIAAN KAUNSELING**

Dalam kajian-kajian lepas, terdapat beberapa teori dan model yang diketengahkan oleh para sarjana sebagai kerangka teoretikal kompleksiti kognitif. Namun, dalam kertas kerja ini penulis hanya akan membincangkan teori konstruk personel (Kelly, 1955) dan Model Kompleksiti Kognitif Pelatih (Owen & Lindley, 2010) memandangkan teori dan model ini lebih membincangkan kompleksiti kognitif secara lebih spesifik.

#### **4.1 Teori Konstruk Personel**

Pada peringkat awal, teori kognitif dipelopori oleh Kelly (1955) menerusi Teori Konstruk Personal. Berdasarkan teori ini, Kelly (1955), menyatakan untuk memahami pengalaman hidup maka setiap individu akan membina satu konsep konstruk yang dikenali sebagai konstruk personal. Konstruk personal adalah merujuk kepada kesedaran bagi seseorang individu membezakan di antara dua perkara yang kelihatan mempunyai persamaan (Kelly, 1955). Selain itu, individu akan mempersepsikan dunia ini berdasarkan pandangan realiti subjektif mereka sendiri bagi berinteraksi dengan persekitaran yang dibentuk oleh sistem konstruk kognitif. Teori ini juga melihat semakin kompleks tahap sistem kognitif atau tahap pemikiran seseorang individu, maka semakin baik tahap kebolehan mereka memahami persekitaran, hubungan dan tindak balas. Crocket (1965) telah membuat pelanjutan terhadap Teori Konstruk Personel. Crocket (1965) mendapati kompleksiti kognitif adalah satu domain khusus, di mana

jika individu menerima satu pengalaman baru maka hanya domain yang terlibat dengan pengalaman tersebut sahaja menjadi kompleks dan bukannya keseluruhan sistem kognitifnya. Crocket (1965) merumuskan bahawa walaupun kompleksiti kognitif berlaku dalam satu domain tertentu (contoh: pembacaan atau pembelajaran), ia tidak akan mewakili kompleksiti kognitif dalam domain lain (seperti perhubungan).

Dalam penyeliaan teori konstruk personel ini menjelaskan kebolehan kaunselor pelatih untuk membezakan di antara dua perkara yang mempunyai persamaan. Berdasarkan teori ini, kaunselor pelatih melihat dunia kaunseling berdasarkan pandangan realiti subjektif mereka sendiri bagi berinteraksi dengan klien dan penyelia yang dibentuk oleh satu sistem konstruk kognitif. Selain itu, teori ini juga menyatakan sistem kognitif yang kompleks membolehkan kaunselor pelatih untuk memahami persekitaran, hubungan dan tindak balas yang lebih baik sama ada dengan klien mahupun penyelia. Kemudian, berdasarkan Crocket (1965) pula kompleksiti kognitif kaunselor pelatih adalah satu domain yang khusus. Contohnya jika kaunselor pelatih mengalami satu pengalaman baru seperti kesukaran menjalankan peranan semasa dalam penyeliaan, maka hanya domain berkaitan peranan sahaja akan menjadi kompleks dan tidak semestinya keseluruhan sistem kognitif mereka akan menjadi kompleks.

#### 4.2 Model Kompleksiti Kognitif Pelatih (*The Therapists' Cognitive Complexity Model*) (TCCM).

Model Kompleksiti Kognitif Pelatih (*The Therapists' Cognitive Complexity Model*) (TCCM) telah dikemukakan oleh Owen dan Lindley (2010). Model yang dikemukakan ini membincangkan tentang kompleksiti kognitif secara lebih komprehensif. Owen dan Lindley (2010) telah membangunkan TCCM kerana mengenal pasti terdapat limitasi pada teori dan model kompleksiti kognitif dalam kajian lepas yang hanya memberi fokus kepada domain tersebut secara meluas tanpa memberi perhatian kepada aspek kognitif secara lebih terperinci. Selain itu, model diketengahkan ini juga bertujuan mewujudkan proses perkembangan yang semulajadi dan terapeutik terhadap pelatih dalam latihan mahupun penyeliaan. Mengikut Owen dan Lindley (2010), TCCM dibangunkan menerusi tiga komponen kompleksiti kognitif pelatih yang diadaptasi daripada Kitchener (1983) iaitu:

**Aspek pertama: sesi pemikiran.** Dalam TCCM, sesi pemikiran terdiri daripada kognitif asas kaunselor pelatih yang merujuk kepada kemampuan untuk mengenal pasti aktiviti yang berlaku semasa sesi, membuat pembezaan di antara maklumat yang diperolehi di antara klien dan penyelia, dan mengintegrasikan di antara maklumat yang penting dan yang tidak berkaitan.

**Aspek kedua: metakognitif.** Metakognitif adalah komponen kedua terpenting dalam sistem kognitif kaunselor pelatih. Berdasarkan TCCM, aspek ini adalah multidimensi dan merujuk kepada kebolehan kaunselor pelatih untuk memantau kemajuan diri mereka termasuk kebolehan menilai pemikiran dan reaksi diri sendiri semasa dalam sesi kaunseling mahupun penyeliaan.

**Aspek ketiga: kognitif epistemik.** Kognitif epistemik pula merupakan satu pandangan kaunselor pelatih terhadap pengetahuan dan pembelajaran yang diperolehi dan melibatkan pertukaran daripada pemikiran *dualistic-relativistic* kepada kepercayaan *constructivist* berkaitan dengan pengetahuan tersebut. Selain daripada itu, model ini juga menumpu kepada perkembangan setiap komponen kompleksiti kognitif untuk membantu penyelia melihat potensi perubahan yang berlaku ke atas pelatih. Oleh sebab itu, TCCM turut menerangkan ketiga-tiga komponen kompleksiti kognitif kaunselor pelatih adalah berkembang menerusi tiga fasa berikut:

##### Fasa I

**Aspek sesi pemikiran - Pengenalpastian.** Dalam perkembangan fasa pertama ini, kebergantungan kaunselor pelatih yang menjalankan sesi adalah berdasarkan perhatian dan pengetahuan. Pengetahuan adalah komponen terpenting yang mempengaruhi peranan kaunselor pelatih. Dalam mempelajari sebarang tugas ataupun peranan baru, kaunselor pelatih perlu untuk kenal pasti dan lebih peka terhadap pengetahuan asas (sebagai contoh: kriteria diagnosis, pegangan teoretikal, dan kompetensi pelbagai budaya).

**Aspek metakognitif-Self.** Dalam fasa kedua, pemikiran kaunselor pelatih mula tertumpu kepada diri sendiri. Hal ini berkemungkinan mereka mengalami kerumitan bagi memahami sepenuhnya bagaimana pengetahuan yang dimiliki boleh diaplikasikan kepada proses kaunseling mahu pun proses penyeliaan secara terapeutik.

**Aspek ketiga: kognitif epistemik- Dualistic-relativistic.** Semasa berlaku sesi pembelajaran merujuk kepada proses penyeliaan, kaunselor pelatih akan bergantung kepada pemikiran *dualistic-relativistic* iaitu mereka percaya kepada penyelia atau pensyarah mereka lebih berautoriti dan berpengetahuan serta boleh memberi jawapan kepada persoalan mereka. Pada fasa ini mereka lebih banyak menuruti kehendak penyelia kerana tahap kekaburan terhadap peranan mereka yang sebenar adalah tinggi.

### **Fasa II**

**Aspek sesi pemikiran - Pembezaan.** Setelah kaunselor pelatih telah mengenal pasti berdasarkan pengetahuan tersebut, tahap kognitif mereka akan bergerak ke fasa II. Dalam fasa ini kaunselor pelatih berupaya membezakan maklumat daripada pelbagai sumber yang diperolehi (contohnya kaunselor pelatih mampu membezakan diagnosis masalah klien berdasarkan pengetahuan teori yang dimiliki). Walaupun begitu, pada peringkat ini kebanyakan pelatih masih lagi tidak jelas untuk memilih teori kaunseling, intervensi, dan menyediakan bukti secara empirikal yang sepatutnya bagi kes klien yang dikendalikan.

**Aspek metakognitif- Self-other.** Manakala *self-other* melibatkan keupayaan kaunselor pelatih melihat bagaimanakah kesan hubungan di antara diri mereka dengan klien mahupun dengan penyelia (contohnya: apabila kaunselor pelatih memberi respon klien mula menangis), melibatkan reaksi personal dan bergantung kepada nilai budaya.

**Aspek ketiga: kognitif epistemik- Relativistic.** Dalam fasa ini, walaupun kaunselor pelatih dilihat memiliki pengetahuan namun mereka masih tidak mampu membuat penilaian secara kritikal. Mereka juga cenderung berlaku berat sebelah dalam proses pertimbangan untuk melakukan sesuatu keputusan (contohnya kaunselor pelatih akan memilih teori tertentu sahaja yang selari dengan pandangan dan keselesaan mereka) berbanding mengikut keperluan atau kes-kes klien.

### **Fasa III**

**Aspek sesi pemikiran - Integrasi.** Proses terakhir dalam sesi pemikiran ialah melibatkan kemampuan kaunselor pelatih untuk mengintegrasikan pengetahuan dan pada masa yang sama meletakkan nilai-nilai tertentu terhadap maklumat tersebut. Proses integrasi dan meletakkan nilai adalah berdasarkan pengetahuan yang dimiliki (contohnya kaunselor pelatih lebih fokus kepada isu utama klien berbanding dengan keseluruhan cerita klien dan mampu memilih teori dan intervensi yang lebih bersesuaian serta jelas cara pelaksanaannya).

**Aspek metakognitif-Self-other-time dan self-other-time-setting.** Dalam fasa ketiga terdapat dua proses yang berlaku pada aspek meta kognitif pelatih. Pertama *self-other-time*, iaitu kaunselor pelatih akan membentuk perspektif yang lebih baik terhadap kebolehannya menguruskan waktu ketika menjalankan sesi. Kaunselor pelatih mampu melaksanakan sesi dalam satu jangka masa tertentu serta mengaplikasikan teori atau sebarang intervensi pada waktu yang sesuai untuk memperoleh hasil yang terapeutik dalam sesi yang dijalankan. Kedua ialah *self-other--setting* di mana melibatkan pembentukan perspektif kaunselor pelatih yang lebih baik terhadap keupayaannya melaksanakan sesi dalam setting yang berbeza.

**Aspek ketiga: kognitif epistemik- Constructivist.** Dalam fasa terakhir ini, kompleksiti kognitif kaunselor pelatih terhadap pengetahuan dan pembelajaran adalah lebih konsisten berbanding fasa sebelumnya. Kaunselor pelatih lebih memahami pengetahuan yang diperolehi dan boleh melakukan analisis kritikal terhadap bukti secara empirikal, pengalaman peribadi dan maklumat mahupun maklum balas yang disampaikan oleh pensyarah atau penyelia.

## 5.0 KESIMPULAN

Secara keseluruhan, adalah sangat wajar pelbagai kajian dilaksanakan dalam bidang penyeliaan kaunseling sebagai satu usaha yang berterusan bagi membantu mempertingkatkan dan mempertajamkan tahap kompetensi kaunselor pelatih. Isu-isu berkaitan dengan kompetensi kaunselor pelatih tidak seharusnya dipandang remeh kerana amalan kaunseling tanpa kompetensi yang sebenar berpotensi mendedahkan klien kepada kemudaratan. Hal ini boleh menjatuhkan imej dan reputasi profesion kaunseling sebagai golongan profesional. Oleh sebab itu, adalah difikirkan aspek mahu pun komponen yang boleh menyumbang kepada tahap kompetensi kaunselor pelatih haruslah dititik beratkan. Salah satu daripadanya adalah aspek kompleksiti kognitif kaunselor pelatih yang merupakan sumber utama yang diperlukan dalam proses pembelajaran dan sebagai kebolehan untuk mengaplikasikan pengetahuan serta kemahiran menjalankan sesi kaunseling sewaktu penyeliaan. Namun begitu, kajian berkaitan kompleksiti kognitif kaunselor pelatih masih lagi terhad terutama dalam konteks tempatan. Kebanyakan kajian dan penulisan kompleksiti kognitif kaunselor pelatih hanya diperoleh dari luar negara dan masih terbatas terhadap kompetensi dalam penyeliaan. Bagi penyelidik lain yang berminat dengan topik yang dibincangkan ini, adalah dicadangkan agar lebih memberi tumpuan kepada aspek kompleksiti kognitif serta melihat perkaitan dan sumbangannya terhadap kompetensi kaunselor pelatih dalam konsep yang lebih khusus. Pada masa yang sama, dalam kajian-kajian akan datang juga turut disarankan untuk menggunakan model kompleksiti kognitif kaunselor pelatih yang dikemukakan oleh Owen dan Lindley (2010). Ini kerana model tersebut masih lagi baharu dan memerlukan pelbagai kajian empirikal bagi membolehkan model tersebut untuk diaplikasikan secara klinikal dalam konteks penyeliaan kaunseling pada masa hadapan.

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## **Pengukuhan Sains, Teknologi, Kejuruteraan dan Matematik (STEM) Dalam Sistem Pendidikan Di Malaysia**

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### **ABSTRAK**

*Keprihatinan sistem pendidikan Malaysia melahirkan tenaga mahir STEM bagi memenuhi keperluan industri dan memastikan perkembangan ekonomi negara setanding negara maju. Walau bagaimanapun kerumitan mengenal pasti faktor yang mampu membantu pelajar mencapai sasaran menguasai STEM akan mengakibatkan keseluruhan usaha yang telah dilakukan tidak berhasil. Penelitian terhadap keperluan pelajar pada setiap kurikulum yang dibentuk perlu diambil kira untuk mendapatkan keserasian perancangan dan tujuan sebenar dalam pendidikan untuk melahirkan modal insan yang mampu mendepani cabaran global. Proses pengukuhan STEM dalam sistem pendidikan akan menjadi penting dan mencabar apabila perlu mengaitkan penguasaan kurikulum dengan pembentukan kerjaya masa depan. Kertas kerja ini akan mengupas peredaran perkembangan STEM di Malaysia dalam kurikulum sains dan faktor yang penting dalam memenuhi aspirasi kerjaya STEM pelajar.*

**Kata Kunci:** STEM, Kerjaya, Kurikulum sains

### **1.0 LATAR BELAKANG**

Negara maju sering kali dikaitkan dengan kepesatan dalam bidang sains dan teknologi. Mengambil berat terhadap pembangunan bidang pendidikan sains merupakan salah satu faktor yang menyumbang kepada kemajuan sesebuah negara. Pendidikan sains memainkan peranan penting apabila mampu melahirkan tenaga mahir dalam bidang Sains, Teknologi, Kejuruteraan dan Matematik (STEM). STEM telah di perkenalkan di Amerika Syarikat oleh *National Science Foundation* (NSF) pada awal tahun 1990-an.

Pada awalnya STEM di kenali sebagai SMET (Science, Mathematics, Engineering and Technology) tetapi telah diubahsuai sebutannya kepada STEM oleh NSF. Pengubahsuaian adalah untuk memudahkan penyebutan serta memperkukuhkan makna STEM (NAS, 2007). Tujuan utama NSF memperkenalkan STEM adalah untuk mempersiapkan warganegara Amerika Syarikat menceburi bidang kerjaya STEM serta dapat menjamin kestabilan dan mengukuhkan ekonomi negara tersebut dalam persaingan global. Sistem pendidikan di Amerika Syarikat menegaskan bahawa pembelajaran dan pemudahcara (PdPc) tradisional tanpa STEM tidak mampu menyediakan pelajar yang berdaya saing dalam industri global (Bell, 2016).

STEM bermatlamat untuk melahirkan pelajar yang berpotensi di peringkat global dengan memastikan peningkatan penglibatan pelajar dalam bidang kerjaya STEM (BPK, 2016; English & King, 2015; Knezek, Christensen, Tyler-Wood, & Periathiruvadi, 2013; KPM, 2015). Selaras dengan itu, bagi memastikan matlamat tersebut dapat dicapai, penglibatan dan kesedaran awal perlu dari

peringkat sekolah agar pelajar dapat memahami perkaitan antara penguasaan sains dan kerjaya STEM yang akan diceburi. Kesedaran pelajar untuk menerokai dalam memahami perkaitan sains dan kerjaya STEM serta perlu dorongan kuat oleh ibu bapa sebagai elemen sangat rapat dengan pelajar dalam membantu pelajar membentuk minat kepada STEM. Selain itu, sikap dan motivasi juga merupakan elemen yang saling berkait dalam menentukan pemilihan kerjaya pelajar dengan lebih jelas (Merino-Tejedor, Hontangas, & Boada-Grau, 2016; Nugent et al., 2015; Sahin, Gulacar, & Stuessy, 2015).

## **2.0 KEPENTINGAN STEM DALAM SISTEM PENDIDIKAN**

Kesedaran tentang kepentingan STEM telah mempengaruhi sistem pendidikan global. Perubahan demi perubahan dilakukan dalam usaha memperkenalkan STEM pada peringkat sekolah bagi memastikan sistem pendidikan seiring dengan keperluan industri (English, 2016). STEM juga di definisikan sebagai pendekatan yang menggunakan dua atau lebih elemen STEM dalam sesi pengajaran dan pembelajaran kearah penyediaan tenaga mahir dalam STEM (Chachashvili-Bolotin, Milner-Bolotin, & Lissitsa, 2016).

Kepentingan STEM dalam memacukan ekonomi Malaysia membawa kepada keprihatinan Kementerian Pelajaran Malaysia (KPM) untuk meningkatkan bilangan penyertaan pelajar bagi melihat kepentingan STEM untuk masa depan. Oleh itu, KPM telah menggariskan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 yang telah dilancarkan pada 6 september 2013 dengan memberi fokus kepada kesedaran STEM bukan sahaja dalam kalangan pelajar tetapi juga melibatkan guru, dan ibu bapa (KPM, 2013). PPPM 2013-2025 merupakan dokumen perancangan pendidikan jangka panjang KPM dalam transformasi sistem pendidikan negara. Kepentingan STEM telah menyumbang kepada fokus utama PPPM 2013-2025 dengan mencadangkan STEM diimplementasi dalam kurikulum sekolah supaya setiap pelajar dapat menerima maklumat berkaitan STEM dengan lebih menyeluruh.

Penerapan kesedaran STEM akan secara lansung dapat mengekal dan meningkatkan minat positif pelajar terhadap sains sekaligus meningkatkan penyertaan mereka dalam aliran sains (Fadzil & Saat, 2014). Tambahan, mengekalkan dan meningkatkan minat positif pelajar terhadap sains pada peringkat sekolah menengah adalah menjadi titik permulaan yang penting dalam persediaan pelajar ke alam kerjaya STEM (Alyammahi, Zaki, Barada, & Al-Hammadi, 2016; Bergeron & Gordon, 2015; BPK, 2016; Butler, Marsh, Slavinsky, & Baraniuk, 2014; Christensen, Knezek, & Tyler-wood, 2014; Gamse, Martinez, & Bozzi, 2016; National Research Council, 2011)

### **2.1 Pengenalan Dan Perkembangan STEM di Malaysia**

STEM telah bermula di Malaysia sejak hampir lima dekad apabila Jawatankuasa Perancangan Pelajaran Tinggi (1967) telah memperkenalkan dasar enrolmen pelajar sains kepada pelajar sastera. Dasar ini diperkenalkan adalah untuk meningkatkan jumlah pelajar yang menyertai aliran sains melebihi pelajar yang mengambil aliran sastera.

Peralihan nisbah unjuran enrolmen pelajar dalam bidang sains kepada sastera secara beransur-ansur mulai tahun 1970 dari nisbah 45 peratus pelajar dalam bidang sains dan 55 peratus pelajar dalam bidang sastera kepada 60 peratus pelajar dalam sains dan 40 peratus dalam sastera mulai tahun 1980. Bermula dari tahun 1980 sistem pendidikan telah merancang, mengubal dan membuat semakan semula untuk kurikulum sains agar sentiasa dinamik untuk bersaing dengan negara maju. Perubahan yang berlaku dalam sistem pendidikan Malaysia membawa kepada kemunculan STEM.

Pada tahun 1986, KPM memperkenalkan pula Dasar Sains, Teknologi dan Inovasi Negara (DSTIN) untuk menyokong dasar 60:40 nisbah pelajar sains kepada pelajar sastera. DSTIN bertujuan menggalakan pelajar menggunakan sains dan teknologi sebagai pemangkin kepada pembangunan ekonomi (Bahagian Pembangunan Kurikulum, 2016). Seterusnya, Rancangan Malaysia Ketujuh (RMT) (1996-2000) sekali lagi menekankan peningkatan kepada enrolmen pelajar di peringkat sekolah menengah untuk aliran sains, kejuruteraan atau aliran yang berkaitan dengan teknologi bagi menambah pengeluaran tenaga mahir yang berpengetahuan sains dan teknikal (Unit Perancang Ekonomi Jabatan Perdana Menteri, 1996).

Selain itu, perkembangan kurikulum sains menjadi fokus utama KPM apabila menggariskan kepentingan integrasi antara kurikulum sains dan matematik serta menggunakan aplikasi teknologi dalam sesi PdPc bermula pada 2001 dalam Pembangunan Pendidikan 2001-2010 bagi memantapkan kurikulum sains dengan integrasi kepada aplikasi teknologi dalam sesi pembelajaran dan pemudah cara (PdPc). Sehubungan dengan itu juga, keutamaan diberikan dengan memperbanyakkan latihan dalam perkhidmatan (Ladap) kepada guru sains dan matematik sehingga muncul Anugerah Guru Inovatif bagi memberi penghargaan kepada guru yang membudayakan pengintegrasian antara kurikulum dan teknologi dalam PdPc

Selaras dengan itu, KPM telah membuat perancangan yang teliti melalui pelan perancangan pendidikan bagi penerapan STEM dengan lebih menyeluruh. Pelan Perancangan Pendidikan Malaysia 2013-2025 (PPPM 2013-2025) telah melaksanakan pelbagai strategi pengukuhan bagi mata pelajaran Sains, Teknologi, Kejuruteraan dan Matematik (STEM) dalam usaha melahirkan lebih ramai pakar untuk keperluan negara sehingga terbentuk KSSM yang menggariskan STEM dalam reka bentuk kurikulum sekolah.

## 2.2 Pembentukan Kurikulum Baru Dan STEM

Kesedaran terhadap kepentingan sains semakin mendapat perhatian yang sewajarnya terutama dalam sistem pendidikan untuk melahirkan lebih ramai lagi tenaga mahir STEM yang mampu menjana ekonomi negara. Usaha ini akan memberi impak positif kepada penglibatan pelajar kesan daripada pendedahan awal tentang kepentingan pengetahuan sains dan kaitannya dengan kerjaya STEM jika di salurkan dengan lebih berstruktur dan jelas. Lantaran itu, KPM telah mengambil serius cadangan PPPM 2013-2025 bagi mengubal kurikulum sedia ada kepada Kurikulum Standard Sekolah Menengah (KSSM) untuk mengukuhkan STEM dalam sistem pendidikan Malaysia (BPK, 2016).

Pengubalan ini telah meletakkan kepentingan STEM sebagai salah satu ~~tunjang~~ tunjang dari enam tunjang yang diperkenalkan dalam kerangka baru yang tiada pada Kurikulum Bersepadu Sekolah Menengah (KBSM) (Jadual 1). Sehubungan dengan itu, kesepaduan antara tunjang perlu dalam pelaksanaan kurikulum kerana enam tunjang ini merupakan teras kepada KSSM. Pengisian bagi setiap tunjang perlu diterjemahkan dalam sesi pembelajaran pelajar agar hasrat KPM untuk melahirkan tenaga mahir yang produktif terutama bidang STEM akan tercapai.

**Jadual 1**  
**Perbezaan Reka Bentuk Kurikulum**

PERKARA	KBSM	KSSM
Reka Bentuk Kurikulum	<b>Kerangka Kurikulum berasaskan 3 bidang:</b> <ul style="list-style-type: none"> <li>• Komunikasi</li> <li>• Manusia &amp; alam sekitar</li> <li>• Perkembangan diri individu</li> </ul>	<b>Kerangka Kurikulum berasaskan 6 tunjang:</b> <ul style="list-style-type: none"> <li>• Komunikasi</li> <li>• Perkembangan fizikal &amp; estetica</li> <li>• Kemanusiaan</li> <li>• Keterampilan diri</li> <li>• <b>Sains dan teknologi (STEM)</b></li> <li>• Kerohanian, sikap &amp; nilai</li> </ul>

Sumber: BPK, 2016

Walau bagaimanapun, pembentukan kurikulum baru yang mantap akan lebih bermakna seiring dengan kesediaan pelajar untuk menguasai pengetahuan sains sekali gus dapat memenuhi aspirasi kerjaya pelajar (Gamse et al., 2016).

STEM perlu diterjemahkan dalam PdPc secara menyeluruh kepada pelajar supaya dapat membentuk sikap positif terhadap STEM dan meningkatkan kemahiran abad ke-21 dalam kalangan pelajar (Bergeron & Gordon, 2015; Zeynep, Dokme, & Unlu, 2016). Justeru itu, Bahagian Pembangunan Kurikulum (BPK) (2016) menerusi KSSM telah memperkenalkan mata pelajaran elektif STEM pada peringkat menengah atas bertujuan memberi gambaran awal dalam kalangan pelajar kepada pecahan bidang STEM yang luas (Rajah 1). Oleh itu, usaha lebih giat perlu dalam penyerapan STEM dalam kalangan pelajar sains bagi memastikan sistem pendidikan menjadi saluran penting ke arah melahirkan tenaga mahir yang berkualiti.

Jadual 2

**Mata Pelajaran Elektif STEM bagi Peringkat Menengah Atas**

<b>Mata Pelajaran STEM 3 Jam Seminggu</b>
<ul style="list-style-type: none"><li>• <b>Fizik</b></li><li>• <b>Kimia</b></li><li>• <b>Biologi</b></li><li>• <b>Matematik Tambahan</b></li><li>• <b>Sains Tambahan</b></li><li>• <b>Asas Kelestarian</b></li><li>• <b>Pertanian</b></li><li>• <b>Sains Rumah Tangga</b></li><li>• <b>Reka Cipta</b></li><li>• <b>Sains Komputer</b></li><li>• <b>Sains Sukan</b></li><li>• <b>Grafik Komunikasi Teknikal</b></li></ul>

Sumber: Bahagian Pembangunan Kurikulum (BPK) (2016)

### 3.0 PERSEDIAAN STEM DALAM KALANGAN PELAJAR

Pembangunan sains dan teknologi global semakin pantas. Oleh itu fenomena pelajar kurang berminat terhadap sains dan teknologi menjadi kebimbangan lalu wujudlah keperluan pembaharuan kepada pendekatan PdPc dengan mengambil tahu keperluan pelajar dalam kurikulum (Dierking & Falk, 2016; Effandi Zakaria & Zanaton Iksan, 2009; Eisner, 1979). Selari dengan objektif pembentukan Rukun Negara Malaysia untuk membina sebuah masyarakat progresif yang akan menggunakan sains dan teknologi moden dalam dunia global bagi memastikan ekonomi Malaysia mampu bersaing dengan keperluan industri (Jabatan Penerangan Malaysia, 2013). Kajian lepas juga menegaskan kesediaan pelajar terhadap aspirasi kerjaya STEM meliputi sikap terhadap STEM (Prieto & Dugar, 2016; Unfried, Faber, Stanhope, & Wiebe, 2015), kemahiran abad ke-21 (Osman & Marimuthu, 2010; Singer, Samihaian, Holbrook, & Crisan, 2014; White House, 2015) dan pengaruh ibu bapa (Gottfried et al., 2016; McNeal, 2014; Svoboda, Rozek, Svoboda, & Harackiewicz, 2016) bagi memastikan kurikulum yang telah dibentuk dapat dicapai dengan lebih bermakna.

#### 3.1 Sikap Terhadap STEM

Pembentukan sikap positif pelajar terhadap STEM bermula dari peringkat sekolah menengah akan memberi impak kepada momentum pelajar untuk memilih kerjaya STEM (Unfried et al., 2015). Terdapat pelbagai definisi yang telah digunakan oleh penyelidik untuk menentukan sikap. Setiap pengkaji mentakrifkan sikap menggunakan latar belakang psikologi yang berbeza sebagai asas untuk perumusan definisi.

Perkaitan yang rapat antara sikap terhadap STEM dan minat kerjaya menjadi kunci utama dalam perkembangan Teori Sosial Kognitif Kerjaya terhadap keperluan STEM (Brown & Lent, 2016; Lent, Brown, & Hackett, 2000; Lent, D. Brown, & Hackett, 1994). Tambahan, kajian lepas (Badri et al., 2016; Rice, Barth, Guadagno, Smith, & McCallum, 2013; Valenti, Masnick, Cox, & Osman, 2016) menegaskan sikap positif pelajar terhadap STEM merupakan elemen penting yang perlu dalam kalangan pelajar bagi memenuhi keperluan mencapai aspirasi kerjaya STEM pelajar. Justeru, maklumat yang berkaitan kerjaya STEM yang lebih tepat perlu disalurkan kepada pelajar oleh masyarakat sekolah seawal di peringkat menengah untuk pembentukan minat pelajar ke arah kerjaya STEM. Penekanan terhadap pembentukan sikap positif terhadap STEM perlu dilaksanakan pada peringkat menengah kerana pada waktu ini pelajar sudah mula menentukan rasionalnya mempelajari kurikulum sains dengan keperluan untuk masa hadapan pelajar (Karahana & Roehrig, 2016; Meng, Idris, Eu, & Daud, 2013; Saxton et al., 2014).

### 3.2 Kemahiran Abad Ke-21

Pembelajaran abad ke-21 untuk persediaan pelajar terhadap mengisi keperluan kerjaya STEM merupakan misi penting dalam sistem pendidikan di seluruh negara. Permintaan industri STEM bukan sahaja kepada graduan yang mempunyai penguasaan yang baik kepada pengetahuan, malah mahir dalam kemahiran abad ke-21 seperti komunikasi, kepimpinan, berkolaborasi berpasukan dan celik teknologi menjadi keutamaan industri (Wah Chu, Reynolds, Tavares, Notari, & Yi Lee, 2017). Tambahan, kesedaran dan pengetahuan sahaja tidak mencukupi dalam membantu komuniti membuat keputusan dan menilai secara kritis melainkan penggunaan elemen kemahiran abad ke-21 dalam membuat keputusan yang bijak serta menghasilkan kerja yang berkualiti (Mohammed Bahri, Suyawati, & Osman, 2014).

Kepimpinan global akan bergantung pada kebolehan pelajar berkomunikasi dengan masyarakat dunia yang juga dikenali sebagai kemahiran abad ke-21. Kemahiran abad ke-21 (Jadual 2) (Magner, Saltrick, & Wesolowski, 2011):

Jadual 3: Kemahiran Abad ke-21

<b>KEMAHIRAN</b>	
<b>Komunikasi</b>	Pelajar sebagai komunikator berkesan menggunakan pengetahuan untuk melibatkan diri dalam perbualan yang bermakna, memahami dan menafsirkan pengetahuan dari sumber serta mengemukakan maklumat, konsep dan idea.
<b>Kolaborasi</b>	Pelajar sebagai kolaborator menggunakan pengetahuan yang telah diperoleh untuk belajar dan bekerja bersama-sama merentasi budaya dengan ahli kumpulan. Berkongsi tanggungjawab dan berkompromi semasa bekerja dalam satu pasukan ke arah matlamat yang sama.
<b>Kemahiran Berfikir dan Penyelesaian Masalah</b>	Pelajar sebagai penyelidik, menganalisis dan mensintesis maklumat untuk meneroka masalah dan isu dari perspektif pelajar dan perspektif yang berbeza.
<b>Kreativiti dan Inovasi</b>	Pelajar sebagai pencipta dan inovator bertindak balas kepada perspektif baru dan pelbagai. Menggunakan pengetahuan dan teknologi dengan berkesan.

Menggabungkan kurikulum sains dan kemahiran abad ke-21 untuk pembelajaran sains yang lebih progresif bagi pembentukan aspirasi kerjaya STEM pelajar agar dapat memastikan persediaan pelajar ke arah aspirasi kerjaya yang lebih komprehensif (Wang & Degol, 2013; Watermeyer, Morton,

& Collins, 2016). Selari dengan pengukuhan dari Teori Kognitif Kerjaya yang menegaskan keperluan kemahiran abad ke-21 dalam persediaan sumber tenaga mahir STEM untuk keperluan industri dan kemajuan negara (Fouad & Santana, 2017). Tumpuan kurikulum sains bukan sahaja berfungsi untuk menguasai pengetahuan sains pelajar malah telah beralih kepada keperluan kemahiran abad ke-21 untuk persiapan pelajar dalam sektor industri di Malaysia mahupun global (Fadzil & Saat, 2014; Singer, Samihaian, Holbrook, & Crisan, 2014; Van Tuijl & Van der Molen, 2015). Justeru, industri pendidikan semakin mengalami perubahan dan meletakkan kepentingan yang besar untuk menyediakan pelajar ke dunia nyata. Hal yang demikian, kemahiran abad ke-21 telah menjadi keutamaan dalam pengisian kurikulum sekolah dan mempunyai pengaruh secara langsung pembentukan minat kerjaya pelajar (Karacan & Yerin Guneri, 2017).

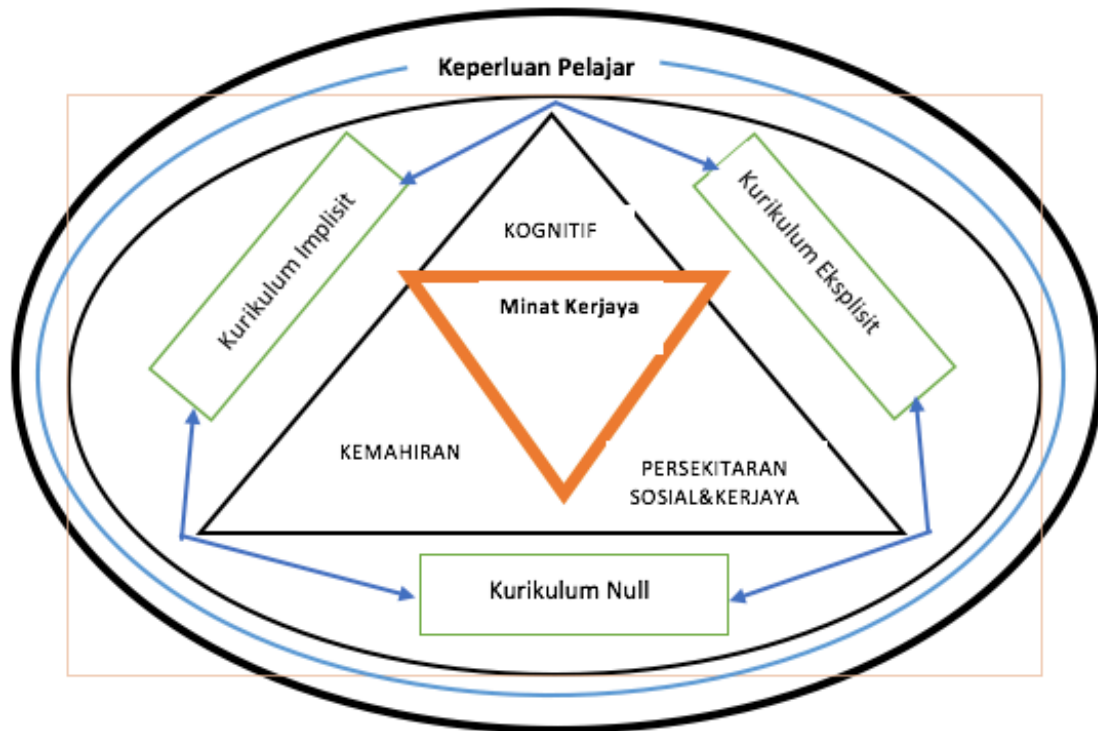
### **3.3 Pengaruh Ibu Bapa**

Ibu bapa memberi mempunyai pengaruh besar kepada aspirasi kerjaya kepada pelajar terutama untuk membentuk minat pelajar memilih kerjaya STEM (Ing, 2014; Van Tuijl & Van der Molen, 2015). Pengaruh ibu bapa ditafsirkan sebagai hubungan sosial yang wujud antara ibu bapa dan pelajar dengan melibatkan kepercayaan dengan pengetahuan dan kemahiran yang dikuasai bagi membentuk modal sosial yang dapat memberi input positif untuk masa depan (Buri, 2013; McNeal, 2014). Tahap pengaruh ibu bapa terhadap pembentukan kerjaya berbeza bagi setiap pelajar. Walau bagaimanapun, bermula dari peringkat sekolah menengah penglibatan ibu bapa terhadap persediaan pelajar ke arah pembentukan kerjaya STEM adalah penting untuk memberi gambaran jelas terhadap kesinambungan hasil pembelajaran dengan keperluan masa depan pelajar (Kennedy & Odell, 2014; KPM, 2013).

Penekanan terhadap penglibatan ibu bapa dalam sistem pendidikan telah menjadi fokus utama dalam memenuhi matlamat bagi melahirkan tenaga mahir dalam bidang STEM secara komprehensif. Tambahan, ibu bapa yang lebih prihatin dalam perkembangan akademik, emosi dan kemahiran pelajar memberi pengaruh secara langsung kepada pemilihan kerjaya STEM pelajar (Guan et al., 2016; Nugent et al., 2015; Rozek, Svoboda, Harackiewicz, Hulleman, & Hyde, 2017). Ibu bapa juga merupakan ikon kepada pelajar untuk sentiasa fokus dalam akademik dan pembentukan minat kerjaya pelajar. Jelas menunjukkan terdapat hubungan positif antara pengaruh ibu bapa (Pappas & Kounenou, 2011; Perera, 2014) dalam meningkatkan minat pelajar terhadap kerjaya STEM (Gottfried et al., 2016; Muhammad et al., 2015). Kepentingan ibu bapa terhadap pembentukan kerjaya STEM pelajar juga menjadi fokus utama keperluan dalam perkembangan teori sosial kognitif kerjaya (Fouad & Santana, 2017).

### **4.0 KERANGKA TEORITIKAL**

Kajian ini mengabungkan dua teori iaitu Teori Kurikulum Eisner (1979) merupakan teori yang menekankan kepada keperluan pelajar dengan mengabungkan kurikulum Ektrinsik, Intrinsik dan Null untuk memastikan kurikulum dirancang dapat dicapai dengan lebih bermakna. Manakala Teori Sosial Kognitif Kerjaya (TSKK) (2016) yang dikembangkan dari TSKK (1994) bagi memenuhi keperluan hasil pembelajaran untuk melahirkan tenaga mahir STEM yang mantap berdasarkan kepada pencapaian (elemen kognitif), kemahiran dan pengaruh persekitaran yang merujuk kepada pengaruh sosial dan permintaan industri (Rajah 3).



Rajah 1: Kerangka Teoritik Pembentukan Kerjaya STEM

#### 4.1 Gabungan Teori Bagi Pengukuhan Pemilihan Kerjaya STEM Pelajar

**Teori kurikulum Eisner (1979)** menekankan kepentingan memenuhi keperluan pelajar dalam kurikulum yang dibentuk, merujuk kepada kurikulum eksplisit, implisit dan null hasil dari pembelajaran dan pemudahcara (PdPc) (Eisner, 1979, 1985). Eksplisit (jelas) adalah matlamat yang hendak dicapai dari kurikulum dan dinyatakan dalam kandungan kurikulum secara jelas, sebagai contoh menggunakan alat bantuan mengajar untuk mengajar membaca dan menulis, objektif pembelajaran dan peraturan yang perlu dipatuhi.

Manakala, kurikulum Implisit (tersirat) adalah kemahiran dan penguasaan yang hasil dari pembelajaran. Kurikulum Implisit tidak digariskan secara jelas dalam sesuatu pengajaran tetapi boleh dilihat dari kecekapan kognitif dan kemahiran pelajar menggunakan pengetahuan ke arah penyelesaian masalah semasa sesi PdPc. Kurikulum Implisit dan eksplisit sentiasa seiringan dan diberi perhatian untuk memastikan dapat melahirkan pelajar yang berpengetahuan serta berkemahiran untuk masa hadapan, dengan sokongan padu dari pentadbir sekolah, guru dan ibu bapa.

Walau bagaimanapun, Eisner (1979) telah memperkenalkan kurikulum null untuk diintegrasikan dengan kurikulum eksplisit dan implisit bagi menterjemahkan penguasaan pengetahuan dengan keperluan pelajar sebelum, semasa dan selepas sesi PdPc dijalankan supaya dapat membentuk pembelajaran bermakna (Eisner, 1979). Kurikulum null adalah kurikulum yang tidak diajar di sekolah tetapi kepentingannya sama dengan kurikulum yang diajar iaitu kurikulum eksplisit dan implisit. Kesan dari kurikulum eksplisit dan implisit akan membawa kepada tiga domain utama iaitu kognitif, afektif dan psikomotor (Eisner, 1979; Korkmaz, 2015; Stephen, 2007; Walker & Doll, 1974; Yogurtcu, 2013). Sebaliknya kurikulum null akan memberi impak kepada pemikiran, perasaan ingin tahu, kesediaan dan minat pelajar dan secara langsung melengkapkan kesan dari eksplisit dan implisit yang dikuasai pelajar hasil dari pembelajaran (Eisner, 1979, 1985).

Kesinambungan untuk memenuhi keperluan pelajar dari kurikulum yang dibentuk ke arah pembentukan aspirasi kerjaya dengan lebih jelas adalah bertepatan dengan **Teori Sosial Kognitif Kerjaya (2016)**. Teori Sosial Kognitif Kerjaya (TSKK) dibentuk berdasarkan kepada Teori Sosial Kognitif Bandura (1986) dan merupakan pengukuhan dari Teori asal Sosial Kognitif Kerjaya yang dibangunkan oleh Lent, Brown dan Hackett (1994). Teori Sosial Kognitif Kerjaya (2016) oleh Lent dan Brown memberi penekanan kepada hasil pembelajaran pelajar terhadap keperluan dalam melahirkan tenaga mahir STEM untuk keperluan masa hadapan.

TSKK (2016) juga menekankan kepada **pencapaian** pelajar yang merupakan elemen kognitif hasil dari pengalaman pembelajaran, **persekitaran** yang merujuk kepada pengaruh sosial serta keperluan permintaan industri pekerjaan dan **kemahiran** untuk menyelesaikan masalah serta dapat berdaya saing dalam industri (Fouad & Santana, 2017). Selari dengan kajian (Chachashvili-Bolotin et al., 2016; Flores, Navarro, & Ali, 2016; Sheu & Bordon, 2016), penekanan teori TSKK kepada keperluan penguasaan kurikulum sains dengan pembentukan minat pelajar terhadap kerjaya STEM.

TSKK meliputi proses peningkatan kompetensi akademik pelajar bagi melahirkan tenaga mahir yang mampu memenuhi keperluan negara dan permintaan industri (Dickinson, Abrams, & Tokar, 2016). Selari dengan pendekatan STEM dalam sistem pendidikan dengan menggabungkan pengetahuan dan kepentingan kurikulum sains ke arah pembentukan minat terhadap kerjaya STEM. Oleh itu, gabungan Teori Kurikulum Eisner (1979) yang memberi penekanan kepada memenuhi keperluan pembelajaran pelajar dari kurikulum yang dibentuk dan Teori Sosial Kognitif Kerjaya (2016) yang memberi kesinambungan terhadap penguasaan pengetahuan dan kemahiran pelajar dari hasil pembelajaran kearah pembentukan kerjaya STEM.

## 5.0 PERBINCANGAN

Membangunkan pemahaman dan nilai STEM pelajar terhadap keperluan kerjaya berdasarkan pencapaian akademik, kemahiran abad ke-21 dan sikap terhadap STEM serta mampu saling melengkapi antara satu sama lain. Perbincangan akan menumpukan perhatian kepada pengukuhan STEM di Malaysia berdasarkan kepada perkembangan kurikulum dan selari dengan memenuhi keperluan pelajar dari kurikulum yang dirancang dan dibentuk. Khususnya, saya telah mengekalkan keperluan sikap terhadap STEM, kemahiran abad ke-21 dan pengaruh ibu bapa sebagai kesinambungan kepada pembentukan kecenderungan pelajar dalam kerjaya STEM. Mengenal pasti dengan tiga elemen (sikap terhadap STEM, kemahiran abad ke-21 dan pengaruh ibu bapa) yang dipilih berdasarkan kajian lepas memberi pengaruh kepada pengukuhan STEM dalam kalangan pelajar bagi memenuhi keperluan industri global. Walau bagaimanapun, pelaksanaan STEM dalam sistem pendidikan perlu diintegrasikan dengan baik semasa sesi PdPc yang juga menjadi asas kepada kesinambungan penguasaan pelajar agar lebih tersusun dan memperoleh pengalaman pembelajaran bersepadu (Wang, 2013).

STEM semakin mendapat perhatian sistem pendidikan global dan kajian berkaitan STEM juga telah dilaksanakan dalam kalangan pelajar sekolah menengah di Malaysia, namun penekanan kepada pembentukan kerjaya STEM kurang diberi perhatian (Jayarajah, Saat, & Rauf, 2014). Dalam usaha untuk melahirkan tenaga mahir yang dapat memacukan ekonomi negara dalam industri STEM hasil daripada kurikulum yang dibentuk, penerapan kepada kerangka teoritikal yang dicadangkan dalam kertas kerja ini dapat memberi penataan yang lebih baik untuk mengukuhkan STEM dalam kalangan pelajar. Integrasi kurikulum sains dan STEM berkesan apabila pelajar mempunyai sikap positif terhadap STEM dapat mengaitkan penguasaan pengetahuan ke arah keperluan memenuhi aspirasi kerjaya (Hayden, Youwen Ouyang, Scinski, Olszewski, & Bielefeldt, 2011). Tambahan, dapat dibuktikan penguasaan sains pelajar dalam kemahiran interpersonal pelajar untuk penyelesaian masalah merentasi dua atau lebih disiplin STEM bagi keperluan kepada kerjaya (English, 2016).

## 6.0 KESIMPULAN



STEM terus menjadi agenda sistem pendidikan global dan usaha untuk mencapai sasaran bagi melahirkan lebih ramai tenaga mahir STEM telah dibuktikan dengan pengukuhan STEM lebih mampan dalam kurikulum sekolah (BPK, 2016; Griese, Lehmann, & Roesken-Winter, 2015). Diharapkan kertas kerja ini dapat memberi kerangka yang jelas untuk penyelidikan dan perbincangan ahli akademik bagi memajukan STEM mengikut perkembangan teknologi dan persiapan untuk melahirkan tenaga mahir ke arah revolusi ekonomi negara. Pengukuhan pengetahuan sains pelajar dan kesedaran terhadap kerjaya STEM dapat membuka hala tuju lebih jelas kepada pelajar dalam menempuh cabaran industri STEM.

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## **Pengetahuan Kandungan Dan Kemahiran Pedagogi Guru Dalam Kurikulum Reka Bentuk Dan Teknologi (RBT): Analisis Kajian Rintis**

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### **ABSTRAK**

*Kemahiran berfikir dijadikan satu landasan sebelum membuat sebarang tindakan dan ianya melibatkan proses intelektual yang merangkumi pembentukan konsep, mengaplikasi, menganalisis dan menilai maklumat yang diperolehi daripada pelbagai sumber. Kemahiran berfikir menjadi asas dalam proses pengajaran dan pembelajaran murid semasa menimba ilmu. Justeru itu, kemahiran berfikir menjadi agenda utama Kementerian Pendidikan Malaysia (KPM) dalam melakukan transformasi kurikulum pendidikan di samping memperkenalkan mata pelajaran Reka Bentuk dan Teknologi (RBT) dalam Kurikulum Standard Sekolah Rendah (KSSR). Kandungan kurikulumnya menjadikan murid mampu menghasilkan produk yang kreatif dan berasaskan teknologi sekali gus mata pelajaran ini memerlukan tahap kemahiran berfikir beraras tinggi. Pembentukan budaya kemahiran berfikir beraras tinggi dalam kalangan murid ini disandarkan kepada pengetahuan isi kandungan dan kemahiran pedagogi guru semasa melaksanakan proses pengajaran dan pembelajaran. Kajian dijalankan ke atas 36 orang guru mata pelajaran RBT di daerah Kinta Utara, Perak. Dapatan kajian menunjukkan tahap pengetahuan isi kandungan guru RBT berada pada tahap lemah ( $M = 2.558$ ,  $SP = 0.379$ ). Begitu juga dengan kemahiran pedagogi guru RBT juga berada pada tahap kurang mahir ( $M = 2.625$ ,  $SP = 0.450$ ) manakala penguasaan elemen kemahiran berfikir beraras tinggi dalam pengajaran dan pembelajaran RBT juga berada pada tahap lemah ( $M = 2.754$ ,  $SP = 0.444$ ). Implikasi kajian ini memberi maklumat kepada para guru untuk memantapkan pengetahuan isi kandungan dan kemahiran pedagogi dalam kurikulum RBT bagi menerapkan kemahiran berfikir semasa proses pengajaran dan pembelajaran di bilik darjah. Malahan dapatan juga boleh dijadikan landasan bagi membangunkan kaedah pembelajaran yang terbaik bagi mengamalkan budaya kemahiran berfikir dalam bilik darjah dalam kalangan murid.*

**KATA KUNCI :** Reka Bentuk Kurikulum, Pengetahuan Kandungan, Kemahiran Pedagogi, Kemahiran Berfikir, Reka Bentuk dan Teknologi (RBT)

### **1. PENDAHULUAN**

Pendidikan merupakan asas dalam melahirkan insan dan warga yang berketerampilan, berkemahiran dan bersedia untuk menghadapi cabaran masa depan termasuk di peringkat global. Pendidikan juga memainkan peranan penting dalam usaha kerajaan untuk menjadikan negara kita sebagai negara maju dan menjanjikan rakyat yang berpendapatan tinggi. Selaras dengan itu, Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan Kurikulum Standard Sekolah Rendah (KSSR) dengan tujuan untuk melahirkan modal insan yang kreatif, kritis, inovatif dan memiliki kemahiran berfikir beraras tinggi (Kementerian Pendidikan Malaysia, 2013a).

Kemahiran berfikir merupakan asas kepada proses pendidikan dan penekanan kemahiran berfikir telah diberi perhatian secara serius oleh KPM dan menjadi salah satu daripada enam utama ciri yang perlu ada pada setiap murid (Kementerian Pendidikan Malaysia, 2013a). Kemahiran berfikir

khususnya beraras tinggi amat diperlukan untuk diintegrasikan dan diterapkan dalam situasi semasa memahami sesuatu maklumat yang akan digunakan bagi mencetus idea yang kreatif dan kritis.

Keupayaan seseorang murid berfikir akan mempengaruhi cara pembelajaran dan keberkesanan pembelajaran seterusnya mereka berupaya untuk memindahkan kemahiran tersebut kepada situasi yang diperlukan dalam menyelesaikan masalah dalam kehidupan seharian. Menurut Philips (1997), peningkatan kefahaman dan pengukuhan pemikiran murid akan meningkat apabila galakan untuk menggunakan minda mereka diberikan.

Sejajar dengan transformasi kurikulum pendidikan yang dilakukan, mata pelajaran Reka Bentuk dan Teknologi (RBT) telah diperkenalkan bagi memastikan potensi murid secara menyeluruh, seimbang dan bersepadu serta dapat menguruskan kehidupan secara produktif dan mampu mengambil inisiatif dan merebut peluang dengan bijak dan kreatif. (Kementerian Pendidikan Malaysia, 2015). Selain itu, kemahiran asas yang diterapkan juga menyediakan peluang kepada murid sekolah rendah menjadi modal insan berkemahiran dan bersedia melanjutkan pembelajaran ke peringkat lebih tinggi (Kementerian Pendidikan Malaysia, 2016).

Sehubungan itu, perubahan di dalam sistem pendidikan di Malaysia memerlukan guru-guru RBT bersedia dan menguasai kemahiran berfikir khususnya beraras tinggi dalam proses pembelajaran murid. Guru-guru RBT perlu mempunyai domain-domain asas termasuklah ilmu pengetahuan tentang isi kandungan, kemahiran terhadap pengajaran kemahiran berfikir dan sikap yang menjurus kepada pemikiran beraras tinggi. Oleh itu, guru harus memastikan pembelajaran kemahiran berfikir beraras tinggi berlaku semasa proses pengajaran dan pembelajaran dijalankan.

## **2. LATAR BELAKANG MASALAH**

Kepesatan pembangunan dan kemajuan teknologi di peringkat global dijadikan asas dalam membangunkan murid yang mampu berfikir secara kreatif dan mengamalkan amalan inovatif yang akan digunakan dalam menyelesaikan pelbagai masalah. Keupayaan berfikir dengan menggunakan imaginasi diperlukan untuk mengubah dunia baharu dan mengubah perkara biasa menjadi sesuatu yang luar biasa. Menurut Edward De Bono (1976) menyatakan keperluan kemahiran berfikir bukan sekadar melibatkan penyelesaian masalah tetapi melibatkan pencarian masalah dan penerokaan peluang-peluang baharu, kemungkinan baharu serta penjanaan idea-idea baharu.

Bloom (1956) juga menjelaskan, kemahiran berfikir aras tinggi melambangkan pemikiran yang kritikal, logikal, reflektif, serta metakognitif dan pemikiran kreatif yang dirangsang apabila berdepan dengan masalah serta soalan yang bukan menjadi kebiasaan. Dengan berpegang kepada konsep kemahiran berfikir aras rendah yang dikaitkan dengan pengetahuan dan strategi kognitif sedia ada. Kemahiran berfikir aras tinggi adalah lebih canggih dan mengolah ilmu daripada kemahiran berfikir aras rendah kerana ia memerlukan seseorang murid itu memanipulasi maklumat dan idea yang mentransformasikan maksud dan implikasi maklumat serta idea asal tersebut.

Kemahiran berfikir boleh dipelajari dan dibangunkan dengan amalan yang sesuai oleh murid. Kemahiran berfikir juga bergantung kepada kemahiran seseorang individu mengendalikan potensi kecerdasan otaknya. Menurut Maimunah (2004) menjelaskan kemahiran berfikir adalah satu disiplin ilmu yang boleh dipelajari dan dapat diamalkan sehingga membentuk kebiasaan atau pengalaman. Malahan, kemahiran berfikir ini juga menunjukkan kebolehan individu menggunakan maklumat bagi pelbagai kegiatan aktif (Ainon & Abdullah, 1994).

Proses pengajaran dan pembelajaran yang dikendalikan oleh guru khususnya bagi kemahiran berfikir tidaklah semudah seperti yang diandaikan oleh pelbagai pihak. Proses pengajaran dan pembelajaran dipengaruhi oleh pelbagai faktor, antaranya aspek pengetahuan isi kandungan, kemahiran pedagogi, bahan sumber pengajaran pembelajaran yang digunakan dan persekitaran pembelajaran. Secara umumnya lebih kondusif persekitaran pembelajaran itu, lebih banyak maklumat yang dapat diproses dan dipelajari. Guru perlu bijak menggunakan pelbagai aktiviti yang boleh disesuaikan dengan semua gaya belajar murid dalam proses pengajaran dan pembelajaran khususnya pengajaran kemahiran berfikir.

Reka Bentuk dan Teknologi (RBT) ialah mata pelajaran asas pendidikan teknik dan vokasional yang diperkenalkan menggunakan reka bentuk kurikulum berasaskan projek dan menekankan proses

reka bentuk dan penggunaan pengetahuan serta kemahiran proses (Kementerian Pendidikan Malaysia, 2015). Penyebatan kemahiran berfikir beraras tinggi dalam proses pengajaran dan pembelajaran ini melibatkan skop yang luas, kepelbagaian kaedah penyampaian dan penggunaan bahan rangsangan serta proses ini juga mencabar dalam meningkatkan motivasi dan daya pemikiran murid. Dalam konteks RBT, bermaksud murid dapat menghasilkan produk yang kreatif dan berasaskan teknologi. Keadaan ini menunjukkan mata pelajaran Reka Bentuk dan Teknologi (RBT) memerlukan tahap pemikiran yang lebih tinggi.

Setiap proses yang dijalankan ini boleh ditaksir kerana pengetahuan asas yang ada pada seseorang itu didapati sama ada dipelajari, melalui pengalaman, bacaan dan sebagainya dijadikan keperluan penting untuk merangsang murid berfikir ke aras yang lebih tinggi. Oleh itu, pemahaman guru tentang pernyataan kemahiran berfikir aras tinggi dalam kurikulum hendaklah jelas bagi membolehkan segala bentuk aktiviti pengajaran dan pembelajaran dapat dirancang dan dilaksanakan dengan berkesan di bilik darjah.

Marzano (2011) dalam Mohamad Nurul Azmi & Nurzatulshima (2016) juga menjelaskan jika seseorang ditugaskan untuk menyemai kemahiran berfikir beraras dalam proses pengajaran dan pembelajaran, maka mereka perlu memahami keseluruhan konteks kemahiran berfikir beraras tinggi yang digunakan oleh sesuatu institusi. Dalam konteks mengajar kemahiran berfikir dalam mata pelajaran di sekolah, guru perlu memiliki perkara tersebut untuk mengendalikan pengajaran dan pembelajaran dengan lebih berkesan.

Masalah utama yang dihadapi oleh guru untuk mengintegrasikan kemahiran berfikir beraras tinggi ialah ketidaksediaan mereka untuk melaksanakan agenda ini dari aspek pengetahuan dan kemahiran (Rosnani & Suhailah, 2003). Rajendran (2001) dalam kajiannya juga mendapati guru-guru kurang bersedia untuk mengajar kemahiran berfikir beraras tinggi daripada aspek ilmu pengetahuan, kemahiran pedagogi dan sikap. Begitu juga dalam kajian Ball & Garton (2005) yang menyatakan kebanyakan guru tidak tahu bagaimana untuk mengajar kemahiran kemahiran berfikir beraras tinggi kepada murid dan ada yang tidak bersedia untuk mengajar kemahiran berkenaan.

Secara umumnya, percanggahan berkaitan kesediaan guru dalam proses pengajaran dan pembelajaran kemahiran berfikir beraras tinggi dalam aspek ilmu pengetahuan dan kemahiran jelas dibincangkan. Suhaimi & Razali (2014) jelas menyatakan bahawa guru menjadi faktor kritikal dalam pengajaran kemahiran berfikir beraras tinggi kerana kesediaan murid banyak bergantung pada guru. Sehubungan dengan itu, satu pendekatan terbaik daripada guru-guru diperlukan untuk menerapkan kemahiran berfikir selain menggabung serta mengintegrasikan strategi berkaitan dalam membantu meningkatkan kemahiran berfikir murid supaya ia lebih tinggi.

### **3. OBJEKTIF KAJIAN**

Secara umumnya kajian rintis ini adalah untuk mengetahui tahap pengetahuan isi kandungan dan kemahiran pedagogi guru sekolah rendah terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) di sekolah rendah. Objektif kajian adalah seperti berikut:

1. Mengetahui isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi di dalam Reka Bentuk dan Teknologi (RBT) sekolah rendah.
2. Mengetahui kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi di dalam Reka Bentuk dan Teknologi (RBT) sekolah rendah.
3. Mengetahui elemen kemahiran berfikir beraras tinggi guru dalam pengajaran dan pembelajaran Reka Bentuk dan Teknologi (RBT) sekolah rendah.

### **4. METODOLOGI KAJIAN**

Kajian rintis yang dijalankan menggunakan kaedah penyelidikan deskriptif yang bertujuan memberi penjelasan menyeluruh dan tepat berkaitan pengetahuan isi kandungan dan kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk

dan Teknologi (RBT) di sekolah rendah. Seramai 36 orang guru sekolah rendah yang mengajar mata pelajaran Reka Bentuk dan Teknologi (RBT) daripada Zon Kinta Utara di negeri Perak terlibat dalam kajian ini. Teknik persampelan rawak mudah (*simple random sampling*) telah digunakan dalam kajian rintis ini. Keadaan ini kerana unsur dalam populasi mempunyai peluang yang sama untuk dipilih dalam sampel.

Penggunaan soal selidik bagi mengenal pasti tahap pengetahuan isi kandungan dan kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi sebagai kaedah untuk mendapatkan data kajian digunakan. Set soal selidik telah dibina oleh pengkaji sendiri serta diubahsuai daripada instrumen yang dibentuk oleh Bahagian Pendidikan Guru (2015). Soal selidik digunakan kerana ia mudah dikendalikan, lebih mudah mendapat kerjasama daripada responden, keberkesanan untuk menjawab tanpa rasa segan boleh meningkatkan kebolehpercayaan kajian.

Data-data dikumpulkan dan dianalisis menggunakan perisian *IBM Statistical Package for the Social Science (SPSS)* Versi 22. Bagi kajian rintis ini, statistik deskriptif dan statistik inferens digunakan. Statistik deskriptif digunakan untuk membuat kesimpulan keseluruhan data kajian, memberikan kefahaman tentang pelbagai data yang diperolehi, Ujian statistik yang digunakan adalah frekuensi, peratus, min dan sisihan piawai.

## 5. DAPATAN KAJIAN

### Tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah

Merujuk kepada Jadual 1 menunjukkan min keseluruhan bagi tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) berada pada tahap lemah iaitu ( $M = 2.558$ ,  $SP = 0.379$ ).

**Jadual 1 - Min dan sisihan piawai dalam pengetahuan isi kandungan**

Pemboleh ubah	Min	SP
Pengetahuan Isi Kandungan	2.558	0.379

### Tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah

Berdasarkan Jadual 2, dapatan menunjukkan min bagi tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) secara keseluruhannya adalah kurang mahir ( $M = 2.625$ ,  $SP = 0.450$ ).

**Jadual 2 – Min dan sisihan piawai dalam kemahiran pedagogi**

Pemboleh ubah	Min	SP
Kemahiran Pedagogi	2.625	0.450

### Tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran RBT sekolah rendah

Jadual 3 menunjukkan dapatan min keseluruhan bagi tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran Reka Bentuk dan Teknologi (RBT) secara keseluruhannya adalah lemah iaitu ( $M = 2.754$ ,  $SP = 0.444$ ). Tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran Reka Bentuk dan Teknologi (RBT) diukur berdasarkan empat elemen iaitu mengaplikasi, menganalisis, menilai dan mencipta. Elemen mengaplikasi memperoleh skor tertinggi dengan ( $M = 2.840$ ,  $SP = 0.423$ ), seterusnya elemen menganalisis dengan nilai skor ( $M = 2.791$ ,  $SP = 0.416$ ), manakala elemen mencipta dengan



nilai skor ( $M = 2.708$ ,  $SP = 0.411$ ) dan elemen menilai memperoleh skor terendah dengan skor ( $M = 2.680$ ,  $SP = 0.529$ ).

**Jadual 3 – Min dan sisihan piawai dalam elemen kemahiran berfikir beraras tinggi**

Pemboleh ubah	Min	SP
Elemen KBAT	2.754	0.444
Mengaplikasi	2.840	0.423
Menganalisis	2.791	0.416
Menilai	2.680	0.529
Mencipta	2.708	0.411

## 6. PERBINCANGAN

### 6.1 Tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah

Berdasarkan dapatan kajian menunjukkan tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT berada pada tahap lemah. Guru-guru tidak menguasai pengetahuan isi kandungan mata pelajaran RBT dan menyebabkan kesukaran untuk menerapkan kemahiran berfikir beraras tinggi dalam proses pengajaran dan pembelajaran. Guru bertanggungjawab sepenuhnya ke atas penglibatan intelektual di bilik darjah. Keadaan ini merujuk kepada *Model of Pedagogical Reasoning and Action* yang dibangunkan oleh Shulman (1987), menyatakan seseorang guru perlu bermula dengan memahami dan menguasai secara mendalam kandungan yang akan diajar bagi satu mata pelajaran.

Berdasarkan model ini, pemerolehan kefahaman baharu akan melalui proses-proses kefahaman, transformasi, pengajaran, penilaian, refleksi dan kefahaman baharu di mana guru dan murid akan memperoleh pemahaman lebih jelas berkaitan isi kandungan mata pelajaran tersebut. Shulman (1987) juga menyatakan bahawa guru bagi setiap opsyen perlu memahami dan menguasai setiap mata pelajaran yang diajarnya. Sehubungan itu, pengetahuan dan kemahiran yang mencukupi berkenaan kemahiran berfikir beraras tinggi juga perlu dititikberatkan oleh guru untuk menerapkan kemahiran berfikir aras tinggi dengan baik kepada murid.

Pernyataan tersebut menunjukkan setiap guru perlu mempunyai kefahaman tentang isi kandungan mata pelajaran bagi tujuan pengajaran. Dalam erti kata lain, guru perlu memikirkan bagaimana untuk membina jambatan antara kefahaman guru tentang isi kandungan dengan kefahaman pelajar berkenaan isi kandungan yang sama. Kajian juga mendapati pelaksanaan pengajaran guru yang dapat membangunkan kemahiran berfikir beraras tinggi murid berupaya meningkatkan pencapaian murid (Boaler & Staples, 2008; Franco, Sztajn & Ramalho, 2007).

Dalam konteks mengintegrasikan kemahiran berfikir beraras tinggi dalam setiap mata pelajaran di sekolah-sekolah Malaysia, guru-guru yang dilatih perlu memiliki perkara-perkara asas seperti ilmu pengetahuan tentang kandungan mata pelajaran, kemahiran untuk mengajar KBAT dan sikap serta persekitaran yang sesuai. Sebagai contoh di Institut Pendidikan Guru (IPG), penumpuan kepada persekitaran proses pengajaran dan pembelajaran berasaskan KBAT telah menjadi strategi utama sepanjang pengajian (Mohamad Nurul Azmi & Nurzatulshima, 2016).

Selain itu, terdapat juga kajian yang menunjukkan guru-guru mempunyai persepsi yang positif terhadap nilai dan kepentingan pengajaran berfikir (Rosnani & Suhailah, 2002; Sukiman et al., 2012). Kebanyakan guru bersedia dan sedar kepentingan kemahiran berfikir beraras tinggi dalam mewujudkan masyarakat yang mempunyai daya pemikiran beraras tinggi (Barathimalar, 2014). Kepentingan kualiti pengetahuan guru merupakan bahagian yang paling utama dalam perancangan pendidikan seterusnya kesediaan ini juga berkait rapat dengan bahan pengajaran, pengetahuan yang luas dalam pedagogi dan juga kemahiran dalam menerapkan kemahiran berfikir beraras tinggi.

## **6.2 Tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah**

Dapatan kajian juga mendapati tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT berada pada tahap kurang mahir. Guru-guru masih tidak dapat memastikan strategi dan kaedah yang sesuai digunakan dalam menerapkan kemahiran berfikir aras tinggi dalam proses pengajaran dan pembelajaran. Dapatan kajian ini juga selari dengan kajian Norzilawati et al. (2014) yang menyatakan sebahagian guru belum bersedia sepenuhnya atau masih kurang bersedia untuk melaksanakan proses pengajaran dan pembelajaran melalui integrasi kemahiran berfikir beraras tinggi. Begitu juga dengan kajian yang dijalankan oleh Sharifah, Nor Adibah, Mohd Mahzan & Aliza Ali (2012), mendapati guru tidak menguasai kemahiran dalam aspek strategi mengajar dan juga matlamat pembaharuan kurikulum yang dilakukan.

Daripada kajian yang dijalankan juga mendapati guru-guru tidak didedah dengan secara spesifik berkaitan strategi dan kaedah kemahiran berfikir beraras tinggi yang sesuai dan keadaan ini menyebabkan guru-guru melaksanakan pengajaran berdasarkan apa yang difahami. Situasi ini selari dengan dapatan kajian oleh Mohd Nazri Hassan et al. (2017) yang menyatakan proses pengajaran dan pembelajaran hanya bergantung pada kreativiti guru itu sendiri memikirkan berkenaan penerapan kemahiran berfikir beraras tinggi dan ada kalanya tidak memberikan sebarang kesan ke atas peningkatan penguasaan kemahiran berfikir beraras tinggi dalam kalangan murid.

Namun demikian, dapatan kajian juga menunjukkan guru-guru mata pelajaran RBT dijangka dapat melaksanakan pengajaran RBT melalui integrasi kemahiran berfikir beraras tinggi. Guru-guru RBT menyatakan kesediaan untuk meningkatkan kefahaman berkenaan penerapan kemahiran berfikir beraras tinggi dalam proses pengajaran dan pembelajaran. Keadaan ini juga selari dengan dapatan kajian yang menunjukkan wujud perhubungan antara persepsi guru terhadap pengajaran dan amalan berfikir (Sukiman, et. al., 2012). Selain itu, guru-guru mempunyai persepsi positif kepada pengajaran berfikir serta mengamalkan pengajaran kemahiran berfikir dalam bilik darjah. Pendapat ini juga disokong dengan kajian Nor Hasmaliza (2015) yang menjelaskan tahap kemahiran guru menerapkan kemahiran berfikir beraras tinggi semasa proses pengajaran berada pada tahap yang tinggi secara keseluruhannya.

Selain itu, berdasarkan dapatan kajian oleh Sukiman et al. (2012) juga menjelaskan bahawa guru-guru mempunyai kemahiran yang cukup untuk mengembangkan kemahiran berfikir dalam kalangan murid. Pemilihan kaedah dalam pengajaran kemahiran berfikir bergantung kepada beberapa faktor iaitu objektif pembelajaran, kemudahan prasarana, saiz kelas, dan taraf kebolehan murid. Pendekatan pengajaran yang paling efektif dapat diwujudkan apabila pengajaran yang disampaikan dapat diterima dengan baik, difahami dan diingati serta dapat diaplikasikan dalam kehidupan seharian murid (Morrisson, Ros, Kalman & Kemp, 2011).

## **6.3 Tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran RBT sekolah rendah**

Kajian yang dijalankan terhadap elemen kemahiran berfikir beraras tinggi merangkumi kemahiran kognitif mengaplikasi, menganalisis, menilai dan mencipta. Dapatan kajian yang dijalankan menunjukkan tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran RBT secara keseluruhannya masih berada dalam tahap lemah. Elemen KBAT paling tinggi yang digunakan oleh guru mata pelajaran RBT ialah elemen mengaplikasi. Seterusnya diikuti oleh tahap elemen menganalisis, elemen mencipta dan paling kurang digunakan ialah elemen menilai.

Keadaan ini menunjukkan guru-guru keupayaan guru RBT masih berlegar pada tahap elemen kemahiran berfikir beraras tinggi mengaplikasi berbanding dengan tahap elemen kemahiran berfikir beraras tinggi yang lain. Merujuk kepada Lembaga Peperiksaan, elemen mengaplikasi menerangkan keadaan menggunakan maklumat dalam situasi yang baharu (Kementerian Pendidikan Malaysia, 2013b). Secara tak langsung dapatan ini selari dengan laporan oleh Perunding *Kestrel Education* dari England dan *21<sup>st</sup> Century School* dari Amerika Syarikat pada tahun 2011 yang menyatakan bahawa

pemikiran aras tinggi dalam kalangan guru dan murid masih berada pada tahap rendah. Begitu juga dengan kajian yang dilakukan oleh Md. Yunos et al. (2010) mendapati tahap penguasaan kemahiran berfikir beraras tinggi dalam kalangan murid sekolah pada tahap yang rendah.

Daripada kajian ini juga mendapati tidak semua guru mengetahui dan memahami berkenaan aras taksonomi Bloom sebagai asas kemahiran berfikir aras tinggi (KBAT). Guru-guru masih kabur tentang penggunaan aras-aras ini dalam proses pengajaran dan pembelajaran. Seperti yang sedia maklum Taksonomi Bloom (1956) dan Taksonomi Bloom Semakan Semula (2001) menjadi kerangka utama kemahiran berfikir aras tinggi (KBAT) Kementerian Pendidikan Malaysia (Kementerian Pendidikan Malaysia, 2013b). Selain itu, Krathwohl (2002) juga menjelaskan bahawa Bloom (1956) menegaskan fungsi taksonomi kognitif melebihi daripada hanya sebagai alat pengukuran. Selain itu, penggunaannya juga boleh dijadikan alat yang berkesan untuk membantu guru dalam membina reka bentuk pengajaran dan tugas mereka (Radmehr & Alamolhodaei, 2010).

Malahan Rajendran (2008) menjelaskan penekanan kemahiran berfikir beraras tinggi ini perlu diselesaikan bukan dengan aplikasi biasa. Penekanan kemahiran berfikir beraras tinggi ini dicetus apabila seseorang individu menggunakan kemahiran-kemahiran berfikir untuk menghadapi situasi yang kompleks, baharu dan mencabar (Rajendran, 2008; Halimah, 2009; Yee et al., 2010). Menurut Miri et al. (2007), jika guru secara konsisten mempraktikkan strategi-strategi kemahiran berfikir beraras tinggi, menggalakkan aplikasi masalah kehidupan seharian, menggalakkan perbincangan kelas secara 'open-ended' dan menjalankan eksperimen berorientasikan inkuiri, maka terdapat peluang yang lebih luas untuk perkembangan keupayaan pemikiran kritikal atau pemikiran aras tinggi. Oleh itu, pengetahuan, kemahiran dan kesediaan yang mencukupi berkenaan kemahiran berfikir beraras tinggi merupakan aspek utama yang perlu dititikberatkan oleh para guru.

## 7. RUMUSAN

Isu membudayakan kemahiran berfikir ini tidak perlu dipertikaikan lagi malahan penyelesaian yang lebih konkrit perlu dilakukan. Hal ini kerana kemahiran berfikir merupakan asas dalam proses pembelajaran dan pembudayaan kemahiran berfikir yang berkesan semasa proses pengajaran dan pembelajaran akan mempengaruhi keupayaan murid dalam menjana idea dan menyelesaikan pelbagai masalah dalam kehidupan seharian. Guru-guru RBT perlu memantapkan pengetahuan isi kandungan dan meningkatkan kepelbagaian kemahiran pedagogi dalam membudayakan kemahiran berfikir beraras tinggi dalam proses pembelajaran kepada murid. Sehubungan itu, dapatan daripada kajian rintis ini boleh memberikan input bagi menjalankan kajian yang lebih menyeluruh dalam menyediakan strategi dan kaedah terbaik bagi meningkatkan pengetahuan isi kandungan dan kemahiran pedagogi serta dijadikan pencetus dalam membangunkan modul terhadap penerapan kemahiran berfikir beraras tinggi dalam kalangan guru mata pelajaran Reka Bentuk dan Teknologi (RBT) di sekolah rendah.

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## Amalan Pembelajaran Teknologi Maklumat Dan Komunikasi Berdasarkan Elemen Tpack Di SRAI Sg Manggis

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### ABSTRAK

*Kajian ini dilaksanakan adalah bertujuan untuk mengkaji amalan pembelajaran pelajar terhadap matapelajaran Teknologi Maklumat dan Komunikasi di SRAI Sg Manggis berpandukan empat dimensi Technology Pedagogy Content Knowledge (TPACK) iaitu Pengetahuan Teknologi ( technology knowledge), pedagogi (pedagogy knowledge), Kandungan (Content knowledge) dan Pengetahuan Teknologi, Pedagogi dan Kandungan (technology, pedagogy and content knowledge). Reka bentuk kajian adalah kajian tinjauan yang berbentuk kuantitatif dengan menggunakan instrumen soal selidik. Seramai 56 orang responden tahun 5 sekolah SRAI Sg Manggis terlibat dalam kajian ini. Borang soal selidik diedarkan dan data yang diperolehi dianalisis menggunakan statistik deskriptif. Dapatan kajian menunjukkan tahap yang tinggi dalam satu dimensi yang dikaji iaitu Pedagogy Knowledge (Pengetahuan Pedagogi) dengan skor min 3.75, manakala tiga lagi dimensi iaitu Technology Knowledge, Content Knowledge dan TPACK menunjukkan tahap yang sederhana masing-masing adalah 2.91, 2.79 dan 2.97. Secara ringkasnya, kajian menunjukkan tahap amalan pembelajaran di tahap sederhana dengan beberapa item memerlukan penambahbaikan. Berdasarkan dapatan yang diperolehi daripada kajian ini, matapelajaran teknologi dan Maklumat ini tidak begitu dititikberatkan memandangkan ia masih baru di Malaysia khususnya SRAI Sg Manggis akan tetapi ia dilihat penting seiring dengan kepesatan teknologi seterusnya memenuhi tuntutan pembelajaran abad ke21. Kajian ini diharap dapat memberi kesedaran tentang tahap pelaksanaan yang telah dilakukan selain mengenalpasti apakah lemen yang perlu diperkukuhkan modul pembelajaran yang akan dibangunkan memberi nilai tambah bukan sahaja pengetahuan teknologi malah nilai lain.*

**Kata Kunci:** Tahap Amalan Pembelajaran , TPACK , TMK, Sekolah Rendah

### 1.0 Pengenalan

Peranan TMK penting dalam pendidikan bukan sahaja dalam pembentukan terhadap pemahaman konsep dan juga kemahiran malah ia membantu perkembangan pelajar tersebut secara keseluruhannya. Teknologi komputer merupakan elemen teknologi pendidikan yang agak menonjol dalam bidang pendidikan yang melibatkan pelajar dan guru. Seiring dengan perkembangan dunia teknologi turut menjadi sebahagian proses dalam pembentukan pendidikan. Oleh yang demikian pelajar di sekolah rendah perlu mempunyai pengetahuan tentang teknologi maklumat dan komunikasi bagi memastikan Malaysia bergerak seiring dengan perkembangan dunia.

Modul yang ada diperingkat sekolah rendah adalah modul yang dibekalkan oleh kementerian dimana kandungan pembelajaran yang banyak meliputi aspek perkakas komputer, dan juga fungsi multimedia secara umum. Berdasarkan Penggunaan TMK didalam pedagogi dan perbezaan penggunaan TMK dalam sesi pembelajaran bagi matapelajaran yang diajarkan di sekolah rendah perlunya kajian dilakukan bagi mengenalpasti amalan pembelajaran terkini di sekolah bagi mengenalpasti elemen-elemen yang diperlukan dalam pembinaan modul.

Persoalan kajian ini adalah ingin mengetahui bagaimana keperluan teknologi, pedagogi dan kandungan bagi modul pembelajaran Asas Multimedia dan Animasi menggunakan Microsoft Power Point. Objektif kajian adalah meneroka keperluan teknologi, pedagogi dan kandungan bagi modul pembelajaran Asas Multimedia dan Animasi menggunakan Microsoft Power Point. Konteks kajian adalah melibatkan keperluan pengajaran dan pembelajaran TMK disekolah rendah. Dan kajian dilakukan keatas pelajar

sekolah rendah dan dilakukan dalam bentuk kualitatif.

Kajian ini ada empat bahagian yang terdiri daripada kajian literature berkisar tentang pengaplikasian matapelajaran teknologi maklumat dan komunikasi yang telahpun dilakukan di dalam pengajaran dan pembelajaran, seterusnya metodologi yang digunakan, kemudian, perbincangan terhadap dapatan kajian yang diperolehi, akhir sekali adalah kesan, kekangan dan cadangan kajian yang boleh dilakukan pada masa hadapan

### **1.1 Objektif Kajian**

1. Mengenalpasti tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen pengetahuan teknologi
2. Mengenalpasti tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen pengetahuan pedagogi
3. Mengenalpasti tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen pengetahuan kandungan
4. Mengenalpasti tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen TPACK

### **1.2 Persoalan Kajian**

1. Apakah tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen pengetahuan teknologi
2. Apakah tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen pengetahuan pedagogi
3. Apakah tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen pengetahuan kandungan
4. Apakah tahap amalan pembelajaran matapelajaran TMK berdasarkan elemen TPACK

## **2.0 Kajian Literatur**

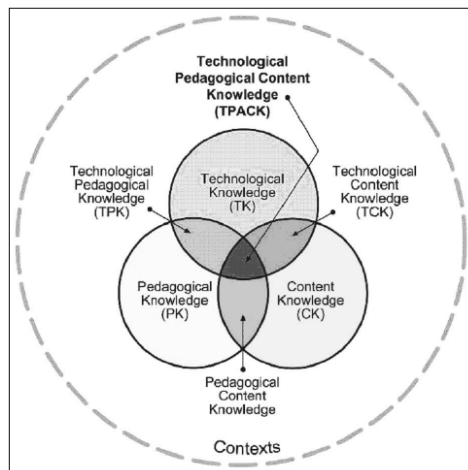
Menurut **Error! Reference source not found.** penggunaan Komputer dalam pendidikan adalah dimana penggunaannya memberikan faedah kepada pembelajaran selain meningkatkan motivasi pelajar. Mengajar tentang komputer mengambil peranan tutee terutamanya mengajar matapelajaran Literasi komputer, Teknologi Maklumat dan Komunikasi menggunakan bahasa, bahasa pengaturcaraan seperti C++, Java atau Visual Basic(VB).

### **2.1 Teknologi Maklumat dan Komunikasi**

Kementerian Pendidikan Malaysia telah membentuk TMK sebagai mata pelajaran .Teknologi Maklumat dan Komunikasi (TMK) diajar kepada pelajar tahap II sebagai satu mata pelajaran sebagai persediaan ke sekolah menengah yang menekankan kepada penguasaan ilmu pengetahuan dan kemahiran disiplin ilmu TMK yang berteraskan Standard Kandungan dalam Dunia Komputer, Eksplorasi Multimedia, Sistem Rangkaian dan Dunia Internet, Dunia Pangkalan Data; dan Pengaturcaraan. Matlamat Standard Kurikulum TMKTahap II adalah untuk menyediakan penanda aras pencapaian murid dari Tahun 4 hingga Tahun 6. Ini adalah bagi memastikan murid menguasai pengetahuan dan kemahiran khusus disiplin ilmuTMK yang perlu dipelajari, menggalakkan kreativiti dan menyediakan pembelajaran yang menarik. Matapelajaran ini dilaksanakan pada 2014**Error! Reference source not found.**

### **2.2 TPACK**

TPACK merupakan gabungan tiga lomponen utama yang terdiri daripada pengetahuan kandungan ‘content knowledge’ (CK), pedagogi ‘pedagogy knowledge’ (PK) dan teknologi knowledge. Dan gabungan daripada ketiga tiga komponen ini wujud pula 3 komponen hasil dari element tunggal tadi iaitu Pengetahuan Pedagogi Kandungnn ‘Pedagogi Content knowledge’ (PCK), Technology Content Knowledge (TCK), Technology Pedagogi Knowledge (TPK) dan di tengah-tengah adalah gabungan tiga komponen ini iaitu Technology Pedagogical Content Knowledge (TPACK)



Rajah 1 : Komponen Kerangka TPAC

TPACK merupakan asas terhadap pengajaran efektif dengan penggunaan teknologi, ia memerlukan kefahaman terhadap konsep terhadap penggunaan teknologi, teknik pedagogi yang menggunakan teknologi sebagai cara untuk mengajar kandungan , pengetahuan ayng membuat konsep sukar atau mudah untuk dipelajari dan agaiman teknologi membantu permasalahan yang dihadapi para pelajaran pengetahuan lepas para pelajar dan teori serta begaiman teknologi membantu memperkukuhkan pengetahuan sediaada denagn wujudnya pengetahuan baru yang membantu pengetahuan yang lama

Model TPACK membantu dalam pebangunan guru yang professional selain ia turut membantu penyelidik, pensyarah pendidikan dan pelatih menilai para guru melalui petaksiran TPACK bagi mengenalpasti penambahbaikan yang boleh dilakukan dalam sistem pendidikan(matthew j. koehler, punya mishra, and william cain 2014). Walaubagaimanapun model TPACK juga boleh diguna bagi menganalisis keperluan dalam pembinaan modul pembelajaran khususnya modul pembelajaran Multimedia dan animasi menggunakan Microsoft Power Point

### 3.0 Metodologi

Rekabentuk kajian ini ialah kajian tinjauan yang menggunakan kaedah kuantitatif dengan menggunakan soal selidik sebagai instrumen kajian. Populasi kajian adalah pelajar SRAI Sg Manggis yang berjumlah 65 orang dan saiz sampel adalah seramai 56 orang yang ditentukan dengan merujuk jadual Krejcie & Morgan (1970). Prosedur persampelan kebarangkalian dilaksanakan dengan memilih subjek sampel secara rawak, di mana subjek dalam sampel tersebut mempunyai semua ciri-ciri yang terdapat dalam populasi kajian (Chua 2006).

#### 3.1 Instrumen Kajian

Instrumen yang digunakan dalam kajian ini adalah soal selidik yang diadaptasi daripada dari kajian Denise A. Schmidt et al , (2009,dan disuaikan dengan konteks sekolah rendah. Soalselidik ini terbahagi kepada 4 bahagianIa mengandungi 28 item soalan yang menjurus kepada amalan pembelajaran pelajar terhadapmatapelajaran TMK kepada 4 dimensi TPACK iaitu Pengetahuan Teknologi, Pedagogi, Kandungan dan TPACK . Penilaian soalan menggunakan pemeringkatan Skala Likert Lima Mata. Setiap item soalan mengandungi lima pilihan jawapan dari "sangat tidak setuju" (1) hingga "sangat setuju" (5). Jadual 1 dibawah menunjukkan skala pengukuran bagi item-item dalam soal selidik.

Jadual 1 : Skala Pengukuran

1	Sangat Tidak Setuju
2	Tidak Setuju



3	Agak Setuju
4	Setuju
5	Sangat Setuju

Data yang diperoleh dianalisis menggunakan statistik deskriptif. Kekerapan, peratus, min dan sisihan piawai dikenalpasti bagi tujuan analisis data. Bagi mengukur tahap kesediaan pensyarah dalam penggunaan teknologi mudah alih di kolej komuniti, interpretasi min yang dicadangkan oleh Lewis dan Robin (2000) dalam buku Statistik Untuk Pengurusan digunakan seperti berikut :

Jadual 2 : Interpretasi Min (Lewis & Robin 2000)

SELANG SKALA MIN	TAHAP MIN
1.00 – 2.33	Rendah/Tidak Setuju
2.34 – 3.67	Sederhana/Setuju
3.68 – 5.00	Tinggi/Sangat Setuju

#### 4.0 ANALISIS & DAPATAN KAJIAN

Seramai 56 orang pelajar SRAI Sg Manggis telah dipilih sebagai responden dalam kajian ini. Data yang dikumpul, dianalisis menggunakan statistik deskriptif. Berikut adalah dapatan yang diperolehi daripada item soalan 4 dimensi TPACK.

##### 4.1 *Technology Knowledge (Pengetahuan Teknologi)*

Jadual 3 : Skor min yang diperolehi bagi setiap item soalan.

Soalan	Skor Min	Tahap
Saya tahu bagaimana untuk menyelesaikan masalah teknikal saya sendiri	2.89	Sederhana
Saya boleh belajar teknologi dengan mudah	3.39	Sederhana
Saya sentiasa gunakan teknologi terkini	3.78	Tinggi
Saya sering bermain-main dengan teknologi	3.7	Tinggi
Saya tahu tentang banyak teknologi yang berbeza	2	Rendah
saya ada kemahiran untuk gunakan teknologi	2.14	Rendah
Saya mempunyai peluang yang mencukupi untuk menggunakan pelbagai teknologi yang berbeza	1.44	Rendah
sekiranya ada peluang, saya ingin belajar tentang teknologi	4	Tinggi
<b>Skor keseluruhan</b>	<b>2.91</b>	<b>Sederhana</b>

Berdasarkan kepada jadual di atas, skor min keseluruhan mencatatkan 2.91. Merujuk kepada jadual Interpretasi Min oleh Lewis dan Robin (2000) nilai skor yang ditunjukkan adalah Sederhana. Ini menjelaskan bahawa tahap amalan pembelajaran TMK adalah pada tahap sederhana.

##### 4.2 *Pedagogy Knowledge (Pengetahuan Pedagogi)*

Jadual 4 : Skor min yang diperolehi bagi setiap item soalan.

Soalan	Skor Min	Tahap
sewaktu didalam kelas saya tahu apa yang saya belajar	4.40	Tinggi
sewaktu didalam kelas saya tahu apa yang cikgu ajar	4.07	Tinggi
Saya boleh menyesuaikan diri dengan cara pengajaran cikgu	4.01	Tinggi
Saya boleh menyesuaikan diri dengan gaya pengajaran oleh cikgu yang berbeza	4.01	Tinggi
Saya boleh belajar walaupun cikgu sentiasa bertukar-tukar	3.75	Tinggi

Saya mahir mengenalpasti apa yang saya faham dan tidak faham semasa belajar	3.28	Sederhana
Saya tahu bagaimana untuk belajar dengan baik	3.89	Tinggi
saya tahu cara untuk faham ketika belajar	3.51	Sederhana
<b>Skor keseluruhan</b>	<b>3.75</b>	<b>Tinggi</b>

Berdasarkan kepada jadual di atas, skor min keseluruhan mencatatkan 3.75. Merujuk kepada jadual Interpretasi Min oleh Lewis dan Robin (2000) nilai skor yang ditunjukkan adalah Sederhana. Ini menjelaskan bahawa tahap amalan pembelajaran TMK adalah pada tahap Tinggi.

#### 4.3 *Content Knowledge (Pengetahuan Kandungan)*

Jadual 3 : Skor min yang diperolehi bagi setiap item soalan.

Soalan	Skor Min	Tahap
Saya tahu tentang apa yang ada dalam matapelajaran TMK	2.30	Rendah
Saya tahu cara untuk tambah pengetahuan tentang TMK	2.51	Sederhana
belajar TMK membuatkan saya pandai menyelesaikan masalah	2.16	Rendah
belajar TMK membuatkan saya berfikir	2.42	Sederhana
Apa yang saya belajar dalam TMK adalah perkara baru	3.66	Sederhana
matapelajaran ini mencabar untuk dipelajari	3.80	Tinggi
mengetahui TMK adalah satu kelebihan buat saya	2.69	Sederhana
<b>Skor keseluruhan</b>	<b>2.79</b>	<b>Sederhana</b>

Berdasarkan kepada jadual di atas, skor min keseluruhan mencatatkan 2.79. Merujuk kepada jadual Interpretasi Min oleh Lewis dan Robin (2000) nilai skor yang ditunjukkan adalah Sederhana. Ini menjelaskan bahawa tahap amalan pembelajaran TMK adalah pada tahap sederhana.

#### 4.4 *Technologi, Pedagogi and Content Knowledge (Pengetahuan Teknologi, pedagogi dan Kandungan)*

Jadual 4 : Skor min yang diperolehi bagi setiap item soalan.

Soalan	Skor Min	Tahap
Saya boleh belajar dengan baik apabila cikgu menggabungkan subjek TMK, teknologi dan cara saya belajar	4.21	Tinggi
Saya boleh guna cara menggabungkan kandungan, teknologi dan pendekatan pembelajaran saya untuk memahami matapelajaran TMK	2.95	Sederhana
Saya tahu memilih teknologi yang boleh meningkatkan prestasi subjek TMK	2.5	Sederhana
Saya boleh memilih untuk menggunakan teknologi untuk meningkatkan apa yang saya belajar, bagaimana saya belajar dan apa yang saya perlu belajar	2.91	Sederhana
Saya boleh memberikan kepimpinan dalam membantu orang lain untuk belajar TMK, gunakan teknologi, dan pendekatan pembelajaran di kelas.	3.21	Sederhana
<b>Skor Keseluruhan</b>	<b>2.97</b>	<b>Sederhana</b>

Berdasarkan kepada jadual di atas, skor min keseluruhan mencatatkan 2.97. Merujuk kepada jadual Interpretasi Min oleh Lewis dan Robin (2000) nilai skor yang ditunjukkan adalah Sederhana. Ini menjelaskan bahawa tahap amalan pembelajaran TMK adalah pada tahap sederhana.

## 5.0 PERBINCANGAN DAN KESIMPULAN

Hasil kajian yang dijalankan menunjukkan tahap yang tinggi dalam satu dimensi yang dikaji iaitu *Pedagogy Knowledge* (Pengetahuan Pedagogi), manakala tiga lagi dimensi iaitu *Technology Knowledge*, *Content Knowledge* dan TPACK menunjukkan tahap yang sederhana.

Tahap Amalan Pendidikan mengikut Dimensi TPACK	Skor Min	Interpretasi Min
Pengetahuan Teknologi	2.91	Sederhana
Pengetahuan Pedagogi	3.75	Tinggi
Pengetahuan Kandungan	2.79	Sederhana
TPACK	2.97	Sederhana

Secara umumnya, pelajar hari ini cenderung kepada penggunaan teknologi dalam pembelajaran selain mempelajari TMK itu sendiri.. Kajian ini diharap dapat pendedahan terhadap pelaksanaan matapelajaran TMK kepada pelajar sekolah rendah kearah mempersiapkan pelajar yang berkemahiran bukan sahaja akademik malah kemahiran teknologi.

Kajian ini juga mencadangkan beberapa isu yang boleh dikaji pada masa hadapan:-

- Mengetahui sebab kenapa tahap amalan bagi Pengetahuan Kandungan berada di tahap rendah adalah seimbang, sedangkan element lain berada di tahap sederhana.
- Mengkaji tahap amalan ini dalam bentuk kualitatif supaya dapat lebih mendalami elemen yang diperlukan di dalam pembinaan modul.

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## Hubungan Antara Stres Dengan Motivasi Pencapaian Dalam Kalangan Pelajar BPSP Di Universiti Putra Malaysia

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### ABSTRAK

*Keadaan yang menyumbang kepada stres tidak dapat dielakkan oleh pelajar-pelajar Bacelor Pendidikan (Sains Pertanian) di UPM. Bebanan tugas serta kurang kemahiran menguruskan masa menyebabkan pelajar BPSP menjadi stres seterusnya memberi impak kepada motivasi diri pelajar sama ada dalam bentuk positif atau negatif. Kajian ini dijalankan bagi mengkaji hubungan antara stres dengan motivasi pencapaian dalam kalangan pelajar Bacelor Pendidikan (Sains Pertanian) (BPSP) di Universiti Putra Malaysia dan menjawab lima persoalan kajian tentang tahap stres dan tahap motivasi pencapaian pelajar BPSP dan perbandingannya berdasarkan jantina dan tahun pengajian. (UPM). Sampel kajian ini adalah 75 orang pelajar yang dipilih secara rawak berstrata. Dapatan kajian dianalisis menggunakan IBM Statistical Package for Social Science (SPSS) Version 22.0. Tahap stres pelajar BPSP adalah pada tahap sederhana kerana kebanyakan mereka berhadapan dengan kerisauan terhadap prestasi akademik mereka. Manakala tahap motivasi pencapaian pelajar BPSP pada tahap sederhana tinggi kerana mereka punya dorongan kuat yang membolehkan mereka mengawal dan mengatasi cabaran dengan baik bagi mencapai objektif atau sasaran dalam pembelajaran mereka. Hasil perbincangan juga menjelaskan implikasi dan cadangan kajian terutamanya kepada pelajar BPSP untuk mempersiapkan diri mereka dengan pelbagai strategi bagi mengatasi stres dan meningkatkan motivasi pencapaian dalam diri mereka.*

**KATA KUNCI:** Stres, Motivasi, Motivasi Pencapaian

### 1.0 PENGENALAN

Stres dan pelajar memang tidak dapat dipisahkan. Pertambahan tanggungjawab dan juga perubahan suasana yang berbeza menjadi punca stres kepada pelajar universiti. Ketidakseimbangan peranan dan tugas menyebabkan pelajar mudah mengalami stres. Ida Hartina (2006) melaporkan bahawa stres merupakan kebiasaan dalam kalangan pelajar institusi pengajian tinggi. Stres merupakan satu keadaan yang memberi impak dalam kehidupan pelajar. Mustamir Pedak (2009) dalam bukunya, impak stres adalah terhadap aspek fizikal, psikologi dan intelektual, sosial dan spiritual, juga dapat mengancam keseimbangan fisiologi.

Namun begitu, walaupun dihimpit tekanan sepanjang mereka menjalani kehidupan sebagai pelajar universiti, tetapi terdapat pelbagai faktor lain yang menguatkan mereka untuk terus berhadapan dengan stres demi mencapai apa yang diinginkan. Hal ini adalah kerana mereka didorong oleh satu keinginan yang kuat dari dalam diri mereka yang dikenali sebagai motivasi. Sharifah Akmam Syed Zakaria (2005) dalam bukunya memberi pengertian motivasi sebagai semangat dalaman yang kuat untuk mencapai sesuatu.

Stres dan motivasi adalah dua perkara yang berbeza tetapi boleh memberi kesan dalam diri individu. Stres jika bijak diatasi mampu mengelakkan kesan negatif manakala motivasi jika didorong perasaan yang positif akan membuahkan sesuatu yang membahagiakan dan memberi kesan yang positif dalam kehidupan terutamanya dalam menjalani kehidupan sebagai pelajar. Oleh itu, satu persoalan yang wujud adalah, adakah stres mempunyai hubungan dengan motivasi pelajar yang mendorong kepada cara hidup mereka?

## 1.1 Penyataan Masalah

Saat (2016) yang menyatakan bahawa pelajar sering dikatakan sebagai individu yang tertekan kerana jumlah bebanan akademik yang ditanggung oleh mereka. Dikukuhkan lagi dengan Beech (dalam Umi Kalsom, 2014) menyatakan bahawa seseorang yang melakukan lebih tugas dalam satu-satu masa dengan suasana kerja yang tidak selesa serta pengurusan masa yang tidak sesuai akan memberi kesan tekanan yang tinggi kepada seseorang individu tersebut. Sebagai pelajar, keadaan dan situasi ini tidak dapat tidak terpaksa diharungi dan dihadapi oleh pelajar BPSP. Bebanan tugas serta kurang kemahiran menguruskan masa menyebabkan pelajar BPSP menjadi stres seterusnya memberi impak kepada motivasi diri pelajar sama ada dalam bentuk positif atau negatif. Cazan (2015) mengatakan 'Student burnout' iaitu salah satu keadaan stres yang boleh mendorong kepada ketidakhadiran yang tinggi, motivasi yang rendah untuk membuat kerja khusus, peratusan yang tinggi untuk kecaciran dan mempunyai kesan negatif terhadap prestasi akademik.

Oleh itu, kajian ini dijalankan bagi mengkaji perhubungan antara stres dan motivasi pencapaian yang menurut (Bakers, 2004; Park et al., 2012 dalam Yang Yang Liu, 2015), sehingga kini, kajian yang sangat terhad telah mengkaji hubungan antara tekanan akademik pelajar dan motivasi akademik mereka. Tambahan lagi kajian berkenaan kedua-dua pemboleh ubah ini belum pernah lagi dikaji dalam populasi atau sampel daripada pelajar BPSP. Liu (2015) dalam kajiannya mencadangkan agar kajian selanjutnya dijalankan bagi menyiasat sama ada hasil dapatan ini boleh digeneralisasikan kepada domain akademik yang lain atau tidak.

## 1.2 Objektif dan Persoalan Kajian

Objektif kajian ini adalah untuk mengenal pasti tahap stres pelajar BPSP, mengenal pasti tahap motivasi pencapaian pelajar BPSP dan untuk mengenal pasti hubungan antara stres dengan motivasi pencapaian dalam kalangan pelajar BPSP di Universiti Putra Malaysia. Persoalan kajian ialah:

1. Apakah tahap stres pelajar BPSP dari aspek fizikal, sosial dan akademik?
2. Apakah tahap motivasi pencapaian pelajar BPSP?
3. Apakah hubungan di antara stres dengan motivasi pencapaian dalam kalangan pelajar BPSP?

## 2.0 SOROTAN LITERATUR

Kajian mengenai stres pelajar menunjukkan bahawa tahap tekanan dalam kalangan pelajar kolej yang semakin meningkat (Robotham & Julian, 2006 dalam Zhenghong, Shinde dan Willems, 2013). Ros, Gonzalez dan Blasco (2011) mengatakan kira-kira 90% kes stres akademik dilaporkan mengalami tahap stres yang tinggi akibat bebanan pengurusan masa. Kajian berkenaan stres dalam kalangan pelajar universiti yang dijalankan oleh Thawabeih dan Qaisy (2012) terhadap 471 pelajar Universiti Teknikal Tafila, Jordan mendapati peringkat stres yang dialami oleh mereka dari aspek sosial, akademik dan fizikal adalah pada tahap sederhana. Daripada kajian yang dijalankan oleh mereka, faktor yang banyak menyumbang kepada stres pelajar adalah faktor sosial dan analisis daripada faktor tersebut mendapati pelajar mempunyai masalah dalam komunikasi sosial. Kajian Bataineh (2013) tentang punca stres dalam kalangan pelajar universiti yang bertujuan untuk mengetahui punca stres dan sumber utama bagi punca stres dalam kalangan pelajar universiti. Sampel dalam kajian ini seramai 232 orang pelajar pendidikan dari fakulti pendidikan. Hasil kajian ini mendapati bebanan akademik, kekangan masa untuk belajar, bebanan setiap semester, dan motivasi yang rendah dan jangkaan yang tinggi daripada ibu bapa mendorong kepada stres secara sederhana dalam kalangan pelajar universiti. Kajian ini juga mendapati rasa takut kepada kegagalan adalah sumber utama yang menyumbang kepada stres kepada pelajar sarjana muda. Yangyang Liu (2013) menjalankan satu kajian bagi mencari hubungan antara stres akademik dan motivasi pencapaian pelajar sekolah tinggi di China. Sampel yang digunakan dalam kajian ini adalah sampel dari 298 buah sekolah tinggi. Kajian tersebut mendapati

bahawa hubungan antara stres akademik dan motivasi akademik mungkin berbeza-beza berdasarkan pelbagai motivasi akademik yang lain.

## **2.1 Teori Sindrom Penyesuaian Umum (General Adaptation Syndrome (GAS))**

Model fisiologi stres ini telah diperkenalkan oleh Hans Selye (1952) melalui Teori Sindrom Adaptasi Am (General Adaptation Syndrome Theory). Teori ini menggambarkan bahawa stres adalah tindak balas pertahanan badan manusia terhadap sesuatu punca stres. Stres yang berasaskan fisiologi ini adalah berdasarkan pengaktifan berterusan beberapa mekanisma hormon dan sistem saraf badan manusia ketika menghadapi stres.

Berdasarkan teori ini, seseorang individu yang mengalami stres akan cuba untuk menghilangkan rasa tekanannya dengan mengikuti aktiviti-aktiviti yang lebih mencabar. Sebilangan daripada individu yang mengalami stres berjaya mengatasi perasaan tersebut dengan melawan kembali stres yang dihadapinya. Malah terdapat juga individu yang berjaya mengurangkan dan mengatasi stres secara beransur-ansur. Namun, dalam proses percubaan untuk mengurangkan tahap stres yang dihadapi, individu akan menjadi letih. Tubuh badan yang lesu dan tidak bermaya membolehkan kesihatan seseorang itu terganggu.

## **2.2 Teori Motivasi Pencapaian**

### **2.2.1 Teori Motivasi Humanistik**

Teori ini membicarakan tentang psikologi humanistik yang menitik beratkan topik yang bermakna kepada manusia, memberi tumpuan kepada pengalaman yang subjektif dan unik dan peristiwa yang tidak menentu dalam kehidupan manusia. Psikologi humanistik berbeza dengan bidang psikologi lain yang mana memberi tumpuan kepada pengalaman sedar daripada tingkah laku, tanggungjawab peribadi daripada penentuan, dan perbincangan pengalaman daripada penggunaan kaedah eksperimen. Psikologi ini banyak menekankan kepentingan amal usaha ke arah pertumbuhan peribadi dan kepuasan.

### **2.2.2 Teori Kognitif**

Teori kognitif bagi motivasi menumpukan perhatian kepada peranan pemikiran, jangkaan dan kefahaman manusia tentang kehidupan (Asmawati, 2002). Teori kognitif telah membuat pemisahan yang ketara antara motivasi intrinsik dan motivasi ekstrinsik. Hal ini kerana menurut Feldman (1994) dalam Asmawati (2002), motivasi intrinsik menyebabkan manusia berpartisipasi dalam sesuatu aktiviti untuk kepuasan yang akan diperoleh daripada aktiviti tersebut. Manakala motivasi ekstrinsik akan menyebabkan manusia berpartisipasi dalam aktiviti untuk mendapatkan ganjaran.

### **2.2.3 Teori Motivasi Pencapaian McClelland**

McClelland (1978) dalam Abdul Rahman (1997), mengatakan bahawa motivasi individu akan meningkat jika, pertama, dia dimotivasikan. Kedua, memahami unsur-unsur motivasi. Ketiga, melibatkan diri secara aktif dalam usaha itu. Hal ini dengan sendirinya menjelaskan proses motivasi itu bertindak secara dua hala, dan kedua-dua pihak pula mestilah saling memberi dan menerima.

## **3.0 METODOLOGI**

Kajian ini adalah kajian jenis kuantitatif berbentuk deskriptif. Seramai 75 orang pelajar BPSP Tahun 2 sehingga Tahun 4 yang dipilih secara rawak berstrata daripada populasi seramai 94 orang dengan menggunakan teknik pensampelan Cohen (1992). Instrumen yang digunakan dalam kajian ini adalah instrumen yang telah diubahsuai daripada kajian Thawabieh dan Qaisy (2012) dengan nilai  $\alpha =$

.899 dan motivasi pencapaian diukur menggunakan Ujian Pencapaian Motivasi (UMP) oleh Abu Bakar Nordin (1992) dengan nilai  $\alpha=.674$ .

Analisis data menggunakan statistik deskriptif dan statistik inferensi. Statistik deskriptif adalah menggunakan min, sisihan piawai dan frekuensi manakala statistik inferensi menggunakan ujian-t, ujian ANOVA dan korelasi Pearson.

#### 4.0 DAPATAN KAJIAN

##### 4.1 Analisis Demografi

Analisis dapatan kajian (Jadual 1) mendapati seramai 25 (33.33%) responden adalah lelaki manakala bagi jantina perempuan pula adalah seramai 50 (66.67%) responden. Responden mengikut komposisi tahun pengajian pula melibatkan 26 (34.67%) responden daripada pelajar tahun 2, 25 (33.33%) responden adalah pelajar tahun 3 dan pelajar tahun 4 adalah seramai 24 (32.00%) responden. Responden yang memperolehi PNGK 1.50 hingga 2.49 adalah seramai 46 (61.3%) orang, yang memperolehi PNGK 2.50 hingga 3.49 adalah seramai 27 (36%) dan 2 rang responden yang memperolehi PNGK 1.50 hingga 2.49.

**Jadual 4.1: Taburan responden mengikut jantina**

Demografi	Peratus (%)	
<b>Jantina</b>	Lelaki	33.33
	Perempuan	66.67
<b>Tahun Pengajian</b>	Tahun 2	34.67
	Tahun 3	33.33
	Tahun 4	32.00
<b>PNGK</b>	3.50 – 4.00	61.30
	2.50 – 3.49	36.00
	1.50 – 2.49	2.70

##### 4.2 Tahap stres pelajar BPSP dari aspek fizikal, sosial dan akademik?

Tahap stres pelajar BPSP secara keseluruhannya adalah pada tahap sederhana dengan purata nilai min adalah 2.51 dan sisihan piawai 1.118. Tahap stres dari aspek fizikal mempunyai nilai purata min adalah 2.31 dengan sisihan piawai 1.089 yang ditafsirkan berada di tahap rendah. Tahap stres dari aspek sosial berada di tahap sederhana dengan nilai purata min adalah 2.62 dengan sisihan piawai 1.096. Tahap stres dari aspek akademik juga berada di tahap sederhana dengan nilai purata min adalah 2.69 dan sisihan piawai 1.169.

**Jadual 4.2 : Min dan Sisihan Piawai Aspek Fizikal**

Bil	Item	Min	SP
1.	Saya mengalami sakit kepala setiap hari	2.59	1.092
2.	Saya mengalami sakit leher	2.76	1.113
3.	Saya sukar untuk tidur	2.93	1.256
4.	Saya sukar untuk bernafas	2.03	1.013
5.	Saya mengalami masalah jantung	1.60	.915
6.	Saya tidak mengambil sebarang makanan	1.49	.978
7.	Saya mengalami sakit belakang	2.52	1.190
8.	Saya sering berasa penat	3.39	1.229
9.	Saya tak boleh meluruskan kaki dan tangan	1.57	.888
10.	Saya mengalami tekanan darah	1.79	.963



11.	Suhu badan saya kadang-kadang rendah atau tinggi	2.69	1.345
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	<b>JUMLAH PURATA</b>	<b>2.31</b>	<b>1.089</b>
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**Jadual 4.3: Min dan Sisihan Piawai bagi Aspek Sosial**

Bil	Item	Min	SP
1.	Keluarga saya mempunyai hubungan yang baik	2.00	1.414
2.	Kehidupan saya menjadi terhad	2.49	1.201
3.	Saya suka bertemu dengan orang lain	4.11	.746
4.	Saya menyediakan bajet untuk hiburan dan rekreasi	2.37	1.088
5.	Saya mempunyai hubungan dengan saudara-mara dan rakan-rakan lain	2.07	1.319
6.	Saya sentiasa mempunyai konflik dengan orang lain	2.27	1.131
7.	Saya tegas dengan pendapat saya	3.63	.802
8.	Saya tidak suka berurusan dengan orang lain	2.08	1.075
9.	Saya akan berurusan dengan cemas apabila mereka cuba membuat provokasi terhadap saya	2.60	1.090
	<b>JUMLAH PURATA</b>	<b>2.62</b>	<b>1.096</b>

**Jadual 4.4: Min dan Sisihan Piawai Aspek Akademik**

Bil	Item	Min	SP
1.	Saya kurang keyakinan diri	2.31	1.000
2.	Saya mempunyai masalah kewangan kerana perbelanjaan universiti	3.33	1.245
3.	Saya memberi respon agresif apabila saya terdedah kepada gangguan dan ejekan daripada pelajar dan guru-guru	2.65	1.084
4.	Saya mendapati agak sukar untuk mencapai penyelesaian praktikal kepada masalah akademik saya	2.61	1.038
5.	Saya bimbang tentang kemajuan akademik saya	3.40	1.013
6.	Saya berasa tertekan kerana purata kumulatif saya rendah	3.04	1.202
7.	Saya berasa terganggu apabila saya ditanya mengenai pencapaian akademik saya	2.99	1.191
8.	Tugasan kursus saya terkumpul dan saya tak boleh menyiapkannya	2.55	1.200
9.	Kadang-kadang saya berfikir untuk meninggalkan universiti	2.29	1.353
10.	Saya berasa tidak berdaya dalam menangani masalah akademik yang telah saya hadapi	2.35	1.157
11.	Saya berasa stres dan mengalami keletihan mental disebabkan oleh jumlah tugas yang banyak	3.01	1.268
12.	Saya mengelakkan diri daripada mengambil peperiksaan	2.07	1.166

13.	Saya terlepas menghadiri kuliah Saya berasa kecewa dengan kurangnya penjagaan kebajikan	2.16	1.209
14.	pelajar	2.89	1.203
15.	Saya tidak terlibat dengan sebarang aktiviti universiti	2.63	1.206
<b>JUMLAH PURATA</b>		<b>2.69</b>	<b>1.169</b>

Dapatan kajian ini sama seperti dapatan kajian Thawabeih dan Qaisy (2012) terhadap 471 pelajar Universiti Teknikal Tafila, Jordon yang mendapati peringkat stres yang dialami oleh pelajar dari aspek sosial, akademik dan fizikal adalah pada tahap sederhana yang mana faktor sosial merupakan penyumbang utama kepada stres pelajar dan analisis daripada faktor tersebut mendapati pelajar mempunyai masalah dalam komunikasi sosial. Kajian oleh Tajularipin, Vizata dan Saifuddin (2009) juga mendapati tahap stres yang dialami oleh pelajar adalah pada tahap medium atau sederhana. Dapatan kajian Noor Haslinda dan Zulkurnain (2014) yang turut mengkaji stres dalam kalangan pelajar Kolej Komuniti Hulu Langat turut mendapati tahap stres yang dialami oleh pelajar adalah pada tahap sederhana dan punca yang dominan adalah daripada faktor peribadi.

Berdasarkan kajian lepas, dapat dilihat bahawa kebanyakan dapatan kajian menyatakan penyumbang utama kepada stres pelajar datang daripada faktor sosial namun pernyataan ini bercanggah dengan dapatan kajian dalam kalangan pelajar BPSP. Hasil analisis dapatan kajian ini menunjukkan aspek akademik yang paling tinggi dalam menyumbang kepada tahap stres yang sederhana dalam kalangan pelajar BPSP. Kajian Noor Haslinda dan Zulkurnain (2014) mengatakan harapan keluarga untuk cemerlang dan kebimbangan tentang masa depan merupakan faktor peribadi yang banyak menyumbang kepada stres pelajar.

Kajian terhadap tahap stres dari aspek fizikal pula menunjukkan keadaan fizikal yang sering dialami oleh pelajar BPSP adalah sering merasa penat. Dalam kajian lepas, Thawabeih dan Qaisy (2012) menyenaraikan masalah-masalah fizikal seperti kesukaran untuk tidur, rasa kepenatan dan rasa sakit sebagai tanda-tanda yang sering dialami oleh pelajar yang menghadapi stres.

Bagi aspek sosial pula, hasil analisis data kajian ini menunjukkan kebanyakan pelajar suka bertemu dengan orang lain. Hasil dapatan kajian ini sama seperti kajian yang dijalankan oleh Gopal, Justin dan Francis (2010) yang mengkaji tahap dan punca stres dalam kalangan pelajar IPG Kampus Keningau dan mendapati aspek peribadi merupakan aspek yang mendapat nilai min paling rendah. Ini menunjukkan bahawa pelajar BPSP rata-ratanya mempunyai personaliti ekstrovert yang mana sesuai dengan bidang yang diceburi iaitu sebagai seorang guru. Keputusan tersebut juga menunjukkan bahawa pelajar BPSP tidak mempunyai permasalahan dalam membina hubungan interpersonal dengan orang lain.

#### 4.3 Tahap motivasi pencapaian pelajar BPSP?

Secara keseluruhannya, analisis data menunjukkan bahawa tahap motivasi pencapaian bagi pelajar BPSP berada pada tahap sederhana tinggi dengan purata nilai min adalah 3.41 dan sisihan piawai 1.020. Nilai min yang tertinggi ialah 4.48 dan serakan sisihan piawai 0.777 adalah pada item 19 iaitu 'Saya bercita-cita untuk berjaya dalam bidang yang saya minati'. Manakala nilai min terendah ialah 1.75 dan sisihan piawai 0.902 adalah pada item 1 iaitu 'saya belajar kerana dipaksa oleh ibu bapa'.

Dapatan kajian ini sama seperti dapatan kajian C. Sarangi (2015) yang mengkaji motivasi pencapaian pelajar sekolah tinggi dan membuat perbandingan antara kawasan bandar dan luar bandar mendapati pelajar secara purata mempunyai motivasi pencapaian yang sama bagi semua kumpulan sampel iaitu pada tahap sederhana. Keputusan kajian menunjukkan kebanyakan pelajar BPSP bercita-cita untuk berjaya dalam bidang yang di minati. Keinginan mereka untuk berjaya mendorong mereka untuk mengatasi apa sahaja halangan yang mereka hadapi. Tahap motivasi pelajar BPSP yang sederhana tinggi menunjukkan bahawa pelajar BPSP adalah golongan yang mempunyai dorongan dalaman yang kuat yang membolehkan mereka mengawal dan mengatasi cabaran dengan baik bagi mencapai objektif atau sasaran dalam pembelajaran mereka. Kenyataan ini dikukuhkan dengan

Mulyono (2013) yang menyatakan bahawa motivasi menjadi faktor kepada pelajar untuk lebih tekun dalam pembelajaran dan juga kemungkinan menyumbang kepada peningkatan kualiti pembelajaran dalam diri pelajar.

#### **4.4 Hubungan di antara stres dengan motivasi pencapaian dalam kalangan pelajar BPSP?**

Keputusan ujian Korelasi *Pearson* yang telah dijalankan mendapati terdapat hubungan yang lemah antara stres dan motivasi pencapaian dalam kalangan pelajar BPSP. Yang yang Liu (2013) menjalankan satu kajian bagi mencari hubungan antara stres akademik dan motivasi pencapaian pelajar sekolah tinggi di China. Kajian tersebut mendapati stres akademik mempunyai hubungan yang negatif dengan motivasi intrinsik dan mempunyai hubungan yang positif dengan motivasi. Dalam kajian lain pula yang mengkaji peranan motivasi terhadap hubungan antara kesempurnaan dan akademik 'burnout' dalam kalangan pelajar Korea oleh E. Chang, A. Lee, E. Byeon dan S. M. Lee (2015) mendapati pemboleh ubah motivasi mempunyai kesan pengantara yang signifikan terhadap hubungan di antara ciri-ciri kesempurnaan dan gejala akademik 'burnout'. Banyak kajian lepas menunjukkan bahawa stres mempunyai hubungan dengan motivasi namun bercanggah dengan dapatan kajian ini kerana keadaan stres pelajar BPSP tidak memberi apa-apa impak kepada motivasi pencapaian pelajar kerana motivasi yang tertanam dalam diri mereka yang menjadi faktor penolak yang menolak diri mereka untuk melaksanakan sesuatu bagi mencapai apa yang diinginkan. Seperti mana teori McClelland (1978) yang mengatakan seseorang yang bermotivasi akan membuat pilihan positif untuk melaksanakan sesuatu itu kerana beliau akan mengetahui tindakan ini bermakna kepadanya dan boleh memuaskan keperluannya.

#### **5.0 KESIMPULAN**

Hasil kajian mendapati tahap stres pelajar BPSP adalah pada tahap sederhana manakala tahap motivasi pencapaian pelajar pula adalah pada tahap sederhana tinggi. Hasil ujian korelasi menunjukkan tidak terdapat hubungan yang signifikan antara stres dan motivasi pencapaian pelajar. Analisis perbezaan menunjukkan terdapat perbezaan yang signifikan terhadap tahap stres berdasarkan jantina dan tahun pengajian namun bagi motivasi pencapaian, tidak terdapat perbezaan yang signifikan antara jantina tetapi terdapat perbezaan yang signifikan antara tahun pengajian.

Sebagai kesimpulan, pelajar BPSP sama ada pelajar sedia ada mahupun pelajar yang bakal menjalani program ini agar mempersiapkan diri dengan strategi daya tindak untuk menghadapi sumber stres di sekeliling mereka. Pelajar juga harus menerokai cara penerimaan dan tindak balas yang sesuai dalam diri mereka terhadap stres dengan merujuk kepada pakar seperti mendapatkan khidmat kaunselor terlatih. Pengurangan bebanan tugas atau pemberian tugas yang sesuai dengan kemampuan dan tahap pelajar harus diambil kira serta kaedah pengajaran yang sesuai harus dititikberatkan dalam membantu pelajar menjadi insan holistik. Penyusunan kursus yang lebih sesuai dengan tahap pelajar dari aspek pengurusan masa dan timbunan jam kredit perlu dititikberatkan bagi mengelakkan pelajar hilang fokus terhadap keperluan kemahiran dan pengetahuan yang penting bagi satu-satu kursus.

#### **6.0 IMPLIKASI / CADANGAN KAJIAN**

Implikasi kajian ini kepada teori adalah dapatan kajian ini dapat memberi sumbangan dalam menyokong atau menambah fakta-fakta sedia ada serta mengukuhkan lagi dapatan kajian lepas berkenaan stres dan juga motivasi. Dapatan kajian ini juga dapat digunakan bagi menyokong mana-mana kajian berkenaan stres dan motivasi pada masa akan datang.

Cadangan kajian lanjutan ini adalah cadangan penambahbaikan kepada penyelidik yang berminat untuk meneruskan kajian yang melibatkan stres dan motivasi pencapaian. Antara cadangan-cadangan yang ingin dikemukakan adalah mempelbagaikan penggunaan teori stres yang lain kerana kajian ini hanya menggunakan satu model sahaja bagi mengkaji stres iaitu Teori Sindrom Penyesuaian Umum oleh Hans Selye (1950). Kepelbagaian penggunaan teori dapat membuka skop yang lebih besar dalam melihat gejala stres. Cadangan kedua adalah penggunaan sampel yang lebih besar dan tidak membatasi kajian kepada satu program sahaja untuk mendapatkan gambaran yang lebih luas tentang

keadaan stres dan motivasi pencapaian pelajar IPT. Cadangan terakhir disarankan kepada penyelidik akan datang adalah untuk meneruskan kajian berkenaan stres dan motivasi pencapaian dalam kalangan pelajar IPT kerana kebanyakan penyelidik hanya membuat kajian yang berfokuskan kepada stres dan pencapaian pelajar.

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## **Implementasi Strategi Pembelajaran Bahasa Oxford Untuk Meningkatkan Penguasaan Kemahiran Menulis Bahasa Arab di Sekolah Yayasan Islam Kelantan: Satu Tinjauan Konseptual**

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### **ABSTRAK**

*Kemahiran menulis merupakan salah satu aspek kemahiran bahasa yang ditekankan sama ada dalam Kurikulum Bersepadu Sekolah Menengah (KBSM) atau dalam Kurikulum Bersepadu Diini (KBD). Masalah pembelajaran murid dalam mempelajari kemahiran menulis bahasa Arab amat berkait dengan penggunaan strategi pembelajaran. Penggunaan strategi pembelajaran yang berkesan dipercayai menjadi faktor penting dalam menentukan kejayaan murid. Justeru, strategi pembelajaran bahasa Oxford yang dibincangkan dalam kertas konsep ini antara strategi yang dapat meningkatkan penguasaan kemahiran menulis bahasa Arab dalam kalangan murid. Implementasi strategi Oxford memberi fokus kepada aspek kognitif murid dan pengalaman pembelajaran bagi menghasilkan pembelajaran yang efektif dan fleksibel dalam proses meningkatkan penguasaan kemahiran menulis bahasa Arab.*

Kata kunci: Strategi Pembelajaran Bahasa, kemahiran Menulis, bahasa Arab

### **1.0 PENGENALAN**

Kemahiran menulis merupakan salah satu kemahiran bahasa yang ditekankan sama ada dalam kurikulum bersepadu sekolah menengah (KBSM) atau dalam Kurikulum Bersepadu Diini (KBD) iaitu kurikulum baharu yang dilaksanakan di sekolah agama bermula pada tahun 2015 (KPM, 2015). Kepentingan kemahiran menulis sememangnya tidak dapat dinafikan oleh mana-mana pihak kerana hampir semua kertas peperiksaan di negara ini memerlukan murid untuk menjawab dalam bentuk tulisan dan ada juga yang memerlukan jawapan yang panjang lebar dalam bentuk ayat (Noorazman, 2009). Kemampuan murid dalam kemahiran menulis akan dinilai dan diukur dalam Pentaksiran Tingkatan Tiga (PT3) dan peperiksaan Sijil Pelajaran Malaysia (SPM). Bagi murid-murid di sekolah YIK pula, kemahiran menulis bahasa Arab juga akan dinilai dalam Peperiksaan Sijil Menengah Ugama (SMU) dan Sijil Tinggi Agama Malaysia (STAM). Murid yang tidak mempunyai asas kemahiran menulis yang baik sering menghadapi masalah untuk menjawab soalan yang menuntut kebolehan murid untuk membina ayat dan membentuk karangan (Noorazman, 2009). Oleh itu, murid perlu menguasai kemahiran menulis yang baik untuk menghuraikan data-data yang tepat, menyusun jawapan dalam bentuk yang mudah, teratur dan menyakinkan.

### **2.0 MASALAH PENGUASAAN KEMAHIRAN MENULIS BAHASA ARAB**

Beberapa kajian menunjukkan bahawa sebilangan besar murid yang mempelajari bahasa Arab di peringkat pendidikan menengah atau universiti mengalami kesukaran dan permasalahan dalam menguasai kemahiran menulis (Faedah Sayyid, 2012). Kelemahan penguasaan murid dalam aspek

kemahiran menulis berada pada tahap yang lemah dan tidak memuaskan serta ianya semakin ketara. (Mat Taib, 2006 & Siti Ikkal, 2006).

Kajian lepas yang dijalankan juga menunjukkan bahawa kebanyakan murid tidak menggunakan strategi pembelajaran yang tepat. Dapatan kajian lepas juga menunjukkan wujud hubungan yang kukuh di antara penggunaan strategi pembelajaran yang tepat dengan peningkatan pencapaian murid. (Kamarul Shukri, 2012, 2015, Linamalini & Kamarul Shukri, 2014, Mohammad Azrin & Shukeri Mohamad, 2014). Kelemahan murid dalam kemahiran menulis di sekolah-sekolah YIK terbukti daripada analisis pencapaian murid dalam matapelajaran berkaitan kemahiran menulis iaitu matapelajaran *Ta'bir*.

**Jadual 1 Analisis pencapaian matapelajaran Ta'bir di Sekolah YIK**

Sek	Maahad A			Maahad B			Maahad C			Maahad D		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Tahun	159	164	162	80	127	130	182	135	157	292	302	294
Bil Calon	159	164	162	80	127	130	182	135	157	292	302	294
G A %	0.6	11.0	17.8	23.75	1.57	8.46	10.44	18.52	17.83	6.16	8.27	12.92
G B %	5.1	19.0	21.0	12.5	11.02	23.07	25.27	41.48	21.02	8.56	10.26	14.28
G C %	21.7	21.5	19.7	15.0	9.44	15.38	24.18	31.11	36.94	44.17	40.72	19.04
G D %	14.6	27.0	7.0	18.75	11.02	16.92	25.82	0.74	15.29	23.63	28.14	30.27
G E %	58.49	21.95	36.41	30.0	66.92	36.15	14.29	20.0	8.92	16.43	12.58	23.46

Sumber: Bahagian Penilaian dan Peperiksaan Empat Buah Maahad Pilihan (2014 - 2016)

Jadual 1 di atas menunjukkan kelemahan penguasaan murid untuk memperolehi keputusan yang cemerlang bagi matapelajaran *Ta'bir*. Matapelajaran *Ta'bir* adalah matapelajaran yang berfokus kepada kemahiran menulis bahasa Arab. Pencapaian murid untuk gred A dan B adalah lebih rendah berbanding gred C dan D. Kelemahan yang paling ketara juga ialah ramai murid yang gagal dalam matapelajaran *Ta'bir* sehingga mencapai 66.92 % pada tahun 2015. Beberapa kajian lepas seperti kajian Muhamad Zaidi (2011) telah mengenal pasti masalah-masalah dan faktor kelemahan murid dalam kemahiran menulis dan mendapatkan maklumat tentang amalan serta peranan guru dalam meningkatkan aktiviti kemahiran menulis. Antara kelemahan yang dikenalpasti ialah kelemahan dalam aspek penulisan ayat dan menukar pola kata kerja kala lampau, kala kini dan kata kerja imperatif. Dapatan kajian Rosni (2012) pula menunjukkan tahap pelajar dalam menyusun perkataan adalah baik, manakala aspek menyambung ayat adalah pada tahap sederhana dan aspek menulis karangan berada pada tahap yang lemah. Pembelajaran murid dalam kemahiran menulis bahasa Arab memerlukan aktiviti pembelajaran bahasa di luar kelas yang dijalankan secara berstruktur untuk memberi motivasi kepada murid dalam proses pembelajaran bahasa (Mohd Firdaus et al., 2014).

Dapatan kajian Noor Anida et al. (2014) pula menyenaraikan kelemahan utama murid dalam penulisan iaitu meliputi imlak dan ejaan, pemilihan partikel, penyesuaian gender, *i'rab*, penggunaan kata kerja, penggunaan *idhofat*, terpengaruh dengan bahasa ibunda dan sebagainya. Selain itu, antara kekangan yang dikenal pasti dalam aktiviti pengajaran dan pembelajaran kemahiran menulis bahasa Arab juga ialah isu *biah* atau persekitaran yang tidak menyokong (Habibah, 2016). Justeru, kajian secara konseptual tentang strategi pembelajaran kemahiran menulis yang sesuai dan efektif perlu dilakukan bagi meningkatkan penguasaan murid dalam kemahiran berkenaan.

### 3.0 STRATEGI PEMBELAJARAN KEMAHIRAN MENULIS

Antara masalah pembelajaran murid dalam kemahiran menulis adalah berkait dengan penggunaan strategi pembelajaran. Penggunaan strategi pembelajaran yang berkesan dipercayai menjadi faktor penting dalam menentukan kejayaan murid. Murid memerlukan pelbagai strategi untuk mengawal pembelajaran mereka sendiri (Mohamad Azrien & Shukeri, 2014). Secara umum kewujudan kepelbagaian strategi pembelajaran bahasa (SPB) yang dikemukakan oleh pakar-pakar bahasa seperti Bialystok (1978), Rubin (1987), O'Malley dan Chamot (1990), Stern (1992), Oxford (1990), Cohen et. al. (2005), Purpura (1997, 1999) dan Macaro (1990) pembinaannya adalah berpaksikan teori kognitif

dan kognitif sosial (Kamarul Shukri & Mohamed Amin, 2012). Seterusnya strategi-strategi yang terbentuk pula adalah berpaksikan elemen-elemen yang terdapat dalam kedua-dua teori tersebut.

Walaupun tidak dinyatakan dengan khusus tentang penerapan strategi-strategi ini dalam konteks pembelajaran kemahiran menulis, namun secara dasarnya strategi-strategi ini merupakan asas yang komprehensif dalam pemerolehan bahasa dan pembelajaran bahasa. Penggunaan strategi pembelajaran yang bersesuaian dan efisien akan dapat meningkatkan kemahiran bahasa dan meningkatkan keyakinan diri murid (Oxford, 1990). Dalam pembelajaran kemahiran menulis bahasa Arab, murid perlu didedahkan dengan pelbagai strategi samada strategi kognitif, metakognitif atau sosial-afektif. Hal ini kerana ketiga-tiga komponen strategi ini merupakan asas kepada pembentukan strategi-strategi pembelajaran bahasa yang lain. Seterusnya, melalui pengetahuan murid tentang strategi pembelajaran bahasa mampu menarik minat mereka dan akan melahirkan murid yang bijak dalam proses pembelajaran bahasa. Apa yang penting, penggunaan strategi yang tepat akan menjadikan pembelajaran kemahiran menulis lebih mudah dan menyeronokkan sekaligus menolak tanggapan bahawa kemahiran menulis bahasa Arab adalah sukar.

Kajian tentang penggunaan strategi pembelajaran bahasa adalah amat penting untuk memberikan gambaran yang jelas tentang elemen memori, kognitif, metakognitif, sosial, afektif dan sebagainya yang terdapat dalam diri seseorang murid ketika mempelajari sesuatu bahasa (Kamarul Shukri, 2012). Penggunaan strategi pembelajaran bahasa yang tepat akan menjadikan sebilangan murid berjaya berbanding murid yang lain (Chamot, 1993; Dreyer & Oxford, 1996). Selain itu, kefahaman tentang peranan strategi pembelajaran khususnya daripada murid cemerlang bahasa adalah sangat penting untuk mengenal pasti punca kejayaan sesuatu proses pembelajaran. Ellis (1985) menganggap strategi pembelajaran bahasa sebagai strategi komunikasi dan ia adalah sebagai suatu proses pembelajaran murid. Secara tegasnya, penentuan kelangsungan dan kejayaan proses pembelajaran murid dalam kemahiran menulis adalah amat berkait rapat dengan pemilihan strategi pembelajaran bahasa yang mereka gunakan.

### **3.1 Strategi Pembelajaran Bahasa Oxford (1990)**

Menurut Oxford (1990), strategi pembelajaran bahasa merupakan langkah atau tindakan khusus yang diambil oleh murid bagi menjadikan proses pembelajaran lebih mudah, menyeronokkan, berasaskan sendiri, cekap dan berupaya berpindah ke suasana baharu. Beliau juga menyatakan bahawa strategi pembelajaran bahasa boleh dikaitkan sebagai langkah-langkah yang disadari atau suatu tingkah laku yang digunakan oleh murid-murid bahasa dalam meningkatkan pencapaian, penyimpanan, mengingati kembali dan menggunakan semula maklumat baharu.

Berdasarkan pengklasifikasian taksonomi strategi pembelajaran bahasa, Oxford (1990) telah menghasilkan sistem strategi pembelajaran bahasa yang menyeluruh dan berhubung kait dengan empat kemahiran bahasa. Taksonomi ini dianggap paling komprehensif (Ellis, 1994a) dan bertunjangkan teori strategi pembelajaran bahasa dengan kukuh. Model strategi pembelajaran bahasa Oxford (1990) sering dijadikan bahan rujukan penyelidik bahasa kerana kesesuaian model ini dalam mempelajari bahasa pertama, kedua mahupun asing.

Taksonomi Oxford mengkategorikan perlakuan-perlakuan pembelajaran bahasa mengikut tujuan dan kegunaan. Pembinaannya berdasarkan pandangan bahawa murid bukan hanya terdiri daripada entiti kognitif dan metakognitif semata-mata. Malah melibatkan penggunaan sumber kognitif, emosi dan fizikal. Lantaran itu, Oxford (1990) telah mengklasifikasikan strategi pembelajaran bahasa kepada dua kategori utama, iaitu strategi langsung dan strategi tidak langsung. Di bawah dua kategori ini, Oxford membahagikan strategi pembelajaran bahasa kepada enam kumpulan strategi utama. Kategori strategi langsung merangkumi aspek strategi memori, kognitif dan tampungan. Manakala strategi tak langsung pula terdiri daripada strategi metakognitif, afektif dan sosial. Seterusnya ia dibahagikan kepada 19 substrategi mengikut kategori (langsung dan tak langsung), dan seterusnya ia membentuk 62 strategi pembelajaran khusus.



### 3.2 Strategi Pembelajaran Langsung

Berikut dikemukakan secara terperinci strategi pembelajaran bahasa secara langsung Oxford (1990) dalam bentuk jadual.

**Jadual 2 Strategi Pembelajaran Langsung Oxford (1990)**

Strategi utama	Substrategi	Strategi
<b>Memori</b>	Mencipta hubungan mental	<ul style="list-style-type: none"> <li>- Membuat pengelasan</li> <li>- Menghubungkan/ menghuraikan</li> <li>- Meletakkan perkataan dalam konteks</li> </ul>
	Menggunakan imej dan bunyi	<ul style="list-style-type: none"> <li>- Menggunakan imejan</li> <li>- Membuat peta semantik</li> <li>- Menggunakan kata kunci</li> <li>- Menggunakan bunyi dalam ingatan</li> </ul>
<b>Kognitif</b>	Mengulangkaji dengan baik	<ul style="list-style-type: none"> <li>- Mengulangkaji secara berstruktur</li> </ul>
	Menggunakan tindakan/ perbuatan	<ul style="list-style-type: none"> <li>- Menggunakan tindakbalas fizikal atau sensasi</li> <li>- Menggunakan teknik mekanikal</li> </ul>
	Berlatih	<ul style="list-style-type: none"> <li>- Mengulang</li> <li>- Berlatih menggunakan sistem bunyi dan tulisan</li> <li>- Mengenal pasti dan menggunakan formula dan pola</li> <li>- Membuat penggabungan semula</li> <li>- Berlatih secara semula jadi</li> </ul>
	Menerima dan menghantar mesej	<ul style="list-style-type: none"> <li>- Mendapatkan idea dengan cepat</li> <li>- Menggunakan pelbagai sumber</li> </ul>
<b>Tampungan</b>	Menganalisis dan menaakul	<ul style="list-style-type: none"> <li>- Menaakul secara deduktif</li> <li>- Menganalisis pernyataan.</li> <li>- Menganalisis secara konstrastif</li> <li>- Menterjemah.</li> <li>- Memindahkan maklumat.</li> </ul>
	Mencipta struktur untuk input dan output	<ul style="list-style-type: none"> <li>- Mencatat nota.</li> <li>- Membuat ringkasan</li> <li>- Memberi penekanan</li> </ul>
	Meneka secara bijak	<ul style="list-style-type: none"> <li>- Menggunakan petunjuk linguistik</li> <li>- Menggunakan petunjuk lain</li> </ul>
	Mengatasi keterbatasan dalam pertuturan dan penulisan	<ul style="list-style-type: none"> <li>- Berpindah kepada bahasa ibunda</li> <li>- Meminta bantuan</li> <li>- Menggunakan mimik muka, gerakan tangan atau kepala.</li> <li>- Mengelakkan perbualan sebahagian atau keseluruhan</li> <li>- memilih tajuk.</li> <li>- Menyesuaikan maklumat atau mengagak</li> <li>- Membina perkataan baharu.</li> <li>- Menggunakan sinonim atau huraian untuk menerangkan sesuatu perkataan yang tidak diketahui</li> </ul>

### 3.3 Strategi Pembelajaran Tak Langsung

Dalam jadual berikut pula diterangkan tentang strategi pembelajaran tidak langsung berdasarkan model Oxford (1990).

**Jadual 3: Strategi Pembelajaran Tak Langsung Oxford (1990)**

Strategi utama	Substrategi	Strategi
<b>Metakognitif</b>	Memusatkan pembelajaran sendiri	- Membuat gambaran keseluruhan dan menghubungkan dengan bahan sedia ada - Menumpukan perhatian - Menanggukkan pertuturan untuk fokus kepada pendengaran
	Mengatur dan merancang pembelajaran	- Mencari maklumat tentang pembelajaran bahasa - Mengatur pembelajaran - Menetapkan matlamat dan objektif - Mengenal pasti tujuan tugas bahasa - Mencari peluang untuk berlatih
	Menilai pembelajaran	- Memantau pencapaian diri - Menilai pencapaian diri
<b>Afektif</b>	Mengurangkan kebimbangan	- berehat, menarik nafas dan bertafakur - Menggunakan muzik - Menggunakan unsur jenaka
	Memberi galakan kepada diri sendiri	- Membuat pernyataan positif - Mengambil risiko secara bijak - Memberi ganjaran kepada diri sendiri
	Mengetahui keadaan emosi	- Mengetahui keadaan fizikal diri - Menggunakan senarai semakan - Menulis catatan diari pembelajaran bahasa - Berbincang perasaan dengan seseorang
<b>Sosial</b>	Bertanya soalan	- Bertanya untuk penjelasan atau pengesahan - Bertanya untuk pembedaan
	Bekerjasama dengan orang lain	- Bekerjasama dengan rakan sebaya - Bekerjasama dengan penutur/ pelajar yang fasih berbahasa
	Empati kepada orang lain	- Mengembangkan kefahaman tentang budaya bahasa yang dipelajari. - Memahami pemikiran dan perasaan orang lain

### 3.4 Kajian Lepas Berkaitan Strategi Pembelajaran Bahasa Oxford

Dalam konteks negara ini, terdapat beberapa kajian yang menggunakan model pembelajaran bahasa Oxford sebagai rangka teoritikal kajian. Antaranya, kajian yang dijalankan oleh Kamarul Shukri et.al. (2008) tentang hubungan gender dengan strategi pembelajaran bahasa Arab dalam kalangan pelajar Sekolah Menengah Agama di Terengganu. Dapatan kajian daripada soal selidik sendiri *Strategy Inventory For Language Learning (SILL)* menunjukkan pelajar perempuan lebih banyak menggunakan Strategi Pembelajaran Bahasa (SPB) secara keseluruhan berbanding pelajar lelaki. Kajian Kamarul Shukri et.al. (2009) juga menunjukkan bahawa pelajar cemerlang bahasa Arab menggunakan lebih banyak strategi secara kerap berbanding pelajar sederhana dan lemah dalam ketujuh-tujuh konstruk. Pelajar sederhana pula menggunakan lebih banyak strategi berbanding pelajar lemah dalam ketujuh-tujuh konstruk melainkan dalam strategi afektif.

Seterusnya Kamarul Shukri dan Mohamed Amin (2009) juga pernah menggunakan model Strategi Pembelajaran Bahasa Oxford untuk mengkaji tentang penggunaan strategi memori dan kognitif dalam pembelajaran bahasa Arab. Item-item soal selidik dipilih, diubahsuai dan ditambah berdasarkan konstruk memori dan kognitif yang terdapat di dalam SILL (Oxford 1990) versi 7.0. Dapatan kajian menunjukkan bahawa penggunaan strategi memori dan kognitif dalam kalangan responden adalah rendah. Seterusnya beliau mencadangkan agar pelajar diberi kesedaran tentang kepentingan strategi memori dan kognitif, mengadakan bengkel latihan dan memaksimumkan penggunaan kedua-dua strategi tersebut. Dapatan kajian Nazimah (2011) yang menggunakan borang soal selidik yang

diterjemah dan diubahsuai daripada *Strategy Inventory for Language Learning (SILL) V.7.0* (Oxford,1990) juga menunjukkan bahawa terdapat hubungan yang positif dan signifikan antara penggunaan strategi pembelajaran membaca dengan penguasaan bahasa Arab.

Linamalini dan Kamarul Shukri (2014) pula telah menjalankan kajian untuk mengenalpasti strategi-strategi pembelajaran bahasa yang digunakan semasa mempelajari bahasa Arab. Dapatan kajian menunjukkan bahawa penggunaan strategi pembelajaran bahasa di dalam kalangan pelajar adalah sederhana. Strategi metafizikal adalah kerap digunakan, manakala strategi memori adalah paling kurang digunakan. Dapatan kajian juga menunjukkan bahawa tiada perbezaan penting dalam penggunaan strategi pembelajaran bahasa berdasarkan jenis institusi pengajian. Seterusnya kajian kualitatif Mohd Hilmi et.al. (2014) tentang penggunaan strategi tampungan dalam komunikasi lisan bahasa Arab terhadap tujuh orang pelajar universiti di Malaysia yang dipilih secara bertujuan. Beliau mendapati semua responden mengaplikasi semua jenis strategi tampungan tersebut, kecuali strategi mencipta perkataan baharu. Seterusnya, Norazmi (2015) telah membuat kajian tentang strategi pembelajaran bahasa Jepun di kalangan pelajar UITM. Kajian beliau adalah untuk mengenalpasti jenis strategi yang dipilih dan faktor-faktor yang mempengaruhi pemilihan penggunaan strategi pembelajaran oleh pelajar UITM. Hasil kajian mendapati strategi utama yang menjadi amalan pelajar ialah strategi pembelajaran sosial, diikuti dengan strategi pembelajaran kognitif, kemudian strategi memori dan terakhir ialah strategi pampasan. Manakala faktor pemilihan strategi pembelajaran ialah faktor linguistik dan pengaruh bahasa ibunda.

#### 4.0 RANGKA KONSEP DAN CIRI STRATEGI PEMBELAJARAN BAHASA OXFORD

Dalam proses pembelajaran kemahiran menulis, murid akan berhadapan dengan pelbagai situasi dan tugas, justeru mereka perlu bijak menggunakan beberapa strategi untuk menyiapkan tugas mereka. Murid-murid akan berjaya menyiapkan tugas menulis mereka disebabkan penggunaan strategi pembelajaran yang tepat dan berkesan (Richard, 1994). Justeru, Oxford telah menggariskan dua belas ciri strategi pembelajaran bahasa yang perlu diimplementasi semasa pembelajaran murid.



#### 5.0 IMPLEMENTASI STRATEGI PEMBELAJARAN OXFORD (1990) DALAM PEMBELAJARAN KEMAHIRAN MENULIS

Berdasarkan pengklasifikasian taksonomi strategi pembelajaran bahasa, Oxford (1990) telah menghasilkan sistem strategi pembelajaran bahasa yang menyeluruh dan berhubung kait dengan empat kemahiran bahasa. Taksonomi ini dianggap paling komprehensif (Ellis, 1994a) dan bertunjangkan teori strategi pembelajaran bahasa dengan kukuh. Model strategi pembelajaran bahasa Oxford (1990) sering dijadikan bahan rujukan pengkaji dan penyelidik bahasa tentang kesesuaian model ini dalam mempelajari bahasa pertama, kedua mahupun asing (Kamarul Shukri & Mohamed Amin, 2012).

Strategi-strategi pembelajaran bahasa yang dicadangkan oleh Oxford akan terhasil apabila seseorang murid dapat mengimplimentasikan strategi ini dalam pembelajaran mereka. Secara ringkas, murid boleh mengimplimentasikan strategi tersebut seperti berikut:

### 5.1 Strategi memori

Ia merupakan teknik yang digunakan untuk menyimpan, memperoleh semula dan memindahkan maklumat daripada bentuk fakta kepada bentuk kemahiran. Menurut Penfield dan Roberts (1959), ada tiga jenis memori iaitu memori pengalaman, memori konseptual dan memori perkataan. Sebagai contoh, dalam konteks pembelajaran kemahiran menulis, seseorang murid yang telah diperkenalkan dengan konsep ayat *jumlah ismiyyah*, maka murid ini akan mengembangkan konsep ayat ini sehingga akhirnya ia akan tersimpan dalam memorinya. Manakala memori perkataan adalah memori yang mengaitkan konsep dengan bentuk bunyi daripada konsep tersebut. Ia amat bergantung kepada memori mengingat nama benda, kerana jika seseorang lupa nama sesuatu benda, maka dia akan gagal memanfaatkan memori kata.

### 5.2 Strategi Kognitif

Menurut Oxford (1990), strategi kognitif memerlukan seseorang murid untuk berlatih (*practicing*), menerima dan mengirim pesan (*receiving and sending message*), menganalisis dan membuat kesimpulan (*analyzing and reasoning*) serta membuat struktur input dan output (*creating structure for input and output*). Apabila keempat-empat perkara ini dapat dipenuhi, maka strategi kognitif akan terlaksana dengan baik. Sebagai contoh, murid akan menganalisis secara konstruktif dengan melihat perkataan dalam bahasa ibunda yang hampir sama bunyi dan maknanya dengan perkataan dalam bahasa sasaran. Murid perlu mampu menggunakan strategi penggunaan sumber, penyusunan, ringkasan, penghuraian, perlambangan, pemindahan maklumat dan seumpamanya. Contohnya, murid perlu sentiasa mengulangi menyebut setiap perkataan baharu, menyusun dan menggunakannya berdasarkan kesesuaiannya dalam ayat. Disamping itu, murid perlu meringkaskan, memahami dan membuat kesimpulan setiap maklumat bahasa yang diterima.

### 5.3 Strategi Tampungan

Menurut Oxford (1990), strategi ini berfungsi untuk membantu murid “... to use the new language for either comprehension or production, despite limitation in knowledge”. Ia membantu murid membaca dan bertutur dalam bahasa sasaran sekalipun tanpa pengetahuan bahasa yang lengkap. Dalam aspek mempelajari kemahiran menulis pula, strategi tampungan mampu memberi perangsang dan galakan kepada murid untuk menulis perkataan atau membina ayat sekalipun berdepan dengan halangan dan kekangan.

### 5.4 Strategi Metakognitif

Melalui strategi ini, murid akan menyusun dan menilai pembelajaran, seterusnya ia dapat membantu murid berlatih melalui perancangan, peraturan, tumpuan dan menilai pembelajaran mereka sendiri. Sebagai contoh, strategi menanggukkan pertuturan untuk memberi fokus kepada pendengaran. Bagi murid yang tidak yakin untuk bertutur, mereka akan menggunakan strategi ini untuk mendengar rakan-rakan berbual dalam bahasa sasaran secara tekun, pada waktu yang sama mereka akan berlatih dan mengulanginya secara sendirian dan senyap. Contoh yang lain, ialah setelah mengajar sesuatu tajuk, guru dapat menolong murid menganalisis pertanyaan untuk menentukan proses berfikir yang diperlukan untuk menjawab setiap soalan. Melalui penggunaan strategi metakognitif murid akan menyelia, mengawal, mengatur dan mengendalikan sendiri proses pembelajaran. Seterusnya ia akan menjadikan murid membuat perancangan, menetapkan matlamat pembelajaran dan pengurusan sendiri. Contohnya, murid akan berusaha mencari sebanyak mungkin peluang untuk berlatih kemahiran menulis bahasa Arab samada melalui buku latihan, latihan bersama kawan-kawan, penyertaan dalam kelab bahasa,

aktiviti lawatan dan sebagainya. Disamping itu, matlamat dan objektif pembelajaran kemahiran menulis perlu difahami dengan jelas. Ini kerana ia dapat memandu murid meningkatkan kemahiran mereka dan merancang jadual pembelajaran mereka yang efisien.

### 5.5 Strategi Afektif

Menurut Oxford (1990), strategi afektif akan dapat mengurangkan kebimbangan dalam diri murid, menyuntik motivasi dan menganalisis keadaan emosi diri. Justeru, dalam hal ini, Oxford telah menggariskan 10 strategi pembelajaran bahasa yang berkaitan dengan strategi afektif seperti menenangkan diri, menggunakan muzik, unsur jenaka, membuat pernyataan positif, mengambil risiko, memberi ganjaran kepada diri sendiri, mengetahui keadaan fizikal diri, menggunakan senarai semakan, menulis catatan pembelajaran dan berbincang tentang perasaan dengan seseorang.

### 5.6 Strategi Sosial

Menurut Oxford (2009), strategi sosial melibatkan tiga tiga substrategi iaitu bertanya soalan, bekerjasama dengan orang lain dan berisat empati kepada orang lain. Murid perlu aktif dalam mengajukan soalan bagi setiap topik yang dipelajari untuk mendapat lebih penjelasan dan kefahaman. Begitu juga, murid perlu sentiasa bekerjasama dan berinteraksi dengan rakan sebaya dalam kelas serta tidak kekok bekerjasama dengan murid yang fasih berbahasa dalam bahasa sasaran. Murid akan lebih memainkan peranan seperti bekerjasama dan bertanya untuk meminta penjelasan dan penghuraian. Strategi ini lebih menumpukan aktiviti secara kolaboratif sesama murid dalam proses pembelajaran seperti belajar secara berkumpulan, pembahagian tugas, pembentangan, mengumpulkan maklumat, mencari makna perkataan, memeriksa nota dan mendapatkan maklum balas tentang aktiviti pembelajaran (O'Malley & Chamot, 1990). Contohnya, bagi mengembangkan tentang budaya bahasa yang dipelajari seperti bahasa Arab, Mandarin dan lain-lain, maka salah satu strategi sosial yang boleh diterapkan ialah dengan membuat lawatan sambil belajar ke Negara bahasa sasaran. Di samping itu, proses pembelajaran daripada guru berbangsa asing juga boleh diterapkan untuk murid menceduk secara langsung pengalaman-pengalaman sosial daripada guru tersebut.

## 6.0 KESIMPULAN

Penggunaan strategi pembelajaran yang efisien amat penting dalam proses pembelajaran kemahiran menulis. Penggunaan strategi pembelajaran yang bersesuaian akan dapat meningkatkan kemahiran bahasa dan meningkatkan keyakinan diri murid (Oxford, 1990). Kesemua strategi pembelajaran bahasa yang dikemukakan oleh Oxford saling menyokong, melengkapi dan berinteraksi antara satu sama lain. Beberapa pengkaji telah mengadaptasi model strategi pembelajaran Oxford dalam kajian mereka kerana model ini bersifat menyeluruh dan berhubung kait dengan empat kemahiran bahasa. Taksonomi ini juga paling komprehensif (Ellis, 1994a) dan bertunjangkan teori SPB dengan kukuh berdasarkan hasil kajian psikologi pendidikan dan kognitif. Sehubungan itu, dalam konteks pembelajaran kemahiran menulis bahasa Arab, SPB perlu didedahkan kepada murid mengikut prinsip dan konsep yang tepat. Seterusnya, pengetahuan murid tentang strategi pembelajaran bahasa mampu menarik minat mereka dan akan melahirkan pelajar bahasa yang bijak dalam proses pembelajaran.

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## Kesediaan Personaliti Pelajar Ipt Ke Arah Kerjaya Keusahawanan Sosial

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### ABSTRAK

*Kerjaya keusahawanan sosial masih lagi baru dan belum menjadi keutamaan bagi rakyat di negara ini terutamanya golongan pelajar. Kertas konsep ini bertujuan untuk membincangkan tentang kesediaan personaliti pelajar IPT ke arah kerjaya keusahawanan sosial. Hal ini kerana, kebanyakan pelajar tidak berminat untuk menjadikan keusahawanan sebagai satu bidang kerjaya yang utama. Selari dengan matlamat kerajaan untuk menjadikan keusahawanan sebagai satu kerjaya, pelbagai usaha telah dilakukan. Pelbagai program keusahawanan telah dilaksanakan bagi meningkatkan minat dan seterusnya meningkatkan kecenderungan pelajar untuk terlibat dalam kerjaya keusahawanan apabila bergelar graduan. Oleh yang demikian, universiti serta institusi atau agensi luar telah memainkan peranan dalam melaksanakan matlamat kerajaan bagi membasmi kemiskinan yang kian meningkat. Justeru itu, beberapa cadangan telah dikemukakan untuk membangunkan bidang keusahawanan dan menjadikannya sebagai satu kerjaya yang utama. Cadangan ini juga diharap dapat digunakan oleh institusi – institusi tertentu untuk membangunkan keusahawanan terutamanya dalam kalangan pelajar IPT supaya pelajar lebih cenderung untuk memilih keusahawanan sebagai kerjaya.*

**KATA KUNCI:** Tingkah Laku Keusahawanan, Personaliti, Kerjaya Keusahawanan

### 1.0 PENGENALAN

Konsep keusahawanan adalah proses mengenal pasti peluang-peluang dalam pasaran, menyusun sumber untuk mencapai objektif serta menjurus kepada penghasilan produk atau perkhidmatan bagi memenuhi kehendak di pasaran untuk mencapai keuntungan (Suraiya & Ahmad Rafli, 2015). Kini, konsep keusahawanan ditakrifkan semula selari dengan peningkatan keusahawanan di peringkat global. Keusahawanan ditakrifkan sebagai kemahiran mengenal pasti, menilai, mengeksploitasi dan mengembangkan produk dan perkhidmatan serta mampu berdaya saing dan mampu menghadapi kegagalan (Laporan Tahunan PKS 2015/16). Namun begitu, kini keusahawanan sosial telah dianggap sebagai salah satu alternatif ke arah penciptaan peluang pekerjaan kepada mereka yang masih menganggur dan juga sebagai persediaan terhadap pelajar yang masih belajar atau belum bergraduasi.

Keusahawanan sosial merujuk kepada pendekatan inovatif ke arah mentransformasikan sosial masyarakat dimana ia bukan sahaja bermatlamatkan kepada pencapaian keuntungan tetapi turut menekankan kepada kewujudan masyarakat yang berimpak positif serta saksama (Institut Penyelidikan Pembangunan Belia (IYRES), 2016). Pendekatan keusahawanan sosial ini dianggap masih baru di negara Malaysia walhal pendekatan keusahawanan sosial ini sudah pun diamalkan di beberapa buah negara maju seperti Amerika Syarikat dan Eropah serta India (Hariyaty, Noor Lela, Fatimah Salwa, Norsamsinar, & Norasmah, 2014). Namun begitu, keusahawanan sosial semakin mendapat tempat dalam kalangan pelajar atau golongan belia. Berbeza dengan tujuan keusahawanan konvensional, keusahawanan sosial ini dilihat lebih ke arah untuk memperbaiki sistem dalam masyarakat, mengilhamkan satu pendekatan baru serta memikirkan jalan penyelesaian bagi golongan masyarakat di sekelilingnya (Institut Penyelidikan Pembangunan Belia (IYRES), 2016).

Keusahawanan sosial bukan sahaja penting dalam memberi manfaat kepada sosio ekonomi masyarakat, tetapi ia dianggap sebagai salah satu sumber kekuatan kepada para pelajar untuk berhadapan dengan cabaran pada masa hadapan. Menurut Hariyaty (2014); Hariyaty, Noor Lela, Fatimah Salwa, Norsamsinar, & Norasmah (2014); dan Radin Siti Aishah, Zaidatul Akmaliah, Norasmah, & Halimah (2017) pendedahan penerapan nilai, pengetahuan, pembudayaan keusahawanan dan kemahiran keusahawanan melalui kegiatan kurikulum dan kokurikulum dapat melahirkan pelajar yang menceburkan diri dalam bidang keusahawanan sosial dan menjadikan keusahawanan sebagai salah satu



kerjaya yang utama berbanding kerja makan gaji. Tidak dinafikan juga, beberapa inisiatif telah diambil oleh beberapa universiti bagi memberi penerapan keusahawanan sosial dalam kalangan pelajar. Antara universiti yang mengambil inisiatif seperti menawarkan kursus keusahawanan sosial kepada pelajar bagi peringkat sarjana muda adalah Universiti Malaysia Kelantan (UMK) dan Universiti Malaysia Sabah (UMS). Selain itu, aktiviti kokurikulum bagi keusahawanan sosial yang diadakan adalah SEED dan ENACTUS (Radin Siti Aishah, Zaidatol Akmaliah, Norasmah, & Halimah, 2017).

## **2.0 LATAR BELAKANG MASALAH**

Kerjaya keusahawanan sosial kini dilihat sebagai satu bidang yang diberi keutamaan oleh kerajaan. Dengan keadaan ekonomi yang tidak menentu, kerajaan berharap agar rakyat Malaysia dapat membuat satu alternatif dengan membuka perniagaan daripada kerja makan gaji. Selain itu, kerjaya keusahawanan sosial ini mampu meningkatkan pendapat negara dan juga ekonomi negara (Norasmah & Salmah, 2011) dan dapat memperbaiki ekonomi masyarakat yang terpinggir.

Pemilihan kerjaya merupakan satu proses yang bermula dari peringkat kanak-kanak hingga ke peringkat dewasa. Kerjaya keusahawanan sosial masih baru dan belum menjadi keutamaan bagi rakyat Malaysia terutamanya bagi golongan pelajar atau graduan. Ini kerana mereka mempunyai cita – cita mereka sendiri. Ini dibuktikan dengan sektor pekerjaan oleh graduan yang bekerja dimana hanya 5.8 peratus sahaja yang membuka perusahaan sendiri, manakala 3.6 peratus bekerja dalam sektor badan berkanun, 16.2 peratus bekerja dalam sektor swasta multinasional, 27.7 peratus bekerja dalam sektor kerajaan, dan 40.8 peratus bekerja dalam sektor swasta tempatan (Laporan Kajian Pengesanan Graduan 2015). Ini menunjukkan bahawa masih ramai lagi graduan tidak menganggap bahawa kerjaya keusahawanan sosial adalah suatu bidang yang perlu diutamakan.

Selain itu, Hariyaty (2014) berpendapat bahawa tahap kebolehkkerjaan graduan masih rendah dan ketidakpadanan kemahiran graduan dan juga kurang kesediaan untuk menceburi bidang keusahawanan merupakan isu yang utama yang sering dibangkitkan. Tambahan lagi, kurangnya kemahiran dan tiada pengalaman dalam perniagaan (Norasmah, Azzyyati, & Muhammad, 2009), kurangnya bermotivasi, tiada kemahiran dalam berkerja secara berpasukan dan tidak proaktif (Hariyaty, 2014) merupakan punca kenapa pelajar tidak memilih keusahawanan sebagai kerjaya. Malahan perkara ini turut disokong oleh kajian Radin Siti Aishah, Zaidatol Akmaliah, Norasmah, & Halimah (2017) iaitu wujudnya jurang antara kemahiran dengan kesediaan pelajar untuk memilih keusahawanan sosial sebagai kerjaya.

Bagi meningkatkan lagi penerapan dalam kerjaya keusahawanan sosial, pelbagai program telah dilaksanakan seperti SEED dan ENACTUS di universiti dengan tujuan supaya dapat meningkatkan keyakinan graduan untuk menjadi seorang usahawan sosial serta dapat mengurangkan kadar pengangguran. Namun begitu, faktor-faktor seperti latar belakang pelajar memainkan peranan dalam pemilihan kerjaya mereka. Kebanyakan pelajar yang memilih kerjaya keusahawanan kerana pekerjaan ibu bapa, penglibatan adik – beradik atau ahli keluarga terlibat di dalam kerjaya keusahawanan (Wan Mohd Zaifurin, Nor Hayati, Sabri, & Ibrahim, 2016). Kenyataan ini turut di sokong oleh kajian Mohd Zailani, Ramlah, & Mohd Ibrahim (2014), dimana ia menyatakan bahawa faktor latar belakang merupakan faktor pemilihan kerjaya pelajar.

Pelbagai agensi–telah ditubuhkan bagi membantu meningkatkan keusahawanan sosial dalam kalangan kaum Melayu. Antara agensi yang terlibat adalah MARDI, MARA, SIRIM, Amanah Ikhtiar Malaysia (AIM), TEKUN dan banyak lagi (Muhammad Asri & Zaimah, 2012). Walaupun pelbagai agensi ditubuhkan, namun mereka masih gagal dalam meningkatkan perniagaan serta pendapatan isi rumah. Hal ini disebabkan oleh kurangnya penyertaan kaum Melayu di dalam program dan juga sikap yang tidak sabar dan tidak ambil peduli. Sikap yang tidak prihatin (Norasmah, Azzyyati, & Muhammad, 2009) yang ada dalam diri usahawan Melayu ini perlu dibuang. Sikap usahawan Melayu yang suka bergantung menyebabkan mereka tidak dapat bersaing dengan usahawan sosial yang lain terutamanya usahawan dari kalangan Cina. Dengan berlakunya peningkatan dari segi teknologi dan pasaran baru, menyebabkan usahawan Melayu sering ketinggalan dalam persaingan.

Seiring dengan Rancangan Malaysia Kesebelas (RMK 11), keusahawanan merupakan satu keutamaan nasional menjelang Wawasan 2020 (Laporan Tahunan PKS 2015/16). Ini sejajar dengan matlamat negara untuk meningkatkan keusahawanan sosial dan mengurangkan pengangguran serta

memperbaiki sosioekonomi masyarakat terpinggir. Namun begitu, tahap pengangguran semakin meningkat terutamanya dalam kalangan graduan lepasan universiti. Hal ini kerana mereka mempunyai matlamat mereka untuk bekerja di sektor mana. Selain daripada itu, faktor keadaan ekonomi juga merupakan antara faktor berlakunya pengangguran dalam kalangan pelajar (Farhana, 2013). Menurut Muhammad Hazrul (2012), pengangguran dalam kalangan graduan berlaku disebabkan kegagalan sistem pendidikan peringkat tinggi dalam melahirkan graduan untuk memenuhi keperluan industri. Bahkan terlalu banyak rungutan daripada pihak majikan tentang kualiti graduan seperti kurang kemahiran berkomunikasi, tidak fasih dalam berbahasa Inggeris, tiada kemahiran dalam penggunaan komputer dan banyak lagi.

### 3.0 TUJUAN

Bidang keusahawanan menghadapi pelbagai cabaran dalam menjadikannya sebagai kerjaya utama di Malaysia dalam kalangan graduan. Justeru itu, kertas konsep ini bertujuan untuk membincangkan tentang kesediaan personaliti pelajar IPT ke arah kerjaya keusahawanan sosial.

### 4.0 PERSONALITI KEUSAHAWANAN

Personaliti keusahawanan secara tidak langsung sering kali dikaitkan dengan motivasi, tret, identiti dan juga kemahiran. Hal ini kerana faktor-faktor ini dilihat dapat mempengaruhi tahap kesediaan seseorang pelajar dalam menjadikan keusahawanan sosial sebagai salah satu kerjaya (Stephan & Drencheva, 2017).

#### i. Motivasi

Faktor motivasi digambarkan sebagai kecenderungan yang dapat mempengaruhi seseorang individu untuk menjadikan keusahawanan sosial sebagai salah satu kerjaya. Tambahan lagi, faktor motivasi ini juga dianggap sebagai salah satu minat untuk pelajar menjadi seorang usahawan ataupun keinginan untuk membuka perusahaan sendiri setelah di dorong oleh beberapa faktor (Farhana, 2013). Kenyataan ini turut disokong oleh Milawati (2007) dalam kajiannya terhadap kesediaan pelajar tahun akhir Fakulti Pendidikan Universiti Teknologi Malaysia untuk menceburi bidang keusahawanan, berpendapat bahawa faktor yang dapat merangsang seseorang individu untuk terlibat dalam bidang keusahawanan adalah faktor motivasi yang tinggi. Menurut Milawati (2007), faktor yang dapat mendorong tahap motivasi seseorang adalah wang, kebebasan dalam bekerja, kehormatan, sukakan cabaran dan juga kepuasan.

Teori tingkah laku terancang Ajzen (1991) juga digunakan bagi menghuraikan kecenderungan seseorang individu yang dianggap sebagai faktor motivasi yang dapat mempengaruhi tingkah laku seseorang. Teori ini merangkumi tiga aspek utama iaitu sikap, norma subjektif dan tingkah laku tertanggung dimana aspek-aspek ini mempengaruhi tahap motivasi seseorang untuk memilih keusahawanan sosial sebagai kerjaya (Zaidatul Akhmaliah & Hisyamuddin, 2010). Menurut kajian Nor Aishah & Yufiza (2006), terhadap faktor motivasi yang mendorong kontraktor Kelas F untuk menjadi usahawan adalah latar belakang keluarga, latar belakang pendidikan, serta faktor psikologi seperti kebebasan, kepuasan, inovasi, kejayaan, pengiktirafan serta peranan penting. Selain itu, kajian Mohd Hassan (2007) menyatakan bahawa majoriti usahawan mempunyai tahap motivasi yang tinggi jika dibandingkan dengan orang lain. Bahkan ia turut dibuktikan dengan hasil dapatan kajian ini dimana ia menunjukkan bahawa majoriti usahawan bersetuju bahawa faktor motivasi antara faktor yang penting dalam merangsang mereka untuk menjadi seorang usahawan.

#### ii. Tret (*Traits*)

Tret atau ciri personaliti keusahawanan diramalkan memainkan peranan yang penting dalam mempengaruhi individu untuk menceburi bidang kerjaya dalam keusahawanan sosial (Zeffane, 2015). Ini turut disokong dengan kajian Zahariah, Amalina & Erlane (2010) mendapati bahawa ciri personaliti keusahawanan memainkan peranan penting dalam mempengaruhi keputusan pelajar dalam menjadikan keusahawanan sebagai salah satu bidang kerjaya yang utama. Holland (1985) telah mengklasifikasikan personaliti individu kepada enam personaliti iaitu diri iaitu Realistik (R), Investigatif (I), Artistik (A), Sosial (S), Enterprising (E), dan Konvensional (K). Menurut beliau, tindakan seseorang individu itu

dapat diramalkan melalui jenis personaliti dan bentuk persekitaran yang dilalui oleh mereka dimana tindakan tersebut adalah pemilihan kerjaya, pencapaian dan stabiliti kerjaya, kecekapan peribadi, tingkah laku sosial serta pencapaian mereka dalam pendidikan. Malah menurut Salmah (2009), menyatakan bahawa personaliti seseorang dipercayai dapat membentuk tingkah laku pemilihan kerjaya keusahawanan.

Sementara itu, menurut Shahrin & Noraini (2000), ciri personaliti keusahawanan dikaji dalam empat dimensi iaitu lokus kawalan, kesediaan mengambil risiko, dorongan kejayaan dan juga nilai sendiri. Berdasarkan pada kajian ini, ciri personaliti keusahawanan pelajar berada pada tahap sederhana. Malahan ciri personaliti yang paling menonjol adalah lokus kawalan. Berdasarkan dapatan kajian ini, kebanyakan pelajar bersemangat dalam berusaha mempelajari sesuatu perkara yang belum pernah dipelajari, lebih gemar melakukan pekerjaan yang menggunakan tahap kemahiran, ingin memanfaatkan pengetahuan yang ada pada diri mereka serta mempunyai keinginan dalam mengurus sumber yang sedia ada. Namun begitu, dari segi kesanggupan mengambil risiko, kebanyakan pelajar menunjukkan bahawa mereka belum bersedia untuk berhadapan dengan sebarang risiko.

### **iii. Identiti**

Identiti ini merujuk kepada keperibadian seseorang individu apabila terlibat dengan aktiviti keusahawanan. Keusahawanan sosial tidak hanya berfokuskan kepada keuntungan tetapi turut memberi penekanan terhadap kewujudan masyarakat yang berimpak positif dan saksama (Institut Penyelidikan Pembangunan Belia (IYRES), 2016). Melalui keusahawanan sosial, ia bukan sahaja dapat menyumbang kepada pembangunan ekonomi masyarakat dan negara bahkan ia dapat meningkatkan keperibadian, kemahiran serta fungsi sosial dan emosi seseorang individu (Najwa, Hairunnizam, & Sanep, 2013). Oleh itu, dapat dilihat sini bahawasanya identiti atau keperibadian seseorang individu merupakan elemen penting untuk terlibat dalam keusahawanan sosial. Islam telah mendorong seseorang individu untuk bersemangat, saling bertolak ansur, serta memperkasakan kemampuan dalam sesuatu bidang termasuk bidang keusahawanan sosial. Malahan dalam Islam turut memberi penekanan terhadap nilai-nilai moral dan juga etika dalam aspek kehidupan manusia termasuklah dalam kerjaya keusahawanan sosial (Radin Siti Aishah & Zaidatul Akmaliah, 2013). Hal ini turut disokong oleh kajian Mohd Adib & Mohamad Yazid (2015) dimana penerapan nilai-nilai dalam Islam ini penting untuk aktiviti keusahawanan sosial kerana ia bukan sahaja untuk menjaga kemaslahatan ummah bahkan ia turut meningkatkan kehidupan ekonomi sosial masyarakat ke arah yang lebih baik. Menurut Bargsted, Picon, Salazar & Rojas (2013) identiti atau keperibadian serta autonomi seorang usahawan sosial lebih tinggi jika dibandingkan dengan orang lain. Dalam konteks ini, identiti seseorang individu penting dimana individu tersebut tidak hanya berfokuskan kepada kekayaan dan keuntungan semata-mata tetapi lebih menekankan aspek nilai kemanusiaan serta kebajikan bagi setiap masyarakat.

### **iv. Kemahiran**

Kemahiran terhadap keusahawanan merujuk kepada kebolehan atau kemampuan seseorang individu untuk menceburi kerjaya keusahawanan sosial. Kemahiran ini merupakan elemen yang penting dimana ia merupakan satu keperluan dalam melahirkan pelajar yang mempunyai tahap kemahiran yang terhadap kebolehpasaran serta kebolehkerjaan dimana ia merupakan salah satu cabaran kepada pelajar untuk mendapatkan kerja. Menurut Norhayati (2016), kemahiran dalam keusahawanan merangkumi kemahiran kebolehan bekerja, kemahiran amali serta kemahiran insaniah dimana kemahiran ini akan mempengaruhi persepsi seseorang individu untuk terlibat dalam bidang keusahawanan.

Kajian Hariyaty, Noor Lela, Fatimah Salwa, Norsamsinar, & Norasmah (2014) terhadap pelajar Institusi Pengajian Tinggi (IPT) menyatakan bahawa kemahiran pelajar IPT merangkumi aspek kemahiran komunikasi, merancang dan mentadbir, tindakan strategik, pengurusan diri, pelbagai budaya serta kerja berpasukan. Selain itu, berdasarkan pada kajian Mohd Hassan (2007) yang bertajuk 'Faktor-Faktor yang Telah Mendorong Graduan dan Alumni Universiti Teknologi Malaysia Menceburi Bidang Keusahawanan' mendapati bahawa majoriti usahawan bersetuju faktor kemahiran merupakan faktor yang mendorong mereka untuk menceburi bidang keusahawanan. Bahkan kajian Norhayati (2016) turut mendapati bahawa faktor kemahiran pelajar terhadap aspirasi kerjaya keusahawanan berada pada tahap tinggi.

## **5.0 KERJAYA KEUSAHAWANAN SOSIAL**

Kerjaya keusahawanan sosial merupakan salah satu bidang yang masih baru dalam kalangan rakyat Malaysia. Sejarar dengan hasrat Pelan Pembangunan Pendidikan Malaysia (2015-2025) Pengajian Tinggi (Radin Siti Aishah, Zaidatol Akmaliah, Norasmah, & Halimah, 2017) untuk melahirkan pelajar yang berfikiran holistik, bercirikan keusahawanan dan seimbang dari aspek nilai-nilai murni dan moral, secara tidak langsung bidang keusahawanan sosial dianggap sebagai salah satu bidang yang mampu melahirkan modal insan yang seimbang dimana ia merangkumi semua aspek seperti jasmani, emosi, rohani dan akal (Awang, 2009).

Dalam kajian Norasmah & Salmah (2011), mendapati kecenderungan pelajar terhadap pemilihan kerjaya keusahawanan adalah tinggi dan positif. Ini menunjukkan bahawa pelajar mempunyai persepsi yang positif terhadap kerjaya keusahawanan termasuklah bidang keusahawanan sosial. Tambahan lagi, penerapan terhadap pendidikan keusahawanan telah meningkatkan kefahaman mereka terhadap perbezaan kerjaya keusahawanan dengan kerjaya makan gaji. Sebagaimana kerjaya yang lain, kerjaya keusahawanan sosial dianggap sebagai salah satu kerjaya yang dapat merangsang kepada pembangunan ekonomi negara. Tambahan lagi, kerjaya ini dapat merangsang kepada penyediaan peluang pekerjaan, pencetusan kepada idea yang kreatif dan inovatif serta dianggap sebagai faktor kepada pemantapan kestabilan ekonomi dan sosial bagi negara (Mohd Rosidi, 2000). Namun begitu, dapatan ini tidak menyamai dengan penemuan Norasmah & Poo Bee (2012) dimana tahap tingkah laku terhadap kerjaya keusahawanan berada pada tahap sederhana. Walaupun pelbagai program telah dilaksanakan oleh pihak-pihak tertentu, namun pelajar masih tidak memiliki keyakinan dalam menjadikan keusahawanan sebagai salah satu kerjaya yang utama.

## **6.0 IMPLIKASI**

Kerjaya keusahawanan sosial dianggap sebagai satu bidang kerjaya yang dapat meningkatkan dan mengembangkan pendapatan dan ekonomi negara selain dari memperbaiki sosio ekonomi masyarakat. Melihat kepada kesan positif dalam bidang keusahawanan sosial, kerajaan telah memberi penekanan yang lebih terhadap bidang keusahawanan sosial serta menggalakkan agar rakyat Malaysia terlibat dalam bidang keusahawanan sosial terutamanya dalam kalangan graduan lepasan universiti. Pelbagai usaha dilakukan oleh kerajaan dalam membangunkan bidang keusahawanan sosial. Sumbangan utama kajian ini adalah untuk membangunkan bidang keusahawanan sosial dan menjadikannya sebagai kerjaya yang utama bagi graduan universiti. Melalui kajian ini, diharap agar dapat memberi pengetahuan serta kemahiran terhadap pihak-pihak tertentu untuk memupuk kesedaran terhadap kepentingan dalam keusahawanan sosial.

Salah satu kesan positif yang dilihat oleh kerajaan adalah ia dapat mengurangkan kadar pengangguran rakyat Malaysia terutamanya dalam kalangan graduan yang semakin meningkat kini. Bagi membangunkan keusahawanan dalam pendidikan, kajian ini boleh dimanfaatkan oleh pihak tertentu seperti Kementerian Pendidikan Malaysia (KPM) dan pihak pentadbiran universiti. Kajian ini dapat menyalur idea serta pengetahuan kepada Kementerian Pendidikan Malaysia (KPM) dan pihak pentadbiran universiti dalam meningkatkan pengetahuan dan kemahiran pelajar samaada di sekolah atau universiti. Selain itu, KPM dan pihak pentadbiran universiti dapat memperkemas dan menawarkan serta memberi penerapan terhadap kursus keusahawanan sosial yang ditawarkan di universiti sebagai penambahbaikan dalam subjek keusahawanan sosial. Bukan itu sahaja, bagi pihak pentadbiran universiti, mereka dapat mengatur dan merangka strategi baru bagi meningkatkan penglibatan pelajar untuk mengambil kursus keusahawanan sosial.

Penglibatan pelajar dalam program keusahawanan sosial seperti SEED dan ENACTUS dapat menerapkan sikap yang positif dalam diri pelajar. Bukan itu sahaja, program keusahawanan yang dianjurkan dapat meningkatkan kemahiran, pengetahuan serta pengalaman pelajar dan secara tidak langsung ia dapat menjadi bekalan kepada para pelajar apabila bergelar graduan. Bagi membentuk keusahawanan sosial dalam kalangan pelajar, kajian ini dapat dimanfaatkan oleh pihak – pihak tertentu seperti pihak universiti dan agensi – agensi luar seperti MARA, TEKUN, Amanah Ikhtiar Malaysia

(AIM), PUNB, MEDEC, SME Corporation Malaysia dan banyak. Agensi luar yang terlibat dapat meningkatkan lagi usaha dalam memberi pendedahan, galakan serta pembentukan jati diri supaya pelajar cenderung untuk menjadikan keusahawanan sosial sebagai salah satu kerjaya yang utama. Pihak universiti juga dapat menganjurkan beberapa program keusahawanan sosial dengan kerjasama dari agensi – agensi luar. Penglibatan pelajar melalui program – program keusahawanan sosial ini dapat memberi aspirasi serta dapat mengubah niat pelajar untuk menyertai bidang keusahawanan.

## 7.0 CADANGAN

Matlamat utama kerajaan adalah untuk melahirkan lebih ramai usahawan dan menjadikan kerjaya keusahawanan sosial sebagai satu kerjaya yang utama. Pelbagai usaha yang dilakukan oleh kerajaan dalam menerapkan pemahaman dan kemahiran tentang keusahawanan sosial dengan tujuan untuk meningkatkan pendapatan dan ekonomi negara. Selain itu, ia dapat mengurangkan kadar kemiskinan dan pengangguran di Malaysia. Dalam membentuk dan membangunkan keusahawanan sosial, beberapa institusi yang dibangunkan kerajaan bertanggungjawab dalam memberi pendidikan awal tentang keusahawanan. Pendidikan keusahawanan sudah diterapkan dari sekolah rendah lagi. Di peringkat sekolah rendah, penerapan keusahawanan dapat dilihat melalui subjek Kemahiran Hidup Bersepadu (KHB). Manakala di peringkat sekolah menengah pula, penerapan keusahawanan dapat dilihat melalui subjek Perdagangan, Kemahiran Hidup, serta Latihan Pendidikan Teknikal dan Vokasional (TVET). Bahkan, kursus keusahawanan sosial juga telah mula diperkenalkan.

Didapati bahawa pendidikan keusahawanan dan personaliti keusahawanan antara faktor yang dapat menimbulkan kesedaran dan dapat mengubah persepsi, kecenderungan, niat serta sikap pelajar untuk memilih kerjaya keusahawanan sosial apabila bergelar graduan kelak. Melihat kepada kesan positif terhadap pendidikan keusahawanan yang dapat memberi kesedaran dan mengubah sikap serta personaliti pelajar terhadap kerjaya keusahawanan sosial, penulis telah mengemukakan beberapa cadangan iaitu:

- i. Meningkatkan program keusahawanan sosial  
Bagi membangunkan kerjaya keusahawanan sosial dalam kalangan graduan, tingkah laku, personaliti dan minat perlulah dipupuk terlebih dahulu. Semua ini dapat dipupuk melalui program – program keusahawanan yang dianjurkan. Melalui program keusahawanan sosial, ia dapat memberi pendedahan dan pendidikan kepada graduan universiti dalam meningkatkan ilmu pengetahuan ke arah keusahawanan. Antara pendedahan yang diberikan kepada graduan adalah ilmu pengetahuan, kemahiran, tingkah laku ke arah pengurusan perniagaan, strategi pemasaran, pengurusan kewangan, dapat mengenal pasti peluang perniagaan, pengurusan sumber manusia dan banyak lagi. Pendedahan – pendedahan ini sangat penting kepada graduan supaya dapat bersaing dengan usahawan – usahawan di luar apabila terlibat dalam kerjaya keusahawanan. Selain itu, program keusahawanan yang di anjurkan oleh institusi – institusi tertentu perlulah sentiasa peka dengan pengetahuan dan teknologi terkini yang semakin berkembang.
- ii. Pembelajaran secara teori dan praktikal  
Pembelajaran secara teori dan praktikal merupakan pembelajaran campuran. Pembelajaran secara teori perlu disampaikan oleh tenaga pengajar yang mempunyai pengetahuan serta pengalaman dalam keusahawanan. Dari segi pengalaman dalam keusahawanan, tenaga pengajar ini pernah menjalankan perniagaan mereka sebelum menjadi tenaga pengajar atau masih menjalankan perniagaan dan bekerja di universiti. Pengalaman – pengalaman seperti ini amat diperlukan dan ia merupakan pengalaman yang tidak terniai kerana melalui pengalaman seperti inilah, mereka dapat menyediakan kursus yang sesuai, membangunkan bahan pengajaran, menentukan kaedah penilaian, memastikan supaya pelajar dapat memahami proses, memulakan dan mengembangkan perniagaan, dapat membina rangkaian atau jaringan baru. Manakala pembelajaran secara praktikal akan dilaksanakan di industri keusahawanan yang sebenar. Pembelajaran ini akan dilaksanakan mengikut tempoh masa yang sesuai. Pelajar akan diletakkan di industri yang sebenar untuk meningkatkan kemahiran dan pengalaman dalam keusahawanan. Pelajar akan melalui proses

pembelajaran dimana pelajar akan bekerja secara individu atau berkumpulan. Disini, pelajar akan menggunakan pengetahuan teori yang dipelajarinya dan akan menukarkannya kepada amalan. Setelah selesai menjalan latihan praktikal, pelajar akan membuat kertas kerja serta perlu mencipta suatu produk yang baru. Melalui praktikal ini, pelajar boleh mendapat idea untuk mencipta produk yang lebih kreatif dan berinovatif.

iii. Program mentor mentee

Program mentor mentee merupakan bimbingan kepada pelajar atau graduan universiti bagi meningkatkan potensi terhadap keusahawanan. Program ini boleh dilaksanakan di universiti atau agensi luar. Program ini merupakan perkongsian antara mentor dengan mentee dengan tujuan untuk berkongsi pengetahuan, ilmu dan pengalaman. Mentor merupakan usahawan yang ada perniagaan dan berjaya dalam perniagaannya. Manakala mentee pula adalah golongan pelajar atau graduan universiti yang ingin mendapatkan ilmu, kemahiran dan pengalaman. Antara ilmu dan pengalaman yang dapat dikongsi melalui program ini adalah ilmu pengurusan kewangan, strategi pemasaran, pengalaman atau rahsia kejayaan usahawan atau mentor dan banyak lagi.

iv. Memulakan perniagaan sosial

Bagi membangunkan kerjaya keusahawanan sosial dalam kalangan graduan atau pelajar, universiti disarankan agar mengadakan satu kursus dimana ia menyarankan agar pelajar memulakan perniagaan sosial. Pelajar akan memulakan perniagaan secara kecil – kecilan di universiti atau di luar universiti. Tujuannya adalah untuk menerapkan kemahiran dan pengalaman terhadap keusahawanan sosial. Oleh yang demikian, ia dapat meningkatkan niat, sikap, pemikiran dan kemahiran dan juga nilai-nilai murni terhadap kerjaya keusahawanan sosial. Selain itu, universiti berperanan sebagai pemberi modal dan galakan kepada pelajar. Apabila modal diberikan dan pelajar akan menjalankan perniagaan, maka pemantauan secara teliti perlu dilakukan. Pemantauan ini bertujuan untuk melihat samaada perniagaan pelajar itu berjalan dengan lancar atau tidak.

## 8.0 KESIMPULAN

Kesimpulannya, kecenderungan pelajar dalam memilih kerjaya keusahawanan sosial sebagai kerjaya utama adalah dipengaruhi oleh personaliti pelajar itu sendiri. Hal ini demikian, hasil kajian lepas membuktikan bahawa personaliti merupakan salah satu faktor yang mendorong pelajar untuk menceburi bidang keusahawanan sosial. Personaliti keusahawanan dipercayai dapat mendorong kepada aspirasi kerjaya keusahawanan seorang individu. Personaliti individu sangat penting dan akan mempengaruhi proses pemilihan kerjaya yang sepadan dengan mereka. Menurut kajian Shahrin & Noraini (2011), mereka mendapati personaliti keusahawanan pelajar berada pada tahap yang sederhana. Ini kerana majoriti pelajar tidak memiliki personaliti keusahawanan yang diperlukan untuk menceburi bidang keusahawanan. Justeru itu, pihak universiti perlu memainkan peranan yang besar dalam menyalurkan program pendidikan keusahawanan dalam membentuk kecenderungan personaliti keusahawanan yang sesuai untuk pemilihan kerjaya dalam kalangan pelajar terutamanya dalam menceburi bidang keusahawanan sosial. Dalam konteks ini, pendidikan keusahawanan sosial memainkan peranan yang penting dalam meningkatkan persepsi pelajar terhadap kerjaya keusahawanan sosial. Persepsi ini penting bagi mendorong personaliti keusahawanan pelajar terhadap kerjaya keusahawanan sosial.

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## **Kemahiran Employability Dan Kompetensi Guru Dalam Meningkatkan Kebolehpasaran Graduan Seni Kuliner Di Kolej Vokasional**

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### **ABSTRAK**

*Penerapan kemahiran employability di kalangan pelajar telah menjadi tumpuan utama kepada semua institusi pendidikan di Malaysia mahupun seantero dunia. Ianya merupakan satu usaha untuk meningkatkan kebolehpasaran graduan di dalam industri. Secara tidak langsung ianya dapat membantu industri negara bersaing dalam ekonomi global dan meningkatkan pendapatan negara menjelang tahun 2020. Banyak kajian menunjukkan majikan lebih mengutamakan pelajar yang menguasai kemahiran employability berbanding dengan kemahiran teknikal sebagai penanda aras kebolehpasaran mereka (Will Archer & Jess Davison, 2008; Mohd Yusof Husain et al., 2010; Siti Habibah Hassan et al., 2012; Yahya Buntat et al., 2013; Gurvinder Kaur Gurcharan Singh, 2015; Ang M.C.H, 2015). Guru yang kompeten menerapkan kemahiran employability dapat menghasilkan pelajar yang berkualiti untuk berada di pasaran kerja. Sehubungan itu, kajian ini bertujuan untuk mengenalpasti sejauh mana tahap penguasaan dan pemahaman kemahiran employability dalam kalangan pelajar seni kuliner kolej vokasional dan persepsi mereka terhadap kompetensi guru dalam menerapkan kemahiran employability. Elemen kemahiran employability yang menjadi masalah kepada majikan dipilih untuk dibuat kajian iaitu kemahiran berkomunikasi, kemahiran bekerja dalam kumpulan, kemahiran interpersonal, kreatif dan inovatif, kemahiran keusahawanan dan kemahiran kepimpinan. Seramai 245 responden telah dipilih secara rawak kluster yang melibatkan empat buah kolej vokasional kawasan tengah yang menawarkan kursus seni kuliner. Kajian deskriptif secara tinjauan ini akan menggunakan borang soal selidik berskala Likert dan data akan dikumpul dan dianalisis menggunakan perisian Statistical Package for the Social sciences (SPSS 23.0 for windows).*

**KEYWORDS:** Kemahiran employability, Kompetensi guru, Kebolehpasaran, Seni Kuliner

### **1.0 PENGENALAN**

Malaysia menjadi sebuah negara yang membangun dan terus maju selepas kemerdekaan daripada penjajahan British sejak tahun 1957. Dengan keluasan daratan sebesar 330,803 kilometer persegi ianya telah dikenali sebagai Asia Tenggara kerana kedudukannya yang terletak di tenggara benua Asia yang meliputi 13 buah negeri dan 3 wilayah persekutuan (Tourism Malaysia, 2017). Sehingga tahun 2016 kepadatan penduduknya dianggarkan sekitar 31.6 juta dan dijangka terus meningkat sebanyak 1.3% pada tahun 2017 (Jabatan Perangkaan Malaysia, 2016). Kedudukan geografi Malaysia yang strategik dan kaya dengan sumber alam semulajadi merupakan khazanah negara yang bernilai tinggi dan terkenal sebagai salah satu destinasi pelancongan yang hebat di mata dunia.

Pada tahun 2014, kedatangan pelancong ke Malaysia telah meningkat kepada 27.4 juta berbanding 24.6 juta pada tahun 2010. Pertambahan yang positif ini telah membantu negara menjana RM72 bilion perolehan tukaran asing berbanding dengan RM56.5 bilion pada tahun 2010, iaitu peningkatan sebanyak 27.4% (RMK-10). Industri pelancongan telah menjana pengaliran masuk mata asing dan meningkatkan pendapatan negara. Industri pelancongan merekodkan 26.7 juta ketibaan pelancong pada tahun 2016 berbanding 25.7 juta pada tahun 2015. Perkembangan industri pelancongan di Malaysia yang pesat telah melayakkan Malaysia diiktiraf sebagai Destinasi perlancongan terkemuka Asia (World Travel Award, 2016) dan Destinasi Mesra Muslim No.1 dalam kalangan negara-negara OIC (MasterCard-Crescent Rating, 2016).

Peningkatan industri pelancongan telah membuka banyak peluang pekerjaan kepada graduan dari insitituti awam, swasta mahupun institusi kemahiran. Pelancongan menjadi alat perangsang ekonomi yang menggalakkan peningkatan pendapatan dan peluang pekerjaan (Liu, 2006). Berdasarkan

“Statistik Pelancongan Malaysia” (2016) dilaporkan sebanyak 3.2 juta orang guna tenaga digunakan dalam industri pelancongan iaitu melibatkan 22.7% daripada jumlah guna tenaga. Guna tenaga industri pelancongan akan terus bertambah berdasarkan perancangan ekonomi dalam RMK-11 yang mana dijangkakan akan membuka peluang pekerjaan sebanyak 1.5 juta menjelang tahun 2020. Industri perhotelan terus menjadi tumpuan untuk dibangunkan sebagai langkah menerima kunjungan daripada pelancong asing mahupun domestik. Menurut Jabatan Perangkaan Malaysia (2016) purata pelancong asing menginap adalah selama 5.9 hari manakala bagi pelancong domestik adalah selama 2.3 hari. Fenomena ini memberikan petunjuk kepada pengusaha perhotelan agar memperbaiki perkhidmatan yang diberikan dengan menambahbaik fasiliti dan tenaga kerja. Fasiliti yang lengkap dan pekerja yang berketrampilan akan menjamin kekukuhan dan prestasi sesebuah industri.

Pekerja yang berketrampilan merupakan modal insan yang akan memberi impak besar kepada majikan dan menyumbang kepada pertumbuhan ekonomi negara. Pembangunan sesebuah negara bergantung kepada modal insan yang menjadi teras kepada kepesatan ekonomi dan menggalakkan produktiviti yang tinggi (Rancangan Malaysia Kesepuluh, 2011-2015) dan kerajaan masih terus memberikan tumpuan dalam pembentukan modal insan di dalam Rancangan Malaysia Kesebelas (2016-2020). Pekerja yang berketrampilan menurut majikan adalah pekerja yang dapat menguasai kemahiran *employability* di tempat kerja (Mohd Yusof Husain et al., 2010). Majikan menekankan aspek keperibadian dan sahsiah, keyakinan dan penampilan diri untuk mengisi jawatan dalam organisasi berbanding melihat kepada kelulusan akademik semata-mata (Yahya Buntat et al., 2013). Majikan sangat menitikberatkan penguasaan kemahiran *employability* di kalangan bakal graduan selain daripada kemahiran teknikal agar mereka dapat menyesuaikan diri dengan dunia pekerjaan sebenar (Pua Poh keong, 2014).

Berdasarkan daripada kajian sebelum ini, majikan mendapati graduan masih kurang atau tidak menguasai kemahiran *Employability* mahupun kemahiran insaniah sehingga berlakunya banyak masalah pengangguran. Rahmah et. al., (2011) berpendapat kewujudan graduan yang menganggur dalam negara disebabkan oleh faktor-faktor seperti ekonomi yang tidak stabil, ketidaksepadanan jawatan dengan kelayakan graduan dan penguasaan kemahiran *employability* graduan yang tidak mencapai jangkauan majikan.

Masalah penguasaan kemahiran *employability* yang lemah di kalangan graduan mungkin disebabkan beberapa faktor di antaranya tenaga pengajar yang tidak kompeten dalam kemahiran *employability*. (Umawathy Techanamurthy, Norlidah Alias & Dorothy Dewitt (2015) menyatakan pengajar seni kuliner hanya memfokuskan kepada pengajaran teknik memasak dan kemahiran “hands-on” yang terkandung di dalam silibus. Tan K.H. & Nor Hazwin Solehah (2013) mendapati persepsi pensyarah dalam kemahiran generik tidak seiring dengan kehendak industri. Zaliza hanafi (2015) turut menyatakan bahawa pensyarah kurang memahami kepentingan kemahiran *employability* dan mereka merasakan sukar untuk menggabungkan kemahiran *employability* dengan kemahiran teknikal semasa proses pengajaran. Kompetensi tenaga pengajar dalam menyampaikan kemahiran *employability* perlu dikaji untuk melihat hubungannya dalam menghasilkan pelajar seni kuliner lepasan kolej vokasional yang berkualiti di pasaran kerja.

## 1.1 Pernyataan Masalah

Berdasarkan statistik, pada tahun 2016 kadar pengangguran di Malaysia telah mengalami pertambahan sebanyak 0.3% berbanding tahun 2015 (Jabatan Perangkaan Malaysia, 2016). Sebanyak 37.7% penganggur yang dilaporkan berada dalam kumpulan umur di antara 20-24 tahun. Berdasarkan laporan kajian pengesanan graduan (Kementerian Pengajian Tinggi, 2015) didapati kadar graduan universiti awam yang belum bekerja menunjukkan trend yang terus meningkat secara perlahan dari tahun 2011 hingga 2015 dengan kenaikan sebanyak 4.4%. Manakala kadar belum bekerja graduan ijazah pertama IPTS mencatatkan peratusan sebanyak 27.5% pada tahun 2015.

Beberapa kajian menunjukkan bahawa punca utama masalah pengangguran ini adalah disebabkan kurangnya kemahiran *employability* di kalangan graduan (Will Archer & Jess Davision, 2008; Mohd Yusof Husain et al., 2010; Siti Habibah Hassan et. al., 2012; Yahya Buntat et al., 2013; Gurrinder Kaur Gurcharan Singh, 2015; Ang M.C.H, 2015). Bakal graduan yang kurang menguasai kemahiran

employability akan memberi kesan kepada graduan dan juga industri (Pua Poh Keong, 2014). Ini menyebabkan pihak industri mahupun majikan sangat menekankan penguasaan kemahiran employability di kalangan pekerja mereka.

Memandangkan kemahiran employability ini sangat ditekankan oleh pihak industri dan telah mendapat perhatian di pihak kementerian, kajian mengenai kemahiran employability yang mampu dikuasai oleh bakal graduan seni kulinari kolej vokasional perlu dilakukan untuk mengetahui sedalam mana pemahaman mereka tentang pentingnya kemahiran employability sebagai persediaan ke alam pekerjaan. Untuk berada di dalam industri makanan mahupun perhotelan yang stabil dan hebat pelajar seni kulinari perlu mengaplikasikan elemen kemahiran employability seperti pandai berkomunikasi dengan baik di dalam organisasi ataupun kepada pelanggan, cepat memberikan tindakbalas menyelesaikan sesuatu masalah, dapat bekerja dalam kumpulan yang ramai dan pelbagai, dapat memberikan idea yang kritis dan kreatif dalam meningkatkan produktiviti syarikat, dapat memberikan kerjasama dengan baik, mempunyai sikap dan penampilan diri yang menarik, beretika dan professional dalam menjalankan kerja. Walau bagaimanapun majikan telah memberikan maklumbalas yang negatif terhadap penguasaan kemahiran berkomunikasi di kalangan pelajar hotel dan catering, kemahiran berfikir secara kritis, kemahiran interpersonal, kemahiran menyelesaikan masalah, kemahiran kerja berpasukan, kemahiran kepimpinan dan kemahiran keusahawanan yang dimiliki oleh graduan (Mohd. Yusof Husain, 2010; Tan King Hiyang, 2010; Mohd Hazirul Ismail, 2012; Yahya Buntat, 2013; Nurkhaliza et al., 2014; dan Noor Afizah et. al., 2015).

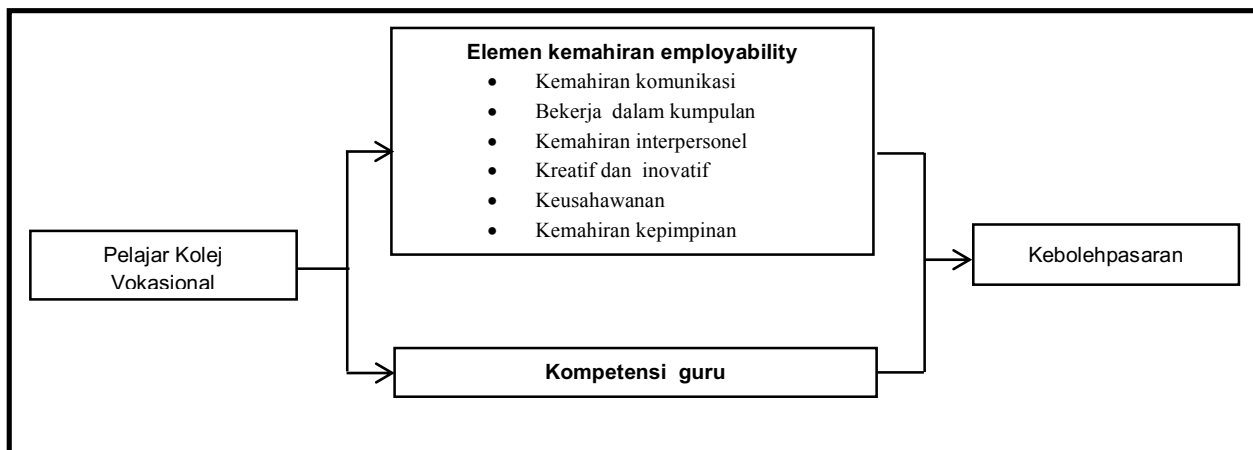
Menerusi kurikulum yang telah digubal oleh kementerian, guru hendaklah menguasai dan dapat menerapkan kemahiran employability di kalangan pelajar samada secara langsung atau tidak langsung bagi memenuhi kehendak majikan. Zaliza (2015) menyatakan guru yang kompeten mestilah mempunyai asas ilmu pengetahuan bidang kepakaran mereka, menguasai kemahiran pedagogi, berkebolehan menyampaikan kemahiran employability dengan baik. Guru juga berperanan mempelbagaikan kaedah pengajaran menggunakan kaedah kemahiran employability untuk meningkatkan potensi pelajar (Haslina M.Y., Abdul R.A. & Anisa Saleha, 2015). Eksekutif hotel menyarankan agar institusi pendidikan memberikan penekanan yang lebih kepada kemahiran menyelesaikan masalah, kemahiran teknologi, kemahiran bahasa dan ilmu kebudayaan serta kemahiran kepimpinan kepada pelajar (Jebriel A. Alhelalat, 2015).

Oleh itu, kajian ini diharapkan dapat mengenalpasti sejauh mana elemen-elemen kemahiran employability dapat dikuasai oleh pelajar dan mengenalpasti elemen-elemen kemahiran employability yang selalu diterapkan oleh guru serta kaedah pengajaran yang paling sesuai dan berkesan untuk diterapkan oleh guru agar objektif kurikulum kemahiran employability tercapai.

## **1.2 Objektif Kajian**

Objektif kajian bertujuan untuk mengenalpasti tahap penguasaan kemahiran employability dan elemen-elemen kemahiran employability yang dikuasai oleh pelajar seni kulinari kolej vokasional serta mengenalpasti elemen kemahiran employability yang kerap diterapkan oleh tenaga pengajar seni kulinari dan kaedah pengajaran yang digunakan dalam pengajaran dan pembelajaran.

### 1.3 Kerangka Konseptual



Rajah 1 : Kerangka Konsep Kajian

### 2.0 KEMAHIRAN EMPLOYABILITY

Menurut Kamus Dewan (2002), Kemahiran employability didefinisikan sebagai gabungan kemahiran, kecekapan dan ketrampilan. Kemahiran bermaksud kepandaian dan kecekapan melakukan suatu pekerjaan. Kecekapan pula membawa maksud kepantasan dan kemampuan membuat sesuatu kerja dengan mahir dan bijak manakala keterampilan membawa erti tahap penyelesaian masalah yang memerlukan kemampuan dan kecekapan yang tinggi.

Yahya (2002) mendefinisikan kemahiran employability sebagai kebolehan kemahiran bukan akademik yang dikuasai oleh graduan sepertimana yang diharapkan oleh industri. Menurut Mohamad Zaid Mustafa et al. (2008), kemahiran employability ini telah didefinisikan dengan pelbagai cara dan tiada yang dapat mendefinisikan dengan khusus dan tepat. Jadual 1 menunjukkan perbezaan terminologi yang digunakan di setiap negara tetapi membawa maksud dan ciri-ciri yang hampir sama.

Jadual 1: Istilah kemahiran employability mengikut negara

Negara	Istilah
United Kingdom	Core skills, key skills, common skills
New Zealand	Essential skills
Australia	Key competencies, employability skills, generic skills
Canada	Employability skills
United States	Basic skills, necessary skills, workplace know-how
Singapore	Critical enabling skills
France	Transferable skills
Germany	Key qualifications
Switzerland	Trans-disciplinary goals
Denmark	Process independent qualifications

Menurut The Conference Board Of Canada (2000), kemahiran generik telah diperkenalkan di Canada sejak tahun 1970-an di mana pada awalnya kemahiran ini menyerupai “key skills” United Kingdom’s dan di Australia “key competencies”. Setelah adanya campurtangan dari kalangan majikan pada tahun 1990-an, kemahiran generik telah ditukar nama kepada kemahiran employability iaitu kemahiran yang perlu dikuasai, dihayati dan sentiasa menunjukkan kemajuan didalam dunia pekerjaan sama ada dalam situasi bekerja sendiri mahupun bekerja dengan orang lain.

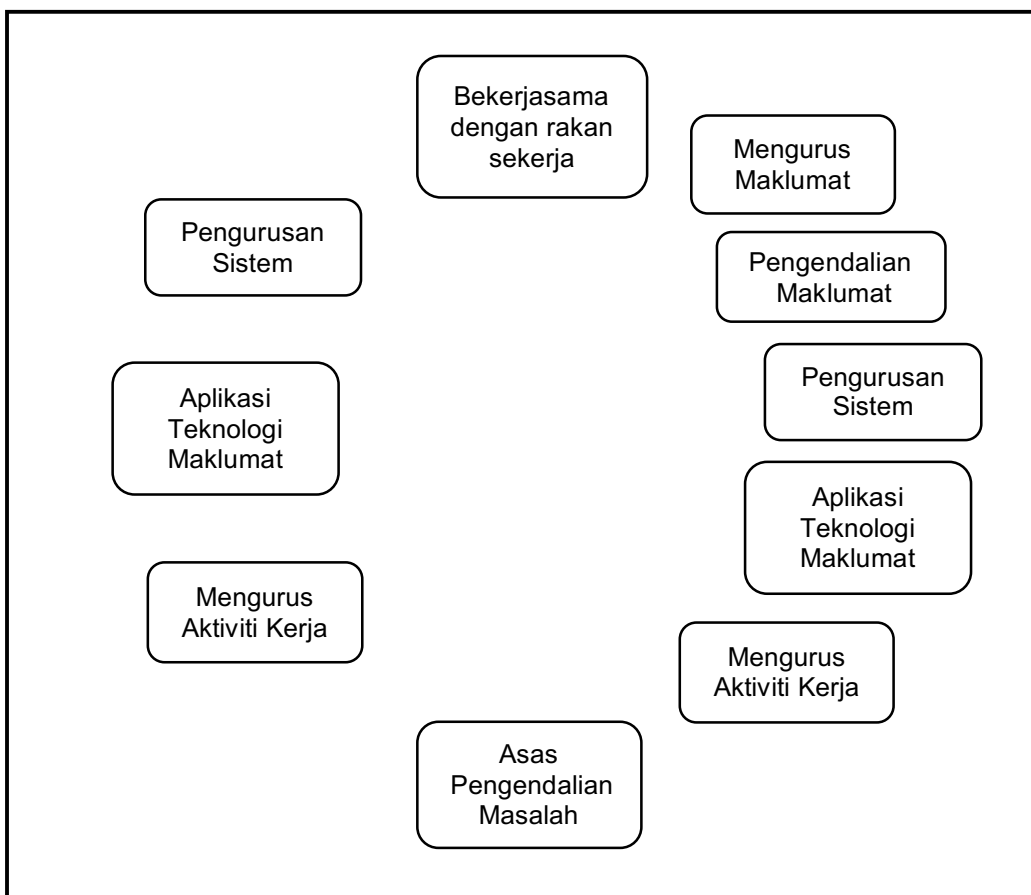
UK Commission For Employment And Skills (2009) pula mendefinisikan kemahiran employability

sebagai kemahiran yang menyokong kemahiran teknikal sedia ada. Science, Technology Engineering And Mathematics Network (2013) pula menyatakan kemahiran employability turut dikenali dengan nama *transferable skills* ini adalah kemahiran yang melayakkan graduan mendapatkan pekerjaan disamping penguasaan kemahiran teknikal.

Bahagian Perkembangan Kurikulum (2010) pula mendefinisikan kemahiran employability sebagai kepelbagaian kemahiran selain daripada kemahiran teknikal dimana kemahiran ini diperlukan dalam meningkatkan potensi diri dalam kerjaya yang diceburi, membantu mendapatkan peluang pekerjaan dan dapat menjadikan seseorang pekerja itu menyumbang kepada kejayaan sesebuah organisasi.

Kementerian Pengajian Tinggi Malaysia (2006) mendefinisikan kemahiran employability sebagai kemahiran generik yang terangkum didalamnya penguasaan kemahiran berkomunikasi, kerjasama dalam pasukan, kemahiran memimpin dan pembelajaran berterusan. Terdapat dua jenis kemahiran insaniah yang diberi penekanan oleh KPTM iaitu Kemahiran Insaniah Mesti (KIM) iaitu pelajar dianggap tidak kompeten jika tidak menguasai mana-mana elemen kemahiran generik yang berkaitan dan juga Kemahiran Insaniah Tambahan (KIT) iaitu kemahiran lain yang membezakan pelajar yang kompeten dan cemerlang.

Kementerian Pendidikan Malaysia (2014) memberi maksud kemahiran employability (ES) adalah elemen penting yang mampu memberi nilai tambah kepada pelajar untuk menjadi pekerja yang berkualiti.



Rajah 2 : Elemen kemahiran employability

( Sumber : BPTV, 2014)

Menurut Jacquelyn (2000) kemahiran employability adalah kemahiran asas yang sangat penting kepada seorang pekerja untuk mendapatkan, menjaga, dan melakukan pekerjaan yang baik. Kemahiran Employability yang dikenali juga sebagai kemahiran insaniah dan kemahiran abad ke-21

telah didefinisikan sebagai satu set atribut, kemahiran, dan pengetahuan yang sangat diperlukan oleh semua pekerja di pasaran untuk memastikan mereka berkebolehan untuk menjadi pekerja yang efektif (Jonathan, 2016; Wikle & Fagin, 2015). Kemahiran employability merupakan kemahiran personal dan interpersonal yang sukar dilihat dan tidak mudah untuk dinilai (Cobb et al., 2015).

## **2.1 Kemahiran employability daripada persepsi majikan, tenaga pengajar dan pelajar**

Majikan dan graduan sentiasa mempunyai persepsi yang berbeza tentang penguasaan kemahiran employability. Gurvinder Kaur, (2015) menyatakan ramai graduan yang menganggap mereka mempunyai kemahiran employability yang sangat baik sedangkan di pihak majikan berpendapat bahawa kemahiran graduan pada tahap yang rendah dan sederhana. Mohd Hazrul (2012) menjelaskan terdapat jurang yang besar antara jangkaan para majikan dan pelajar untuk semua elemen-elemen kemahiran kebolehpasaran. Eza Monzaid et. al., (2015) menyatakan penguasaan kemahiran employability pelajar yang tidak menepati kehendak industri akan memberikan kesan kepada sektor pekerjaan mahupun organisasi. Menurut Rohit Sharma (MyMetro, 2015), "... Jurang perbezaan pendapat ini makin membesar dan mungkin memberi impak kepada keseluruhan sistem jika tiada inisiatif untuk mengatasi perkara ini. Pihak majikan turut terkesan dan mengalami kadar pengambilan pekerja yang tinggi atau langsung tidak berjaya mengambil pekerja sesuai untuk memenuhi keperluan syarikat..."

Jaminan kerjaya yang baik seorang graduan tidak hanya bergantung kepada pengetahuan teras atau kemahiran akademik sahaja (Sharma & Sharma, 2010; Parasuraman & Prasad, 2015). Kemahiran akademik atau kemahiran asas hanya menyumbang sebanyak 15% daripada keperluan untuk kesediaan kerjaya berbanding 85% daripada kemahiran employability (Wats & Wats, 2009).

Untuk meningkatkan produktiviti syarikat, majikan perlu bergantung kepada penguasaan kemahiran employability pelajar yang mampu menyesuaikan diri dengan semua jenis pekerjaan disamping kecekapan kemahiran teknikal (Lutfi, 2014). Sehingga kajian ini dibuat, jurang kemahiran employability tetap menjadi satu isu yang hangat diperbincangkan walaupun banyak kajian telah membuktikan kemahiran employability ini sangat penting kepada bakal graduan sepertimana yang dikehendaki oleh majikan. Mohd Yusof Husain et. al., (2010) menyatakan majikan meletakkan kemahiran employability graduan pada tahap yang tinggi sebagaimana yang sepatutnya dicapai.

## **2.2 Elemen-elemen kemahiran employability**

Kementerian Pengajian Tinggi Malaysia (2006) mengkehendaki graduan menguasai tujuh kemahiran employability berdasarkan keperluan industri iaitu kemahiran komunikasi, kemahiran berfikir kritis dan kemahiran menyelesaikan masalah, kemahiran bekerja berpasukan, kemahiran pembelajaran berterusan dan pengurusan matlumat, kemahiran keusahawanan, kemahiran moral dan etika professional dan kemahiran kepimpinan. Manakala dalam Pelan Pembangunan Pendidikan Malaysia (2013-2025) turut menekankan kemahiran dwibahasa, etika dan kerohanian dan identiti nasional. Kementerian Pelajaran Malaysia (2014) telah menyenaraikan duabelas elemen asas kemahiran employability yang perlu diterapkan kepada pelajar kolej vokasional iaitu, struktur organisasi, asas pengendalian maklumat, kerja dalam sistem, budaya dan etika di tempat kerja, fungsi komunikasi, asas pengendalian masalah, aplikasi IT, keselamatan di tempat kerja, mengurus aktiviti kerja, pengurusan sistem, pengendalian maklumat dan bekerjasama dengan rakan sekerja.

Beberapa kajian lain juga menggariskan elemen kemahiran employability seperti kemahiran berkomunikasi, kemahiran kerja berpasukan, kemahiran kepimpinan, etika dan moral, kemahiran kerohanian, kemahiran pembelajaran sepanjang hayat, kemahiran pengurusan maklumat, kemahiran pemikiran kritis, kemahiran penyelesaian masalah, kemahiran menggunakan teknologi, kemahiran keusahawanan dan kemahiran sosial (Yahya Buntat, 2013; Siti habibah Hassan, 2012; Nurkhaliza et al., 2014;; Mohd Yusof Husain et al., 2017).

Menurut Hazwan (2015), untuk mendapatkan pekerjaan di dalam pasaran yang kompetitif graduan perlu menguasai kemahiran employability yang merangkumi disiplin dan integriti, kemahiran interpersonal, professional, kreatif dan inovatif, pembelajaran sepanjang hayat, kebolehan mengaplikasikan ilmu pengetahuan, dan berpengetahuan di dalam bidang yang diceburi.

Kajian oleh (Will A. & Jess, 2008; Mohd Hazrul Ismail, 2012; Noor Afizah et. al., 2015; Mohd Yusof & Abdul Hamid, 2017) mendapati kemahiran komunikasi menjadi elemen yang sangat ditekankan oleh pihak industri dalam memilih pekerja berbanding dengan elemen lain mahupun kemahiran teknikal. Walaubagaimanapun kajian yang dilakukan oleh Kahirol et. al., (2013) menunjukkan terdapat juga industri yang menekankan kemahiran interpersonal berbanding kemahiran komunikasi. Zaidatul Amin Suffian et al., (2015) dalam kajiannya pula menggariskan nilai agama turut menjadi faktor pemilihan pekerja yang berintegriti dan bertanggungjawab.

### 2.3 Kompetensi tenaga pengajar dan kemahiran employability

Menurut Kamus Dwibahasa Dewan, kompetensi merupakan istilah bahasa Inggeris, iaitu *competence* yang bermaksud kelayakan, kemampuan, kesanggupan, dan kecekapan untuk melakukan sesuatu tugas (Dewan Bahasa dan Pustaka, 1999). Mohamad Zaid et. al., (2010) mendefinisikan kompetensi sebagai satu usaha menggabungkan dan mempraktikkan ilmu pengetahuan, kemahiran, pemahaman dan sikap yang ditunjukkan semasa melakukan sesuatu tugas. Dalam kajian ini kompetensi merujuk kepada pengetahuan, kemahiran, dan ciri-ciri peribadi yang perlu ada dalam diri seorang tenaga pengajar bagi melaksanakan tugas atau tanggungjawab.

Menurut Jacquelyn (2000), tenaga pengajar yang kompeten mestilah dapat menyampaikan atau menerapkan elemen kemahiran employability di dalam pengajaran mereka secara langsung atau tidak langsung. Kenyataan ini disokong oleh Lutfi (2014) yang berpendapat untuk melahirkan tenaga kerja mahir yang menepati kehendak industri, guru mestilah dapat menerapkan kemahiran employability dalam proses pengajaran dan pembelajaran. Penguasaan kemahiran employability di kalangan pelajar dapat dipertingkatkan apabila tenaga pengajar yang kompeten akan sentiasa mempelbagaikan aktiviti dengan kreatif, berupaya memberikan maklumat terkini dan berpandangan jauh (Anupama & Minaketan, 2011).

Zaliza (2015) menyokong kajian sebelum yang dijalankan oleh Yahya Buntat et. al., (2013) dan Victor Callan di dalam Jennifer (2004) yang menyatakan tenaga pengajar yang tidak jelas dan tidak faham konsep kemahiran employability akan menghadapi kesukaran untuk menerapkan kemahiran employability dalam waktu pengajaran kemahiran teknikal. Tenaga pengajar yang hanya memfokuskan kepada kemahiran 'hands-on' seperti yang terkandung di dalam silibus juga menghadapi masalah untuk menerapkan kemahiran employability di dalam proses pengajaran dan pembelajaran (Umawathy, 2015).

Mohd Fathi (2013) mendapati elemen kemahiran employability boleh diterapkan melalui kaedah perbincangan, kaedah projek dan kaedah syarahan semasa pengajaran di dalam bengkel. Anuar & Nelson (2015) menyatakan guru mestilah mahir dengan kandungan subjek yang diajar, menguasai pedagogi dan bijak menggunakan sumber pengajaran dan strategi pengajaran, serta memiliki kemahiran teknologi dan berkemahiran komunikasi yang baik akan mempengaruhi kecemerlangan akademik dan sahsiah pelajar. Mohd Zamri (2012) menjelaskan kaedah pengajaran yang berkesan untuk menerapkan kemahiran employability kepada pelajar adalah melalui kaedah perbincangan secara bersemuka, sumbangsaran dan ketika sesi membuat kajian kes. Aspek-aspek seperti pengetahuan mengajar, kemahiran dalam mengajar, kecerdasan emosional dan spiritual mesti ada dalam diri seorang tenaga pengajar secara holistik dan seimbang dalam melaksanakan aktiviti pengajaran dan pembelajaran (Andi Ermawati & Ahmad Johari, 2014).

Pengurusan institusi pendidikan seharusnya meningkatkan kemahiran employability kepada pelajar sama ada melalui pembangunan professional pensyarah, kurikulum mahupun ko kurikulum (Mohd Yusof Husain et. al., 2010). Tenaga pengajar yang mempunyai pengalaman bekerja di industri sangat berpengalaman untuk menyerapkan kemahiran employability di dalam proses pengajaran dan pembelajaran (Ridzwan et. al., 2015). Nor Hayati Ramlan et. al., (2017) menyatakan tenaga pengajar yang berkeyakinan, berkemampuan dan berwibawa untuk menjalankan tugas yang dipertanggungjawabkan dapat membantu merealisasikan transformasi pendidikan teknik dan vokasional. Dalam Transformasi Pendidikan Vokasional, kompetensi kemahiran umum tenaga pengajar telah diberikan penekanan dalam usaha melahirkan modal insan yang berterusan.

### 3.0 METODOLOGI

Kajian yang akan dijalankan merupakan kajian kuantitatif berbentuk deskriptif secara tinjauan. Kajian ini akan menggunakan kaedah pensampelan rawak kluster yang akan mengelompokkan sampel kepada beberapa kumpulan dalam populasinya kemudian memilih secara rawak kumpulan-kumpulan sampel tersebut. Populasi kajian ini adalah seramai 690 orang pelajar kursus seni kulineri daripada 23 kolej vokasional seluruh Malaysia dan persampelan yang dipilih adalah seramai 245 orang pelajar yang diambil daripada empat buah kolej vokasional di kawasan tengah yang mempunyai ciri-ciri yang sama dengan populasi kajian berpandukan kepada penentuan saiz sampel berdasarkan populasi oleh Krejcie & Morgan (1970). Dalam penyelidikan ini, borang soal selidik akan digunakan untuk mengenalpasti persepsi pelajar kursus seni kulineri terhadap elemen-elemen kemahiran employability yang telah dikuasai dan persepsi mereka terhadap kompetensi guru menyampaikan kemahiran employability di dalam pengajaran dan pembelajaran.

Setiap set soal selidik akan mengandungi 3 bahagian iaitu bahagian A adalah berkenaan latar belakang responden, bahagian B mengandungi enam elemen kemahiran employability yang ditekankan oleh majikan di industri dan bahagian C mengandungi soalselidik yang menilai kompetensi guru dalam menerapkan kemahiran employability dalam proses pengajaran dan pembelajaran. Kajian ini menggunakan instrumen soal selidik daripada kajian lepas oleh dan diubahsuai mengikut keperluan kajian semasa. Pengkaji akan menggunakan soal selidik berskala 'likert' sebagai item soal selidik. Item berbentuk skala 'likert' (5 skala) boleh digunakan dalam satu set soal selidik (Likert, 1952) dan 5 skala Likert akan dimulai dengan memberikan nilai yang paling rendah atau negatif pada skala 1 sehingga ke skala 5 untuk nilai yang paling tinggi atau positif (Popham, 1990).

Jadual 2 : Jadual Skala *Likert*

Skala Likert	Maklum Balas
Sangat Tidak Setuju	1
Tidak Setuju	2
Kurang Setuju	3
Setuju	4
Sangat Setuju	5

Julat nilai Alpha Cronbach antara 0.0 hingga 1.0 digunakan untuk mengukur tahap kebolehpercayaan sesuatu ujian. Nilai pekali  $\alpha = <.60$  menunjukkan tahap keupayaan item yang rendah, nilai pekali  $\alpha = .60$  hingga  $.95$  menunjukkan tahap kebolehpercayaan instrument yang tinggi manakala jika nilai pekali  $\alpha = >.95$  menunjukkan item soal selidik mempunyai persamaan atau bertindih antara satu sama lain menurut Dermott & Sarella (1996).

Dalam kajian ini, kajian rintis akan dijalankan ke atas 30 orang pelajar kolej vokasional Jasin yang tidak terlibat dalam kajian sebenar tetapi mempunyai ciri-ciri yang sama dengan populasi yang hendak dikaji. Data daripada kajian rintis di analisis menggunakan pekali kebolehpercayaan Alpha Cronbach. Jawapan akan dikumpul setelah tamat sesi menjawab untuk dianalisis. Data yang dikumpul akan diproses dan dianalisis menggunakan *Statistical Package for the Social sciences (SPSS 23.0 for windows)* untuk mendapatkan kekerapan (frekuensi), peratis dan min. Skor-skor yang diperolehi daripada bahagian ini adalah diperlukan bagi menjawab soalan-soalan kajian yang dikemukakan dalam penyelidikan. Maklumat dalam bentuk bahan mentah dapat diperolehi melalui penganalissian data yang melibatkan aktiviti mengatur, memilih, menggabung dan menjadual. Data akan dianalisis menggunakan kaedah statistik deskriptif dan statistik inferensi. Statistik deskriptif digunakan untuk analisis data nominal dan data ordinal manakala statistik inferensi digunakan untuk analisis hubungan dan perbezaan data kajian.



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## **Kemahiran Kebolehpasaran Pelajar Kolej Vokasional Selepas Menjalani Latihan di Tempat Kerja (OJT)**

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### **ABSTRAK**

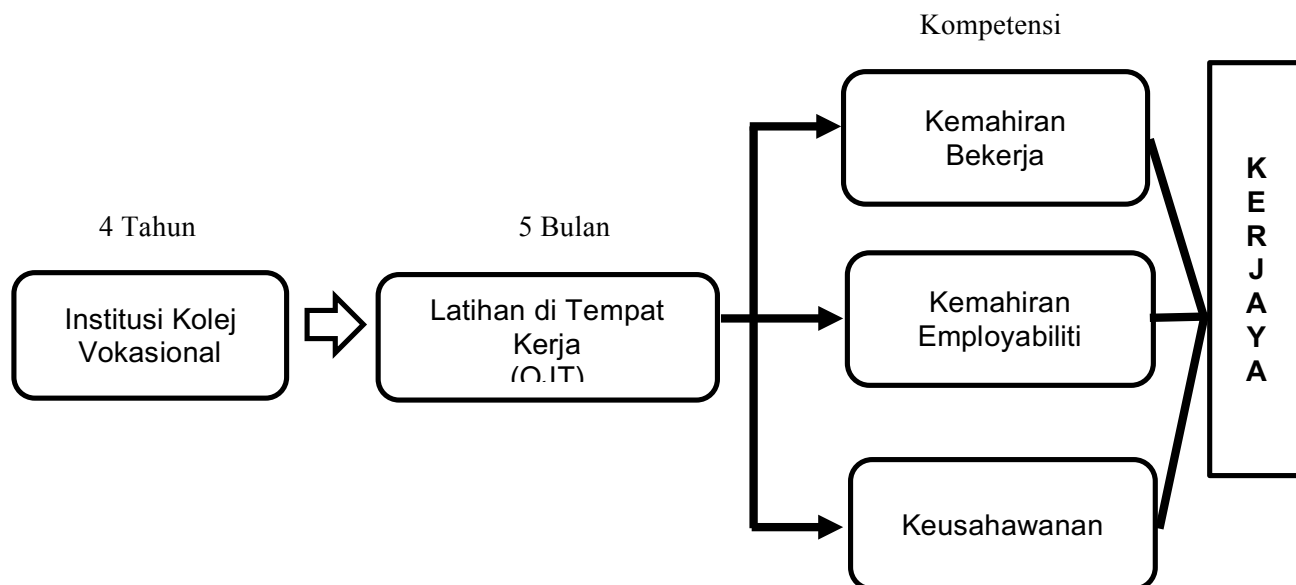
*Transformasi Pendidikan Vokasional sejak 2013 merupakan satu agenda penting dalam memartabatkan pendidikan vokasional agar ia seiring dengan pendidikan aliran perdana. Pengubahsuaian sistem pendidikan vokasional di negara ini bertujuan untuk menuju ke arah negara berpendapatan tinggi. Persaingan menjadikan Sekolah Vokasional dinaiktaraf menjadi sebuah Kolej Vokasional supaya pelajar lepasan ini mendapat pengetahuan dan kemahiran yang secukupnya untuk merebut peluang pekerjaan dan karier di dalam sektor industri Malaysia. Latihan di Tempat Kerja (OJT) merupakan latihan akhir yang akan dijalankan oleh pelajar untuk bergraduasi yang membantu meningkatkan kemahiran employability diperlukan majikan serta elemen keusahawanan yang merupakan kemahiran penyelesaian kepada pengangguran di Malaysia.*

### **1.0 Pengenalan**

Ekonomi negara yang semakin berkembang mendorong permintaan tenaga kerja mahir bagi memenuhi keperluan industri dan syarikat swasta di seluruh Negara. Dalam usaha mencapai hasrat tersebut, Bahagian Pendidikan Teknik dan Vokasional (BPTV) di bawah Kementerian Pendidikan Malaysia memastikan graduan mempunyai keterampilan yang tinggi mengikut kehendak industri melalui penyediaan latihan yang terbaik bagi membantu mereka mendapat pekerjaan yang sesuai.

Kolej Vokasional sehingga kini mempunyai sebanyak 71 institusi seluruh negara di bawah jagaan Kementerian Pendidikan dengan 13 bidang pilihan yang mengandungi keseluruhan 53 program yang menawarkan program Diploma dan Sijil. Program Sepenuh Masa di Kolej Vokasional ini memerlukan 4 tahun untuk 8 Semester di mana 2 tahun untuk peroleh Sijil Vokasional dan 2 tahun untuk Diploma Vokasional. Kurikulum di Kolej Vokasional dilaksanakan berdasarkan orientasi pembelajaran berasaskan pekerjaan di mana proses pembelajaran menitikberatkan kompetensi bekerja, kompetensi keusahawanan dan kompetensi insaniah dengan nisbah dimensi teori dan amali ialah 30:70 (Jabatan Pembangunan Kemahiran, 2010). Justeru itu, pelajar-pelajar keluaran Kolej Vokasional tidak seharusnya meminimumkan diri mereka terhadap penguasaan pembelajaran secara praktikal semata-mata kerana aspek kemahiran kebolehpasaran lain juga sangat penting dan perlu dimaksimumkan demi bersaing untuk mendapatkan pekerjaan pada masa hadapan.

Memandangkan lepasan Kolej Vokasional (KV) perlu bersaing dengan graduan dari institusi latihan vokasional serta pengajian tinggi yang lain dalam mendapatkan pekerjaan, Kolej Vokasional (KV) telah memasukan program *On Job Training* (OJT) iaitu Latihan di Tempat Kerja yang berjalan selama 5 bulan yang mempunyai persamaan dengan definisi Latihan industri ataupun Latihan Praktikal yang wajib kepada pelajar-pelajar akhir bagi memenuhi syarat kelayakan untuk lulus dan tamat pengajian. Pelajar akhir akan menjalani program Latihan di Tempat Kerja (OJT) ini selepas 4 tahun berada di Kolej Vokasional seperti yang ditunjukkan pada rajah 1.0:



Rajah 1.0 Kompetensi Pelajar Lepas Kolej Vokasional

## 2.0 Sorotan Kajian

Laugho dan Lillis (1988) memberi pengertian vokasional sebagai usaha sesebuah organisasi bagi melahirkan pelajar yang mempunyai pengetahuan, kemahiran asas dan memperlengkapkan diri untuk menjadi pekerja yang mahir. Pendidikan vokasional juga ditakrifkan sebagai program pendidikan atau latihan yang berasaskan kemahiran teknikal untuk melahirkan guna tenaga mahir dan separa mahir bagi memenuhi kehendak industri (Ramlee, 1999). Malaysia merupakan negara membangun dari segi peningkatan permintaan di sektor industri. Penubuhan pusat-pusat pengajian teknik dan vokasional telah diwujudkan bagi menampung keperluan tenaga teknokrat mahir dan separa mahir. Seterusnya, pelajar akan sentiasa bersedia menghadapi perubahan industri terutama cabaran untuk Industri 4.0 yang menekankan aspek kemajuan dalam diri untuk mengadaptasi kemajuan teknologi dalam industri (Baena, Guarin, Mora, Sauza & Retat, 2017).

Pendidikan Koperatif adalah tanggungjawab di antara pihak sekolah dan komuniti menyediakan peluang kerjaya kepada pelajar melalui latihan. Dua persekitaran pembelajaran sesuai untuk TVET iaitu TVET di sekolah dan syarikat TVET masing-masing mempunyai tuntutan khusus, tetapi juga menawarkan sokongan khusus untuk meningkatkan kemahiran (Thoits, 2011). Menjadi tanggungjawab kepada majikan tempatan sebagai komuniti yang dipertanggungjawabkan untuk menyediakan pekerjaan dan pengalaman untuk pelajar yang telah dipilih dan disyorkan oleh pihak sekolah. Pendidikan koperatif juga memerlukan tanggungjawab pihak institusi TVET termasuk pemilihan dan cadangan pelajar mengikut minat kerjaya individu, menyediakan pengajaran yang berkaitan, dan penyelarasan yang berkesan dan penelitian terhadap jumlah program yang ditawarkan. Pelajar yang terpilih akan ditempatkan dengan majikan yang dipilih untuk bekerja pada tugas untuk tempoh masa yang setiap minggu, dan samaada harus sama atau melebihi masa di sekolah. Contoh Pendidikan Koperatif adalah seperti Latihan Industri, Latihan Praktikal, Work Experience, Internship, Supervised Occupational, Program Occupational Experience, On the Job Training, dan School to Work Work Based Education. Oleh sebab itu, On the Job Training (OJT) atau Latihan di Tempat Kerja merupakan pilihan Kolej Vokasional untuk latihan pelajar menjalani latihan di industri (Bahagian Pendidikan Teknik dan Vokasional, 2014). Kesemua pendidikan koperatif mempunyai tujuan dan objektif yang sama namun mempunyai perbezaan dari segi pelaksanaan yang dijalankan.

Matlamat utama Latihan di Tempat Kerja (OJT) adalah untuk memberi pendedahan kepada pelatih tentang keadaan dan suasana kerja sebenar di industri. Oleh sebab itu, bagi menggerakkan segala mekanisme dan jentera pembangunan negara maka pendidikan teknikal dan vokasional seharusnya

menjadi landasan utama dan medan untuk melahirkan tenaga kerja mahir yang produktif serta profesional. Walau bagaimanapun, pembentukan graduan teknikal yang mahir untuk dunia pekerjaan bergantung kepada kurikulum yang terdapat di institusi Teknikal dan Vokasional (Pandian, Azman & Haroon, 2009). Kerjasama dan perkongsian erat antara institusi dan industri memberi impak kepada pelajar melalui peningkatan kemahiran dan profesional yang menjadi agenda kepada pembangunan negara. Heckman, Lochner dan Taber (1998) menganggarkan bahawa pihak-pihak berkepentingan melabur dalam modal insan sepanjang kitaran hayat, tetapi lebih daripada separuh modal insan seumur hidup adalah terkumpul melalui pelaburan pasca-sekolah yang berlaku di tempat kerja seperti Latihan di Tempat Kerja (OJT).

Latihan di Tempat Kerja (OJT) bertujuan memberi pendedahan serta memberi peluang kepada bakal graduan kepada situasi pekerjaan sebenar serta meningkatkan tahap mampu kerja mengikut kehendak industri. Latihan di Tempat Kerja (OJT) diperkenalkan untuk memperkasa kompetensi kemahiran dipelajari di institusi dan mengaplikasikannya supaya dapat mempertingkatkan kebolehpasaran seterusnya memberi kesedaran kerjaya kepada pelajar. Kebanyakan penyelidikan semasa terhadap kesan penyertaan dalam Latihan di Tempat Kerja (OJT) telah menunjukkan bahawa pelajar mempunyai kadar peluang mendapatkan pekerjaan yang lebih tinggi, dan dilihat oleh majikan sebagai calon yang lebih diinginkan dan kompeten berbanding calon yang lain (Hanneman & Gardner, 2010). Graduan yang memiliki keterampilan akademik semata-mata tidak memberi sebarang makna untuk mendapatkan pekerjaan kerana persaingan sengit memasuki dunia pasaran kerja pada hari ini (Mohd Noor & Mohd Rahim, 2011). Hal ini kerana kebanyakan majikan bukan sahaja menjadikan pencapaian akademik sebagai kriteria utama pemilihan pekerja, tetapi juga meletakkan penguasaan kemahiran employability atau kemahiran insaniah kriteria untuk pemilihan. Kementerian Pengajian Tinggi Malaysia (2006), membina Modul Pembangunan Kemahiran Insaniah kerana kenyataan mendapati antara kelemahan graduan adalah tidak keterampilan dan tidak memiliki kemahiran terutama kemahiran generik seperti yang dikehendaki oleh majikan bagi memenuhi pasaran kerja yang kompetitif pada masa kini.

Penerapan kemahiran keusahawanan turut diberi penekanan dalam program transformasi PTV. Penstrukturan semula kurikulum PTV dengan memperkenalkan Pendidikan Asas Vokasional (PAV) dan Kolej Vokasional (KV) bermula 2011 telah menerapkan komponen keusahawanan merentasi kurikulum PTV. Antara objektif yang dihasratkan adalah untuk melahirkan pelajar yang berkemampuan keusahawanan dalam bidang vokasional yang diceburi (Kementerian Pelajaran Malaysia, 2012). Usahawan yang mengikut teknologi terkini dikenal pasti sebagai mekanisme pembangunan modal insan mahir yang boleh merangsang ekonomi sesebuah negara (Bieh 2012; Bon 2010). Oleh sebab itu, sektor TVET telah dikenal pasti sebagai kerjaya jalan yang sesuai untuk memupuk teknologi usahawan untuk menjana pendapatan mereka melalui penciptaan pekerjaan berbanding mencari kerja (Majumdar 2013; Adegbe & Aji 2012).

### **3.0 KAJIAN LEPAS**

#### **3.1 Kemahiran Employability**

Faktor utama dikenal pasti sebagai penyebab peningkatan jumlah pengangguran di kalangan siswazah ialah tahap kemahiran mereka yang rendah (Amiruddin, Samad & Othman, 2015). Kemahiran employability adalah kemahiran bukan teknikal iaitu kemahiran yang diperlukan oleh majikan dan industri di mana ia menjadi kemahiran tambahan kepada graduan (Buck & Barrick, 1987). Gainer (1988) secara ringkas memberi takrifan kemahiran employability sebagai kemahiran kebolehpasaran, Manakala Kementerian Pengajian Tinggi Malaysia (2006) menyatakan kemahiran employability adalah elemen kognitif berkaitan kemahiran bukan akademik pelajar seperti kepimpinan, kerjasama dalam berpasukan dan pembelajaran berterusan yang menampilkan kualiti individu. Secara umumnya kemahiran employability adalah kemahiran yang diperlukan oleh majikan atau industri.

Model SCANS yang diperkenalkan pada tahun 1991 oleh *U.S. Secretary of Labor Lynn Martins's Commission on achieving Necessary Skills*(SCANS) banyak digunakan oleh pengkaji di Malaysia untuk mengukur tahap kemahiran employability pelajar-pelajar di institusi pendidikan. Model

ini digunakan untuk melihat kemahiran kecekapan dan kemahiran asas dalam dunia pekerjaan. Model ini juga dibentuk untuk mengenal pasti kemahiran yang diperlukan oleh graduan muda untuk berjaya dalam pasaran pekerjaan di mana peningkatan prestasi yang tinggi akan meningkatkan tahap kemahiran, gaji dan kebolehpasaran kepada dunia pekerjaan. Kemahiran employability Model SCANS terbahagi kepada dua aspek komponen iaitu komponen asas dan komponen kompetensi untuk keperluan di tempat kerja.

### **3.1.0 Komponen Asas**

- i. Kemahiran Asas: membaca, menulis, aritmetik, dan matematik, bercakap dan mendengar
- ii. Kemahiran Berfikir :berfikir kreatif, membuat keputusan, menyelesaikan masalah, berfikir luar kotak, mengetahui bagaimana untuk mempelajari dan keupayaan berfikir
- iii. Kualiti personel : tanggungjawab individu, harga diri, keupayaan bergaul, pengurusan diri dan integriti

### **3.1.1 Komponen Kompetensi**

- i. Sumber daya: mengurus masa, pengurusan kewangan, mengurus sumber dan mengurus sumber manusia
- ii. Interpersonal : bekerja dalam kumpulan, menyumbang pendapat, khidmat pelanggan, mengetuai, kebolehan berunding dan boleh bekerja dengan pelbagai latar belakang yang berlainan.
- iii. Kemahiran informational : memperoleh dan menilai data, mengorganisasikan dan mengemas kini fail, menterjemah dan berkomunikasi dan menggunakan komputer untuk memproses informasi
- iv. Sistem : memahami sosial, organisasi, sistem teknologi, memantau dan memperbaiki prestasi dan mempertingkatkan sistem
- v. Teknologi : memilih alat dan peralatan, mengaplikasikan teknologi mengikut tugas, dan boleh menyelesaikan masalah berkaitan teknologi

Modul Kemahiran Kebolehkeraan Kementerian Pelajaran Malaysia di bina oleh Bahagian Pembangunan Kurikulum (BPK) pada tahun 2012. Modul ini di bina untuk memastikan kebolehkeraan pelajar tidak kira bidang aspek kemahiran bagi memastikan kebolehpasaran pelajar seiring dengan permintaan industri mahupun majikan. Modul ini turut menggabungkan aspek inisiatif dan keusahawanan serta kemahiran employability seperti komunikasi, kerja berpasukan, penyelesaian masalah, perancangan dan pengurusan, pengurusan diri, pengurusan teknologi dan keupayaan pembelajaran dalam satu kumpulan kemahiran kebolehkeraan di mana ia dibina untuk memastikan kebolehpasaran tenaga kerja pelajar selepas tamat belajar. Kurikulum Kemahiran Kebolehkeraan adalah penting dilaksanakan bagi menyokong hasrat Transformasi Pendidikan Vokasional dalam menghasilkan modal insan berkemahiran tinggi dan seimbang serta menyeluruh dari aspek jasmani, rohani, sahsiah dan emosi.

Kemahiran employability yang diperlukan dan diutamakan oleh majikan industri pembuatan masa kini di mana kajian yang telah dijalankan oleh Rasul, Ismail, Rajuddin, dan Abd Rauf, (2009) terhadap syarikat industri pembuatan telah dapat mengenal pasti aspek kemahiran employability yang diutamakan oleh majikan. Kemahiran employability menerusi hasil dapatan kajian mengikut pemeringkatan(rangking) mendapati kemahiran asas, berfikir, sumber, interpersonal, sistem dan teknologi dan kualiti personal adalah kemahiran employability yang sangat diutamakan oleh majikan manakala kemahiran informasional adalah kemahiran yang sederhana penting bagi majikan. Kaji selidik CEO mendapati 33.1% daripada majikan pertimbangkan kemahiran employability pekerja menjadi faktor yang paling penting apabila memberi jawatan kepada graduan, sedangkan hanya 19.2% pengalaman kerja yang berkaitan dengan pekerjaan yang di atas kemahiran diperlukan majikan (Kumpulan Industri Australia dan Deloitte, 2009)

Kajian daripada Amirudin, Ngadiman, Abdul Kadir, dan Saidy, (2016) pada pelajar Pusat

Latihan Teknologi Lanjutan (ADTEC) di bawah Kementerian Sumber Manusia mendapati bahawa pelajar tahun akhir pelbagai bidang mempunyai kemahiran employability yang rendah. Manakala, dapatan daripada Kandar dan Rasul (2013) menyatakan bahawa tahap kemahiran employability pelajar-pelajar aliran vokasional semester 3 pada keseluruhan adalah sederhana. Maka, kajian kemahiran selepas Latihan di Tempat Kerja (OJT) adalah penting untuk memberi gambaran secara keseluruhannya keberkesanan pembelajaran di Kolej Vokasional melahirkan graduan berkemahiran tinggi dan memenuhi kehendak industri.

### 3.2 Tekad Keusahawanan

Keusahawanan merupakan usaha berterusan individu atau sekumpulan individu membentuk organisasi bagi menjalankan proses mewujudkan barangan atau perkhidmatan baru di mana ianya dilakukan secara sistematik dengan menggunakan sumber dengan cekap dan efisien untuk memenuhi permintaan atau mewujudkan permintaan baru serta mengharapkan keuntungan dan pertumbuhan urus niaga yang dijalankan (Abu Bakar, 2007). Kajian melalui Ibrahim, Hamzah dan Nazri, (2014) mendapati pelajar Sains Pertanian mempunyai tekad keusahawanan tani yang sederhana walaupun mereka merupakan pelajar yang telah terdedah dengan ilmu keusahawanan melalui mata pelajaran kemahiran hidup bersepadu semasa di peringkat menengah rendah serta mata pelajaran sains pertanian yang sedang di ikuti. Menurut Kanyari dan Namusonge, (2013) membincangkan sama ada usahawan dilahirkan atau dibina mendapati faktor-faktor tertentu seperti ciri-ciri dalam individu tersebut, persekitarannya, persekitaran perniagaan, matlamat yang telah ditetapkan dan adanya idea perniagaan bernas adalah menjadi pendorong kepada seseorang terlibat dalam keusahawanan.

Keusahawanan sepatutnya diterap setiap pelajar dan perlu menjadi budaya kerana ia adalah aspek pembangunan sendiri untuk meneruskan kerjaya tanpa bantuan pihak tertentu. Penawaran program pembentukan ke arah usahawan sangat penting dalam memberi impak kepada peningkatan sosial dan ekonomi sesebuah negara. Latihan di Tempat Kerja (OJT) sepatutnya membantu pelajar meluaskan minda untuk mempelajari urusan perniagaan kerana pendekatan melalui *hands-on* dan penyeliaan majikan sebagai mentor-mentee sekali gus mencapai matlamat penghasilan usahawan 20 peratus daripada pelajar Kolej Vokasional yang akan bergradusi.

### 3.3 Latihan di Tempat Kerja (OJT)

Latihan di Tempat Kerja (OJT) dilaksanakan secara meluas dan dianggap sebagai kaedah paling murah dalam meningkatkan kemahiran para pekerja berbanding dengan latihan di luar kerja (*off-the-job training*). Malaysia mengkaji dan memindahkan proses kemahiran yang diaplikasikan oleh Jepun ini sedikit demi sedikit ke dalam aplikasi industri Malaysia. Institusi dan industri bekerjasama untuk mewujudkan persekitaran penempatan yang optimum untuk pembelajaran pelatih (Rowe, Mackaway, dan Winchester-Seeto, 2012) membawa kepada pelatih yang berkemahiran tinggi. Pelajar akan menjadikan Latihan di Tempat Kerja (OJT) sebagai tempat untuk mereka menunjukkan kemahiran dan berbakti untuk majikan mereka. Pelbagai kemahiran sosial, komunikasi dan kompetensi akan dipupuk di dalam diri pelajar apabila berada di dalam situasi pekerjaan. Berbanding semasa pengajian di Kolej Vokasional, pelajar akan merasakan diri lebih bertanggungjawab bahkan teruja untuk menjadi yang terbaik untuk industri dan juga diri sendiri. Semangat jati diri dan bersaing di antara sesama pekerja menjadikan produk tenaga manusia dari pelaksanaan Latihan di Tempat Kerja (OJT) ini lebih bermutu berbanding stereotaip keluaran pelajar yang hanya menamatkan pengajian mereka dengan memperoleh CGPA yang baik tetapi tidak tahu bekerja.

Nordman & Pasquier-Doumer (2014) dalam kajian berkaitan penglibatan pelajar dalam Latihan di Tempat Kerja (OJT) mendapati terdapat aspek kekurangan modal insan, kekurangan penglibatan syarikat dan peluang pekerjaan yang kurang untuk memasuki syarikat. Walaupun begitu, Latihan di Tempat Kerja (OJT) membantu pelajar menyesuaikan kemahiran mereka kepada persekitaran ekonomi yang sentiasa berubah-ubah. Latihan di Tempat Kerja (OJT) merupakan saluran utama untuk mengumpul modal insan dalam membangunkan ekonomi, dan kemungkinan besar meningkatkan produktiviti kerana latihan dapat disesuaikan dengan tepat kepada keperluan firma atau industri.

#### 4.0 Kesimpulan

Latihan di Tempat Kerja (OJT) merupakan latihan terakhir pelajar Kolej Vokasional mendapatkan kemahiran. Kolej Vokasional dan industri majikan yang terlibat perlu memainkan peranan dalam melahirkan pelajar berkemahiran yang mempunyai pakej lengkap dari segi teknikal mahupun kemahiran lain. Phillips (2014) mengkaji persepsi industri mengenai Latihan Industri mendapati banyak majikan tidak jelas tentang apa yang latihan perlu dijalankan dan tiada garis panduan formal dan jelas dari institusi. Maka, penerangan dan modul berkenaan matlamat Latihan di Tempat Kerja (OJT) yang dikehendaki oleh institusi TVET perlu dinyatakan dengan jelas supaya matlamat yang dikehendaki seiring dengan kehendak industri sekali gus melahirkan pelajar berkualiti serta berkemahiran tinggi. Oleh sebab itu, adalah sangat penting meningkatkan kualiti keseluruhan latihan yang ditawarkan bagi melahirkan pekerja berkemahiran tinggi yang merupakan aset penting ke arah pembentukan negara berpendapatan tinggi (Mohd. Gazali, 2011).

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## **Kepimpinan Keusahawanan, dari Dunia Perniagaan kepada Dunia Pendidikan: Satu Perubahan**

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### **ABSTRAK**

*Kepimpinan keusahawanan dalam pendidikan adalah sesuatu yang luar biasa dan dianggap ganjil untuk diaplikasikan kerana matlamatnya dalam dunia perniagaan adalah untuk menjana kewangan organisasi. Namun, perubahan yang melanda arena pendidikan di Malaysia mahupun di negara lain menuntut kepada pengaplikasian dan amalan kepimpinan keusahawanan diguna pakai. Sehubungan itu, perbezaan dari sudut pandang pendidikan terhadap kepimpinan keusahawanan dari segi pendidikan diperlukan kerana matlamat pemimpinan keusahawanan oleh pengetua ialah berbeza berbanding kepimpinan keusahawanan dalam perniagaan. Kompetensi Kepimpinan Pengetua Sekolah oleh Institut Aminuddin Baki menunjukkan wujudnya persamaan amalan dengan amalan kepimpinan keusahawanan pendidikan dalam kajian lepas. Sehubungan itu, kerelevanan kepimpinan keusahawanan dalam dunia pendidikan di Malaysia tidak boleh diabaikan. Bagi memastikan sekolah di Malaysia terus bergerak ke arah pendidikan yang berkualiti, maka pengetua sekolah di Malaysia perlulah bersedia berubah dalam aspek kepimpinan sekolah.*

**KATA KUNCI:** *Kepimpinan Keusahawanan Pengetua Sekolah, Kepimpinan Sekolah*

### **1.0 PENDAHULUAN**

Kepimpinan Keusahawanan boleh didefinisikan sebagai kreativiti dalam mengimplimentasikan sumber luaran dan rangkaian demi mencapai matlamat sekolah (Pashardis & Savvides, 2011). Kepimpinan keusahawanan atau istilah 'entrepreneur' mulanya diguna pakai dalam disiplin perniagaan oleh Schumpeter (1976) yang merujuk kepada individu yang mempunyai keupayaan dalam mengurus, merangka dan menganggarkan risiko yang bakal dihadapi dalam dunia perniagaan (Sobel, 2008; Sukru, Miman, & Kesici, 2015). Karakteristik seorang pemimpin keusahawanan berdasarkan kepada kandungan literatur ialah individu yang berinovasi, kreatif dan mampu membangunkan sesebuah organisasi (Klein, McGahan, Mahoney & Pitelis, 2009; Kuratko, 2007). Dunia hari ini menyaksikan pelbagai perubahan sering berlaku dan menuntut kepada kesediaan organisasi dalam menempuh arus abad ke-21. Seiring dengan dunia yang sentiasa mengalami perubahan, kepimpinan keusahawanan merupakan satu bentuk kepimpinan yang ideal untuk diaplikasikan (Ferrandino, 2001; Kuratko, 2007). Dunia pendidikan juga tidak terkecuali daripada perubahan yang sedang melanda dalam arus abad ke-21 yang memerlukan sekolah untuk berubah daripada tampuk yang lama (Nieswandt, 2017), kerana organisasi sekolah bukanlah imun terhadap sebarang perubahan (Lunenburg, 2010) yang berlaku. Dalam arus pendidikan hari ini, kepimpinan keusahawanan dilihat sebagai medium yang penting dalam memastikan keberlangsungan sistem pendidikan yang berkualiti kepada generasi pada hari ini di Malaysia khususnya. Yemini, Addi-Racah & Katarivas., 2015 dan Sandler, 2010 menyatakan dalam konteks sekolah, keusahawanan yang bersifat luaran perlu ditransformasikan kepada individu dalam organisasi supaya inovasi dan penyelesaian permasalahan akan memberi faedah kepada murid, staf, budaya di samping mampu menjana pendapatan sekolah. Ini kerana, pengetua merupakan pemimpin sekolah yang bertanggungjawab terhadap prestasi sesebuah sekolah (Harris, Jones, Kenny Cheah Lee, Devadason, & Adams, 2017). Namun, sejauh manakah kepimpinan keusahawanan mampu penting untuk diaplikasikan dalam dunia pendidikan di Malaysia khususnya akan dibincangkan dalam penulisan ini.

### **2.0 KAJIAN LITERATUR KEPIMPINAN PENGETUA DI SEKOLAH**

Kepimpinan pengetua memainkan peranan yang penting terhadap tahap perkembangan sebuah sekolah (Ferrandino, 2001) kerana mereka perlu cekap dalam mengendalikan pelbagai tekanan, mengekalkan sumber sekolah dan mengekalkan kepimpinan yang bersesuaian dengan pelajar, guru dan ibu bapa (Dolph, 2016). Pengetua sekolah juga disarankan untuk memberikan pelbagai perubahan

positif dalam sistem pendidikan (Gaetane, Normore, & Brooks, 2009; Li & Hung, 2009) kerana kepimpinan yang baik akan memberi kesan kepada perubahan positif sekolah (Dolph, 2016). Pelan Pembangunan Pendidikan Malaysia (2013-2025) dalam aspirasi ke-11 menetapkan bahawa dalam usaha memberikan pendidikan yang terbaik, setiap sekolah perlulah mempunyai pengetua yang berprestasi tinggi (p: E-17). Pengetua juga merupakan individu yang menggerakkan setiap transformasi dan memperbaharui prestasi sekolah (Harris et al., 2017). Kementerian Pendidikan Malaysia (2013) secara jelas menyatakan bahawa pemimpin sekolah perlu menetapkan sasaran tinggi terhadap pencapaian sekolah disamping bersikap terbuka dalam menjalankan tugas, melibatkan komuniti dalam pembangunan sekolah dan bertindak sebagai jurulatih yang berupaya membangunkan potensi guru dan staf di sekolah. Ini selari dengan pegangan yang dibawa dalam kepimpinan keusahawanan yang menyarankan kepada mencari peluang dalam meningkatkan organisasi (Leonard, 2013; Thornberry, 2006) Pengetua selaku pemimpin dalam organisasi sekolah perlulah bijak dalam mencari pelbagai peluang disamping mewujudkan hubungan dengan komuniti setempat dan badan bukan kerajaan bagi membangunkan potensi murid, sekolah dan staf yang berada di bawah pimpinannya. Yemini & Sagie (2015) dalam kajiannya mendapati bahawa keusahawanan dalam konteks sekolah meliputi sikap proaktif, mementingkan inovasi, bertingkah laku mengambil risiko dan menjalankan aktiviti menjana kewangan sekolah. Namun, apakah persamaan yang menggerakkan pengetua ini untuk bersikap sebagai pemimpin keusahawanan? Kajian yang dilakukan oleh Yemini, Addi-Racah & Katarivas (2015) terhadap sepuluh pengetua yang mengamalkan kepimpinan keusahawanan mendapati bahawa minat dan tujuan merupakan penggerak kepada pengaplikasian kepimpinan keusahawanan oleh pengetua di sekolah.

Kajian yang dilakukan oleh Feit (2016) menyarankan setiap pengetua di sekolah perlulah bersedia dengan perubahan yang berlaku dalam arena pendidikan kerana sekolah bukanlah sebuah entiti yang terkecuali daripada sebarang bentuk perubahan (Lunenburg, 2010). Semasa, kajian yang dilakukan oleh Khalip dan Mohd Asri (2013) terhadap pengetua di sekolah berprestasi tinggi di zon tengah di Malaysia menunjukkan Kepimpinan Instruksional merupakan elemen amalan kepimpinan tertinggi yang menjadi amalan pengetua. Namun, kajian yang hanya menggunakan pengetua di zon tengah di Malaysia tidaklah mencerminkan kepada keseluruhan elemen kepimpinan pengetua di Malaysia. Tambahan lagi, Kepimpinan Instruksional juga telah menjadi amalan kepimpinan oleh pengetua di Malaysia sehingga mereka mampu memenuhi segala saranan yang diperlukan sebagai Pemimpin Instruksional di sekolah (Harris et al., 2017) Selari dengan saranan Kementerian Pendidikan Malaysia (KPM), pengetua perlu sentiasa bersedia dengan segala perubahan yang berlaku. Kajian yang dilakukan terhadap guru di sekolah menengah berkaitan perubahan kepimpinan pengetua di Malaysia oleh Tai Mei Kin & Kareem (2013) menunjukkan para guru Sekolah Menengah Berprestasi Tinggi (SBT) di Malaysia bersedia terhadap perubahan yang bakal dilakukan oleh pengetua dalam mencapai matlamat, meningkatkan skil, keupayaan dan prestasi sekolah.

### **3.0 KEPERLUAN TERHADAP PERUBAHAN GAYA KEPIMPINAN**

Sekolah di Malaysia berdepan dengan pelbagai perubahan yang setara dengan pelbagai perubahan yang berlaku. Sekolah sebagai medium sebaran pendidikan bukanlah sebuah entiti yang imun terhadap sebarang bentuk perubahan (Lunenburg, 2010). Sekolah juga tidak terlepas dalam menjana idea, ilmu dan amalan baharu yang mampu membantu meningkatkan prestasi sekolah (Woods, 2013). Polisi pembelajaran abad ke-21 yang menjadi satu kemestian untuk dilaksanakan oleh pengetua sekolah memberikan satu bentuk tekanan terhadap bentuk kepimpinan yang perlu diamalkan supaya sekolah dilihat sebagai satu bentuk entiti yang tidak terkebelakang berbanding dengan peredaran masa (Nieswandth, 2017). Polisi ini bukan sahaja terhad kepada pengetua sekolah di Malaysia, bahkan turut meliputi banyak negara lain yang juga dalam usaha menaik taraf tahap pendidikan mereka (Bak, 2011; Clouse & Alexander, 1998; Donovan, Green & Mason, 2014; Kaufman, 2015) Kesetaraan amalan sekolah dengan polisi pembelajaran abad ke-21 terutamanya, menyaksikan sekolah perlu bersedia untuk melengkapkan kemudahan bilik darjah dengan pelbagai prasarana yang akan menambah baik pengajaran dan pembelajaran di sekolah. Tambahan, pengetua disaran supaya menyelitikan unsur

inovatif dalam kepimpinan yang merupakan antara elemen penting dalam kepimpinan keusahawanan (Woods, Woods & Gunter, 2007). Ini kerana, dalam konteks pendidikan sekolah di Malaysia pada hari ini, tekanan banyak diletakkan kepada pemimpin sekolah dari segi kemajuan dan pencapaian sekolah oleh pihak kerajaan dan pihak berkepentingan lain. Ibu bapa juga menggesa keterlibatan mereka dalam setiap program anjuran sekolah dipraktikkan supaya mereka dapat mengetahui secara dekat perkembangan anak masing-masing dari aspek yang pelbagai (Pashiardis & Savvides, 2011). Maka, keterlibatan semua pihak dalam menentukan hala tuju, misi dan visi sesebuah sekolah adalah penting dan perlu disatukan oleh peranan pengetua sebagai seorang pemimpin keusahawanan. Namun, pengetua perlulah sedar dan memastikan bahawa setiap keputusan dan tindakan yang diambil adalah selari dengan dengan fungsi dan latar belakang sekolah sebagai organisasi awam (Zaidatol, Soaib, & Bagheri, 2014). Dalam konteks Malaysia, kajian yang dilakukan oleh Institut Aminuddin Baki (IAB) (2006) menggariskan Enam Kompetensi Kepengetuaan yang perlu dimiliki oleh pengetua di Malaysia:

Jadual 1: Kompetensi Pengetua Sekolah di Malaysia oleh Institut Aminuddin Baki, 2006

No.	Dimesi	Penerangan Kompetensi
1.	Dasar dan Arah	(1) Membina visi, (2) Menumpukan pada kualiti, (3) Pemikiran strategik, dan (4) Proaktif
2.	Pembangunan Pengajaran	(1) Orientasi pencapaian, (2) Pengembangan pengajaran, (3) Perkongsian pengetahuan, (4) Menumpukan pada kurikulum, dan (5) Penyeliaan
3.	Mengurus Perubahan dan Inovasi	(1) Menyelesaikan masalah, (2) Membuat keputusan, (3) Menguruskan perubahan, (4) Meningkatkan sekolah, dan (5) Kreativiti dan inovasi
4.	Sumber dan Operasi	(1) Pengurusan kewangan, (2) Pembangunan fizikal dan aset, (3) Pengurusan ICT, dan (4) Pengurusan prestasi
5.	Hubungan Kemanusiaan	(1) Membangunkan kapasiti, (2) Komunikasi, (3) Hubungan dengan pihak luar, dan (4) Perkongsian kerja dengan kerja berpasukan
6.	Keberkesanan diri	(1) Kesedaran diri, (2) Kesedaran sosial, (3) Pengurusan diri, dan (4) Pengurusan sosial

Berdasarkan enam kompetensi hasil kajian Institut Aminuddin Baki (IAB), pengetua sekolah yang ideal perlu mempunyai kesemua kompetensi yang selari dengan elemen yang diperlukan sebagai seorang pemimpin keusahawanan dalam pendidikan. Karakteristik pengetua dalam amalan kepimpinan keusahawanan ini adalah berbeza dengan amalan kepimpinan keusahawanan usahawan organisasi kerana matlamat amalan kepimpinan ini dalam konteks pendidikan bukanlah untuk menjana pendapat sekolah sebaliknya menjurus kepada meningkatkan prestasi sekolah yang hasilnya dilihat pada prestasi sekolah dan murid (Sanders, 2001; Sandler, 2010; Yemini et al., 2015). Oleh itu, dari sudut pandang pendidikan, matlamat pemimpin keusahawanan dan pemimpin keusahawanan pendidikan adalah berbeza. Keenam-enam Kompetensi Pengetua Sekolah di Malaysia ini selari dengan dapatan kajian lepas amalan kepimpinan keusahawanan terhadap pemimpin sekolah iaitu pengetua yang dapat dilihat dalam jadual 2.

Di sekolah, pengetua berfungsi sebagai usahawan dalaman di sekolah yang bijak mengolahkan polisi, politik dan pedagogi bagi mewujudkan keadaan yang berteraskan kepada inovasi dalam persekitaran sekolah (Ayub & Othman, 2013; Sandler, 2010; Yemini et al., 2015). Sungguhpun amalan kepimpinan keusahawanan sekolah di Malaysia masih lagi pada tahap sederhana (Zaidatol et al., 2014), namun kesedaran akan kewujudannya dan telah ada dalam kalangan pengetua di Malaysia. Keberanian dalam mengaplikasikan memerlukan kepada usaha yang berani daripada pengetua sekolah sendiri.

No.	Karakteristik Kepimpinan Keusahawanan dalam Pendidikan
1.	Misi dan visi yang jelas (Sabahin, Şahin, Sonmez & Yilmaz O.; Borasi & Finnigan, 2010; Chikoko & Rampai, 2011; Hörnqvist & Leffler, 2014; Turan & Bektaş, 2013; Yemini et al., 2015; Yemini & Sagie, 2015)
2.	Pengambil risiko (Borasi & Finnigan, 2010; Xaba & Malindi, 2010; Yemini et al., 2015, Zaidatol et al., 2014)
3.	Kreatif (Case, 2006; Esfahani & Pour, 2013)
4.	Inovasi (Ayub & Othman, 2013; Leonard, 2013; Park, 2012; Sandler, 2010; Scott & Webber, 2013)
5.	Menguasai rangkaian (Ab. Aziz, Perumal, & Pangil, 2005; Scott & Webber, 2013)
6.	Penyelesai masalah (Borasi & Finnigan, 2010; Ayub & Othman, 2013)
7.	Penguasa sumber (Eyal & Inbar, 2003; Xaba & Malindi, 2010; Yemini et al., 2015)
8.	Cekap mengurus (Stokopf, 2013)
9.	Mencari peluang (Borasi & Finnigan, 2010)
10.	Efikasi diri yang tinggi (Yemini et al., 2015)

Jadual 2: Karakteristik Kepimpinan Keusahawanan dalam Pendidikan

#### 4.0 KAJIAN LITERATUR KEPIMPINAN KEUSAHAWANAN PENGETUA SEKOLAH

Sungguhpun kepimpinan keusahawanan dilihat sebagai sesuatu yang asing dalam konteks pendidikan (Austin, Stevenson & Wei-Skillern, 2006; Borasi & Finnigan, 2010; Yemini et al., 2015; Zaidatol et al., 2014), namun kajian berkaitan kepimpinan keusahawanan dan aplikasinya dalam konteks kepimpinan pendidikan di Malaysia khususnya perlu dilihat sebagai satu perubahan yang penting kepada kepimpinan pengetua sekolah khususnya dalam keadaan perubahan dunia yang juga memberikan implikasi kepada sistem pendidikan negara. Hess (2008) mendakwa pengetua yang mengamalkan kepimpinan keusahawanan di sekolah mampu (1) Mewujudkan barangan dan perkhidmatan tertentu, (2) Mengadakan kurikulum, bahan pengajaran, penilaian, dan sebagainya untuk operasi sekolah, (3) Menyediakan individu untuk pengajaran dan selaku pemimpin di sekolah, (4) Berfungsi sebagai firma yang menyediakan khidmat nasihat, reka bentuk, perundingan dan perkhidmatan yang khusus, juga (5) Berperanan sebagai entiti yang menggerakkan keseluruhan sekolah. Sungguhpun kepimpinan keusahawanan dalam bidang perniagaan bermatlamat dalam menjana kewangan (Kirzner, 1979; Schumpeter, 1976; Sukru et al., 2015), dan meningkatkan pencapaian organisasi (Dees, 1998; Kuratko, 2007), dari sudut pandang pendidikan, kepimpinan keusahawanan meliputi kepada mentransformasikan idea yang bernilai, menggalakkan inovasi, peka terhadap peluang, tidak bergantung terhadap peruntukan tradisional, memiliki visi dan matlamat yang jelas serta mampu mengaplikasikan kesemua kualiti tersebut di sekolah (Borasi & Finnigan, 2010). Kajian terhadap kepimpinan keusahawanan oleh pengetua di Malaysia menunjukkan kesedaran terhadap amalan kepimpinan ini berada pada tahap sederhana (Zaidatol et al., 2014) dan juga sederhana dari segi pengaplikasian (Khalip & Mohd Asri, 2017). Sebaliknya, aplikasi amalan kepimpinan keusahawanan di sekolah oleh pengetua dan keberkesannya dalam pelbagai aspek telah menjadi keutamaan kajian terkini (Alfirevic & Petrovic, 2013; Neto, Rodrigues & Panzer, 2017; Eyal & Inbar, 2003; Feit, 2016; Scott & Webber, 2013; Yemini et al., 2015). Menyoroti kajian kualitatif yang dilakukan terhadap pengetua di Israel, seramai 10 orang pengetua telah dipilih dalam mengenal pasti kecenderungan pengaliksaan kepimpinan keusahawanan di sekolah. Dapatan menunjukkan faktor yang menyebabkan pengetua mengaplikasikan kepimpinan keusahawanan di sekolah kerana (1) Keusahawanan sesuai dengan budaya sekolah, (2) 'Team Player' (3) Ketiadaan kekangan sumber sekolah dan (4) Mengambil risiko (Yemini et al., 2015). Tambahan pula, amalan kepimpinan keusahawanan menjadi amalan pengetua bagi memenuhi keperluan dan kehendak pemegang taruh (*stakeholder*) sekolah. Kajian yang

dilakukan terhadap pengetua di Indonesia juga mendapati sekolah yang efektif mampu dibangunkan jika amalan kepimpinan keusahawanan yang berjaya diamalkan (Ayub & Othman, 2013) oleh pengetua di sekolah. Tambahan pula, dengan kuasa autonomi kepimpinan pengetua yang berorientasikan keusahawanan, prestasi sekolah mampu dimajukan ke tahap yang lebih baik (Feit, 2016) di samping membawa perkhidmatan, produk, teknologi, kakitangan dan idea berorientasikan keusahawanan pendidikan (Nieswandt, 2017).

## 5.0 CADANGAN DAN KESIMPULAN

Perubahan dalam kepimpinan pengetua dalam dunia pendidikan memerlukan perubahan seiring dengan perubahan yang melanda dunia pendidikan di dunia supaya sekolah tidak dilihat sebagai medium yang jauh terbelakang (Nieswandt, 2017). Sungguhpun sekolah merupakan sebuah entiti yang dikatakan lambat dalam menerima perubahan (Eyal & Kark, 2004), namun perubahan terutama dalam mengaplikasikan Polisi Pembelajaran Abad Ke-21 adalah sesuatu perangsang yang kukuh kepada pengetua sekolah dalam memastikan sekolah sentiasa bersedia dalam menghadapi pelbagai perubahan dalam arena pendidikan kerana sekolah bukanlah entiti yang tidak terkesan dan menerima kesan daripada perubahan di persekitaran luaran (Lunenburg, 2010). Persekitaran yang lebih kompleks dalam area pendidikan yang kerap mengalami perubahan (Newcastle University, 2000) perlulah dilihat sebagai sebuah cabaran kepada meningkatkan keupayaan kepimpinan keusahawanan supaya selari dengan matlamat pendidikan negara yang menjurus kepada memberikan pendidikan yang lebih baik kepada generasi muda di Malaysia. Institut Aminuddin Baki selaku pelatih yang melatih bakal pengetua sekolah perlulah lebih peka terhadap perubahan yang berlaku dalam arena pendidikan lalu bersedia dalam mempersiapkan bakal pengetua untuk bertindak dan memimpin sebagai pemimpin keusahawanan. Pengetua yang memiliki kualiti dalam kepimpinan, berinovasi (Peterson, 2014), berani mengambil risiko (Zaidatol et al. 2014) dan memiliki ciri-ciri pengetua berkeusahawanan perlulah dibangunkan supaya dunia pendidikan negara tidak ketinggalan berbanding negara lain dalam aspek ilmu.

## RUJUKAN

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## Kerangka Pemikiran Kritikal dalam Pengajaran Guru Pendidikan Islam

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### ABSTRAK

*Pemikiran kritikal atau kritis ialah pemikiran yang penting dan perlu ditekankan dalam Pendidikan Islam. Murid perlu dilatih dan dididik untuk berfikir secara kritikal bagi memastikan pembelajaran yang berkesan dan bermakna. Penulisan ini bertujuan untuk mengenal pasti tujuh langkah yang boleh dilaksanakan dalam pengajaran untuk memastikan pendidik boleh melaksanakannya secara berkesan. Proses pembinaan kerangka pemikiran kritikal ini dibina atas teori dan praktik dalam perkembangan kognitif, persekitaran pembelajaran yang berkesan, dan penilaian berasaskan hasil, memberikan guru-guru dengan rangka kerja yang praktikal. Rangka kerja ini boleh digunakan untuk murid menguasai kompetensi ke arah persekitaran pembelajaran yang lebih aktif dan berkesan untuk guru dan murid. Diskusi pengkajian ini merumuskan bahawa pengajaran yang mengaplikasi pemikiran kritikal mampu mencerakinkan beberapa ciri-ciri pengajaran yang telus dan bermakna. Impak pengajaran ini akan menampakkan beberapa asas kemahiran guru seperti kemahiran konseptual, inkuiri dan sebagainya yang mampu mewujudkan kecenderungan dan keupayaan guru yang menjadi asas konsisten dalam pembangunan kemahiran berfikir aras tinggi dalam pedagogi abad ke 21*

**KATA KUNCI:** Pengajaran, pemikiran kritikal, Pendidikan Islam.

### 1.0 PENDAHULUAN

Penguasaan kemahiran kognitif penting bagi seseorang murid dalam proses pembelajaran. Justeru seseorang guru dan pendidik pula perlu mampu melaksanakan pengajaran yang sesuai bagi meningkatkan kemahiran kognitif murid. Salah satunya adalah dengan melakukan inovasi melalui pelbagai teknik dan strategi pengajaran yang sesuai dengan tuntutan Pelan Pembangunan Pendidikan Malaysia 2013-2025 (KPM,2013). Justeru pengajaran guru pendidikan Islam wajar menjadi pemangkin yang mengupayakan budaya berfikir kritikal, kreatif dan inovatif menerusi kurikulum KSSR dan KSSM demi mengintegrasikan pelbagai disiplin ilmu terutamanya dalam ekonomi berasaskan Revolusi Industri 4.0. Malah dalam Islam, pemikiran kritikal mestilah bertujuan mencari kebenaran dalam setiap perkara, dan dari awal lagi ia mestilah juga berasaskan pada panduan Ilahi yang disediakan dalam Al-Qur'an dan Sunnah (normatif utama sumber Islam) mengenai hak dan salah. Sekiranya tidak memenuhi kriteria ini, maka ia tidak boleh dianggap sebagai sah dari perspektif Islam (Muhammad Mumtaz Ali, 2008).

Pemikiran kritikal adalah keupayaan menganalisis dan menilai maklumat. Pemikir kritikal sering mengemukakan soalan dan isu yang penting, merumuskan dengan jelas, dan mengumpulkan dan menilai maklumat yang berkaitan, menggunakan idea-idea abstrak, berfikir dengan pemikiran terbuka, dan berkomunikasi dengan berkesan. Manakala Pemikir pasif pula mengalami ego sentrik dan pandangan dunia yang terhad, menjawab soalan dengan jawapan tertutup, dan melihat perspektif mereka sendiri dan beranggapan fakta-fakta mereka adalah satu-satunya berkaitan. Mulnix (2010) mengkonsepkan pemikiran kritikal sebagai kebolehan untuk merintis, menguasai, dan mengupayakan kebolehan melihat perkaitan antara pelbagai rujukan yang ada. Oleh yang demikian, para pendidik haruslah dilatih untuk menambah baik kemampuan mereka berfikir secara kritis dengan mengambil kira semua rujukan dan input yang ada dalam persekitaran. Cederblom & Paulsen (2011) menegaskan

bahawa seseorang yang boleh menguasai kemahiran berfikir secara kritis dan kreatif mestilah merangsang input analitikal agar mampu untuk menganalisis sesuatu isu. Pemikiran kritis adalah satu kemahiran yang penting dan perlu kerana ianya memudahkan urusan mentaliti dan kerohanian, mampu menilai dasar, institusi untuk mengelakkan masalah sosial (Cederblom & Paulsen, 2011). Rumusnya, pemikiran kritikal mampu meningkatkan taraf pendidikan yang berkualiti ke arah peradaban insan yang luhur dan sejahtera.

### **1.1 Pemikiran Kritikal dalam Pendidikan Islam**

Kemahiran berfikir merupakan elemen penting untuk menyediakan generasi muda pada masa akan datang. Kemahiran berfikir daripada segi pedagogi, menekankan pada pengajaran kognitif, afektif dan psikomotor, yang menyumbang kepada kesan positif kepada murid (Norfadela dan Ahmad, 2015). Justeru Pendidikan Islam tidak terkecuali daripada mengembangkan potensi murid ke arah pemikiran kritis. Ini bermakna pendidikan Islam harus mampu menguasai kemahiran berfikir, menganalisis dan mensintesis. Aspek keberkesanan pengajaran pendidikan Islam banyak melibatkan aktiviti mental yang benar dan berhikmah (Rosnani, 2013). Ini membabitkan perasaan naluri yang berijtihad untuk mencari kebenaran, mendalami kefahaman, memikirkan persoalan masa hadapan, mencadangkan solusi penyelesaian, menghuraikan kekusutan dan mengulas kerumitan dan pelbagai lagi tentatif kehidupan manusia yang kompleks. Justeru pemikiran kritikal ini bertindak menyingkirkan salah faham dan mencari kebenaran yang mutlak untuk menyesuaikan diri kepada persekitaran yang sukar. Pemikiran kritikal adalah inisiatif yang selari dengan fitrah manusia sebagaimana maksud dalil Al Qur'an seperti berikut

"Sesungguhnya dalam penciptaan langit dan bumi, dan peralihan malam dan siang, sesungguhnya terdapat tanda-tanda bagi Ulu Albab (orang-orang yang berfikir) iaitu orang yang mengingat Allah, sambil berdiri, duduk, dan berbaring di sisi mereka, dan merenungkan ciptaan-ciptaan di langit dan di bumi, (dengan pemikiran)"

(Ali Imran ayat 190-191)

Kajian Norfadela dan Ahmad (2015) menghuraikan perspektif Dr Yusuf al-Qaradawi yang menyatakan beberapa ciri penting dalam pembentukan pemikiran ilmiah.

"Akal ilmiah yang bebas dan bersifat objektif serta menolak akal khurafat yang sesat, akal taklid yang jumud dan mengikut hawa nafsu. Paksi-paksi penting dalam "akal ilmiah" menurut al-Qaradawi ialah menolak keraguan dalam perkara yang pasti, tidak mengikut hawa nafsu dan emosi dalam bidang ilmu pengetahuan, menolak taklid buta terhadap warisan nenek moyang, tidak tunduk atau taksu kepada pemimpin. Di samping itu penggunaan dimensi akal atau pemikiran dalam perkara-perkara yang dibolehkan serta tidak terpengaruh dengan sebarang seruan atau dakwah yang tiada dalil atau bukti

(Norfadela & Ahmad, 2015)

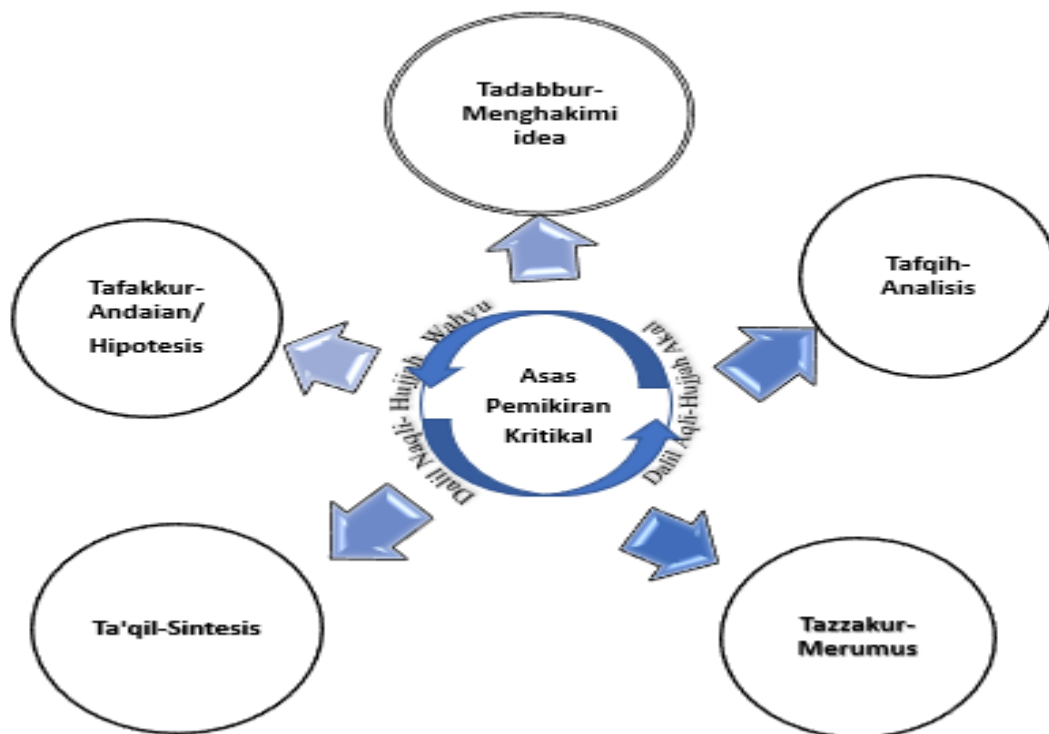
Jika diamati, ternyata huraian makna dan prinsip "akal ilmiah" menurut perspektif Dr Yusuf al-Qaradawi ini lebih meluas dan juga merupakan sebahagian daripada elemen kepada konsep pemikiran kritis. Dapat dirumuskan bahawa kepentingan kemahiran kritikal dalam pengajaran khususnya pendidikan Islam wajar dijanakan agar murid dapat menjalani kehidupan dengan lebih positif dan menghayati kandungan ilmu dan ibrah dengan penuh bermakna.

### **1.2 Teknik Untuk Menggalakkan Pemikiran Kritikal**

Pengajaran secara kuliah adalah pendekatan yang biasa digunakan di peringkat pendidikan tinggi, Namun ia kurang menggalakkan perkembangan kemahiran berfikir murid. Ini menyebabkan ia tidak membantu dalam meningkatkan pemikiran kritikal kerana murid menjadi pasif dan seolah-olah guru sahaja yang bersoal jawab, melakukan inkuiri dan berfikir tentang subjek yang diajar. (Maiorana,

1991). Sedangkan Pembelajaran aktif boleh menjadikan pembelajaran lebih menyeronokkan dan yang paling penting, ia boleh menyebabkan murid berfikir secara kritikal. Untuk merealisasikan pembelajaran tersebut guru mesti meletakkan keyakinan dan kepercayaan bahawa bukan guru sahaja yang boleh mendalami sesuatu subjek. Walaupun pendedahan awal berguna untuk murid melalui bacaan pra-kelas, murid benar-benar tidak akan memahaminya sehingga mereka secara aktif melakukan sesuatu penelitian secara mendalam dan memikirkan makna apa yang mereka lakukan.

Dalam usaha memberi manfaat yang banyak kepada murid, guru-guru perlu menyediakan banyak peluang kepada mereka untuk melibatkan diri dalam setiap peringkat perbincangan secara bersepadu meliputi aras tinggi dan aras rendah dalam Taksonomi Bloom di mana pemikiran kritikal berlaku. Walaupun kebanyakan guru percaya membangunkan pemikiran kritikal dalam kalangan mereka adalah sangat penting (Albrecht & Sack, 2000), hanya segelintir yang mempunyai idea, bagaimana ia perlu diajar, atau bagaimana ia harus dinilai (Paul, Elder, & Batell, 1997). Model berikut (Rajah 1.1) adalah satu rangka kerja 7 langkah yang boleh dilaksanakan dalam mana-mana kelas atau standard latihan untuk membantu murid menggerakkan proses pemikiran kritikal ke arah kemahiran berfikir berasaskan kepada hujah (dalil) di dalam Islam.



**Rajah 1.1 Konsep Pemikiran Kritikal menurut epistemologi Islam**  
(Sumber: Norfadalah & Ahmad, 2015)

Berdasarkan rajah 1.1 konsep pemikiran kritikal harus berpaksikan sumber dan dalil serta hujah wahyu dan akal. Dua sumber epistemologi ini amat saling kukuh dan penting untuk dicernakan dalam pemikiran yang kritikal. Ini kerana kekuatan intelektual Islam bukan hanya mampu memberikan hujah yang sahih dan mutlak tetapi harus juga mengutamakan elemen hikmah dan peradaban yang tinggi (M. Othman & R. Hashim, 2006). Justeru guru pendidikan Islam wajar memperjelaskan sandaran hujah yang benar dan mampu mengaitkan dengan isu semasa bagi menghasilkan perbincangan yang dinamik dan aktif.

Manakala menurut pendapat yang dijelaskan oleh Qader Vazifeh Damirchi, Mir Seyyedi dan Gholamreza Rahimi (2012), "Taksonomi Bloom adalah rangka untuk menganalisis dan menguji tahap pencapaian ilmu". Pendekatan Islam pula memberi gambaran holistik terhadap sesuatu ilmu dan

pencerahan tentang cara yang lebih mendalam merangkumi kesemua aras sehinggalah mensintesis dan menguji ilmu pengetahuan tahap tinggi dan dikenali sebagai ilmu hikmah nurani. Objektif hikmah nurani adalah untuk mengupayakan seseorang itu memahami perspektif Islam sebagai teras utama. Kemudian nukleus kedua pula adalah prinsip Tawhîd yang memberi motivasi kepada semua yang terdapat dalam kerangka pemikiran Islam (Muhammad Abdullah & Muhammad Junaid Nadvi, 2011).

Murid yang berfikir kritis perlu menguji dan menilai sama ada hendak menerima sesuatu alasan itu relevan berasaskan kriteria atau nilai tara yang dipersetujui untuk menilai alasan berkenaan. Oleh itu penggunaan pelbagai strategi penaakulan dalam pelaksanaan kriteria atau standard tersebut dan mencari maklumat sebagai bukti yang diyakini untuk menyokong keputusan yang dibuat (Rudd, Baker & Hoover, 2000). Murid yang diajar berfikir secara kritis, perlu belajar cara menyoal, iaitu bila dan bagaimana ingin menanyakan soalan dan jenis soalan yang hendak ditanya dan belajar bagaimana menaakul, iaitu apabila menggunakan penaakulan dan kaedah penaakulan yang hendak diaplikasikan (Fisher, 2001)

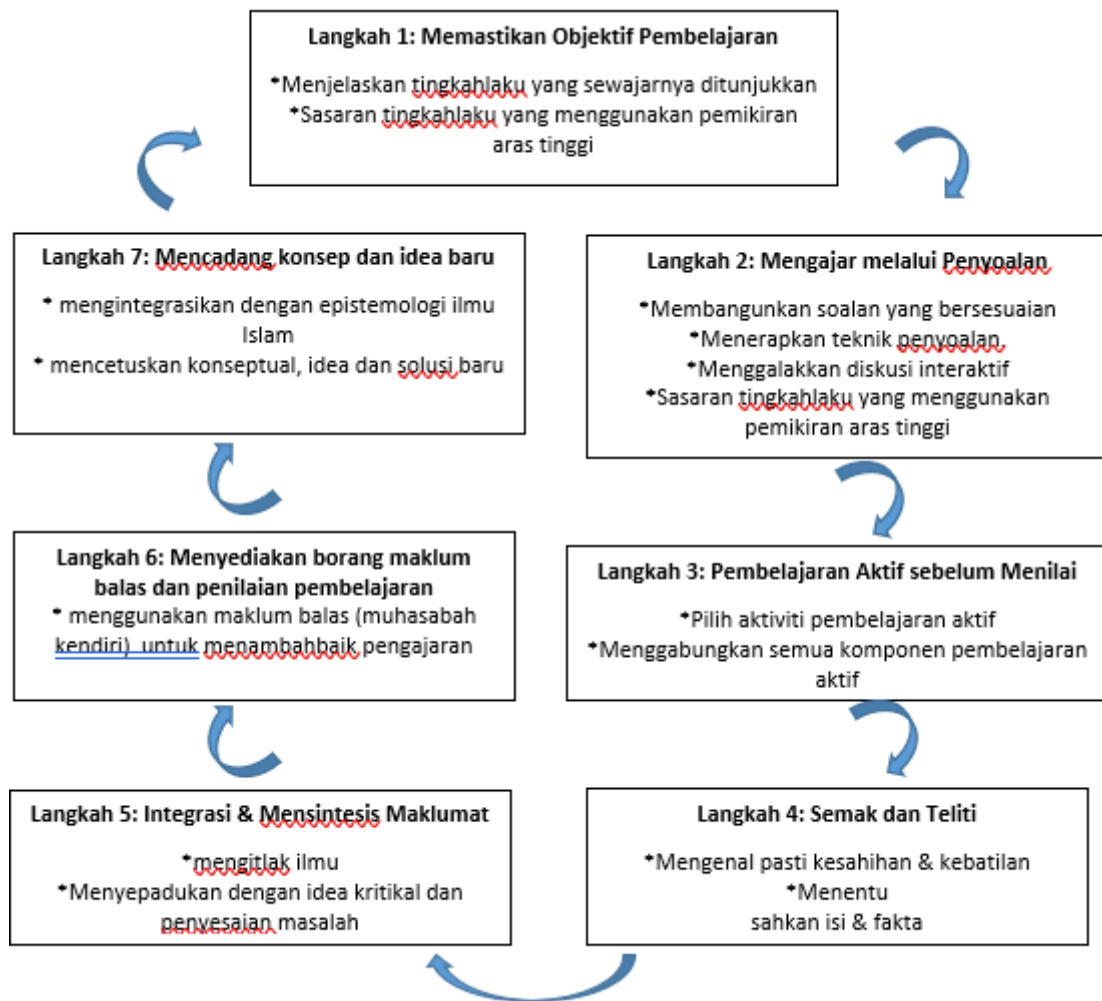
Walau bagaimanapun kerangka pemikiran kritis menurut Islam tidak menolak pemikiran aras rendah seperti mengetahui, memahami dan mengaplikasi. Malah mengakuinya sebagai sebahagian yang menjadi teras pemikiran kerana falsafah Islam merujuk kepada kesepaduan dan integriti ilmu. Manakala kata kunci yang berkaitan dengan pemikiran kritis Islam merujuk bentuk asas dan kedalaman serta terfokus sesuatu pencarian ilmu dan pengetahuan berdasarkan epistemologi Islam iaitu dalil atau keterangan wahyu dan dalil akal. Pendapat Zainorah (2015) berkenaan konsep pemikiran kritis menurut acuan Al Quran sepatutnya menjadi panduan membentuk keyakinan dan kepercayaan yang benar, iaitu untuk mentauhidkan Allah s.w.t dan mengislahkan amalan serta akhlak di dalam menjalani kehidupan. Kerangka konseptual elemen pemikiran kritis tersebut diadaptasi daripada kerangka model Kemahiran Berfikir (Nor Fadelah & Ahmad, T., 2015) kepada rajah 1.1 menekankan ciri-ciri Islam yang syumul iaitu di antaranya adalah aspek keseimbangan dan bersifat holistik serta menyeluruh.

## **2.0 PELAKSANAAN PEMIKIRAN KRITIKAL GURU DALAM PENGAJARAN**

Penyusunan strategi dan pendekatan yang bersesuaian dengan keperluan pelaksanaan pengajaran yang berkesan adalah penting. Aspek pedagogi, pentaksiran dan persekitaran pembelajaran perlu sejajar dengan usaha penggabungan pemikiran kritikal dalam pengajaran. Peralaksanaan guru perlu merangkumi kefahaman daripada segi pengetahuan pedagogikal kandungan dan sebagainya agar objektif penguasaan kemahiran berfikir tercapai. Sebagai guru yang berketerampilan, pengaplikasian langkah yang dirancang sebagai panduan yang memudahkan pelaksanaan pemikiran kritikal dalam pengajaran pendidikan Islam.

Guru perlu terus berusaha untuk memperbaiki isi kandungan pengetahuan mereka untuk memastikan bahawa teknik pengajaran mereka sebenarnya membantu murid membangunkan kemahiran pemikiran kritikal. Untuk mencapai ini, guru perlu memantau aktiviti bilik darjah dengan teliti. Untuk menjejaki penglibatan murid, diari pengajaran dan jurnal reflektif boleh disimpan yang mengenal pasti murid-murid yang mengambil bahagian, menerangkan aktiviti kelas utama, dan menyediakan penilaian terhadap kejayaan mereka. Ulasan dan komen reflektif lain juga boleh dikesan dalam jurnal ini dan boleh menjadi sangat berguna apabila menyemak semula atau mengemas kini aktiviti pengajaran. Berikut dikemukakan tujuh langkah pemikiran kritikal yang boleh dilaksanakan guru dalam pengajaran mereka sebagaimana rajah 1.2 (di mukasurat sebelah)

Seperti yang dilihat berdasarkan rajah 1.2, peranan guru menjadi lebih sistematik dan tersusun. Dalam memulakan proses pemikiran kritis langkah menimbang tara serta meneliti hujah dan idea-idea yang terdapat dalam rajah ini memudahkan prosedur dan susun atur pemeringkatan aras tindakan. Kesemuanya langkah adalah praktikal dan menjurus ke arah pemikiran reflektif murid dan guru.



**Rajah 1.2 Tujuh Langkah Pemikiran Kritikal Guru Pelatih diadaptasi daripada Model Proses Pembangunan Aras Tinggi Kemahiran Berfikir**

(Limbarch, B., & Waugh, W., 1986)

### 2.1 Langkah 1. Menentukan objektif pembelajaran

Penentuan objektif pembelajaran ialah langkah pertama yang perlu dilakukan guru. Guru perlu mengenal pasti objektif pembelajaran utama yang menentukan hasil tingkah laku murid yang dapat diperhatikan selepas pengajaran di dalam kelas. Untuk merealisasikan pemikiran kritikal ini terhasil objektif pembelajaran, serta aktiviti-aktiviti dan penilaian, mereka seharusnya terikat kepada tahap taksonomi Bloom yang lebih tinggi (Anderson & Krathwohl, 2001).

Krathwohl, (2002) menyatakan penulisan kerangka objektif yang baik harus merangkumi tingkah laku yang sesuai dengan tahap yang dipilih mengikut taksonomi. Oleh itu, rancangan pengajaran yang ditulis harus mensasarkan tingkah laku tertentu dan membolehkan amalan tingkah laku yang diinginkan, dan berakhir dengan hasil tindak balas tingkah laku murid. (Krathwohl, 2002). Penggubalan soalan yang dirangka dengan baik akan mempercepatkan pengupayaan murid ke dalam pemikiran kritikal.

### 2.2 Langkah 2. Teknik Penyoalan Guru

Penyoalan adalah aspek yang penting daripada proses pengajaran dan pembelajaran. Ia membolehkan guru untuk mewujudkan apa yang diketahui umum dan kemudian membangunkan idea dan kefahaman baru. Soalan boleh digunakan untuk merangsang interaksi antara guru dan murid dan untuk mencabar murid untuk mempertahankan keterangan dan hujah mereka, (iaitu, untuk berfikir secara kritis). Clasen dan Bonk (1990) menyatakan bahawa walaupun terdapat banyak strategi yang boleh memberi kesan pemikiran murid, ia adalah bergantung pada kedalaman soalan guru yang

mempunyai impak yang besar. Kebanyakan penyoalan murid menunjukkan bahawa tahap pemikiran murid adalah peringkat pengetahuan dan kefahaman iaitu selari dengan tahap soalan yang ditanya. Apabila guru-guru merancang penyoalan, mereka perlu mengambil kira tujuan setiap soalan dan kemudian membangunkan tahap yang sesuai dan jenis soalan untuk mencapai tujuan tersebut. Semua murid perlu diberikan pengalaman bersoal jawab dengan persoalan tahap yang lebih tinggi. Apabila mereka menjadi biasa dengan penggunaan kata kunci penyoalan guru tersebut dan merasai keseluruhan konsep pemikiran kritis guru tertentu, maka mereka akan menjadikan pihak guru sebagai sumber yang penting dalam memberikan pengalaman itu.

Penumpuan penyoalan perlu dilihat secara keseluruhan namun dalam kajian ini memberi fokus kepada peringkat analisis, menilai dan mencipta. Menurut Duron (2006) berdasarkan Taksonomi Bloom, peringkat **analisis** memerlukan jawapan yang menunjukkan keupayaan untuk melihat corak dan mengelaskan maklumat, konsep, dan teori kepada bahagian-bahagian komponen. Soalan-soalan di peringkat ini boleh meminta murid untuk memeriksa, mengelaskan, mengkategorikan, membezakan, dan menganalisis. Manakala peringkat **penilaian** memerlukan jawapan yang menunjukkan keupayaan untuk menilai bukti berdasarkan hujah dan alasan. Soalan-soalan di peringkat ini murid dibolehkan untuk menilai, mengkritik, mengesyorkan, meramal, dan menilai. Akhir sekali peringkat **mencipta** memerlukan jawapan yang menunjukkan kebolehan untuk mengaitkan pengetahuan dari beberapa fakta dan idea untuk membuat corak dan konsepsi baru atau asal. Soalan-soalan di peringkat ini mungkin meminta murid untuk menggabungkan, membina, mencipta, main peranan, dan aplikasi rasa.

Di sini menunjukkan teknik menyoal boleh digunakan untuk memupuk daya berfikir dalam kalangan murid dengan memasukkan soalan dalam beberapa kategori dan cara yang berbeza. Satu kaedah yang mudah adalah dengan menggunakan kategori umum bertumpu dan soalan mencapah (Duron et al 2006). Sebagai contoh: "Bagaimanakah strategi yang menjadikannya seseorang itu berjaya," "Buat reka bentuk masjid untuk memudahkan interaksi kumpulan," dan "Terangkan bagaimana program masjid memberi kesan positif kepada faktor minat kalangan remaja melalui reka bentuk ergonomik masjid dan persekitarannya? "

Untuk melihat kaedah yang paling berkesan dalam menggalakkan penglibatan murid, guru mesti menjadi penyoal berkemahiran tinggi. Ini difahami sebagai sesuatu yang sukar dan memerlukan komitmen. Menurut elemen-elemen penting dalam kemahiran bertanya adalah seperti berikut: mengemukakan soalan ringkas dan padat, bersedia untuk menyusun semula soalan, bersedia untuk menarik minat dan fokus lanjut daripada peserta, menggunakan pelbagai teknik, memberi maklum balas dan pengukuhan tanpa jawapan mengulangi, dan menyebarkan soalan sekitar secara kelas.

Elder dan Paul (1997) mencadangkan bahawa seni menyoal adalah penting untuk kelangsungan pembelajaran. Sekiranya mereka gagal untuk bertanya soalan yang tepat dan mendalam serta menyediakan jawapan kepada soalan-soalan, murid mungkin tidak dapat mengambil isi kandungan secara serius. Kesesuaian dan ketepatan soalan merangkumi keserasian penyoalan itu ditujukan dan kesesuaian tepat pada masanya dan tepat pada situasi isi yang diperbincangkan dan dibahaskan. Guru juga boleh dan seharusnya menggunakan teknik menyoal yang mendalam untuk memberi inspirasi kepada pemikiran kritikal di dalam kelas.

### *Langkah 3: Pembelajaran aktif sebelum menilai.*

Bonwell dan Eison (1991) menyifatkan pembelajaran aktif sebagai melibatkan murid dalam aktiviti yang menyebabkan mereka berfikir tentang apa yang mereka lakukan. Fink (2003) menyatakan bahawa konsep pembelajaran aktif menyokong penyelidikan yang menunjukkan bahawa murid mengetahui secara lebih mendalam dan mampu mengekalkan pengetahuan lebih lama jika mereka memperoleh ilmu secara lebih aktif. Pembelajaran aktif memberi impak positif terhadap persekitaran pembelajaran yang bermakna dan efektif kerana murid lebih aktif dan lebih menyeronokkan. Untuk membuat pembelajaran lebih aktif, guru perlu belajar bagaimana untuk meningkatkan pengalaman pembelajaran keseluruhan dengan menambah beberapa jenis pengalaman pembelajaran.

Kajian oleh Carroll dan Leander (2001) menyatakan bahawa penggunaan strategi-strategi pembelajaran aktif seperti pengurusan grafik boleh meningkatkan kemahiran berfikir aras tinggi murid di samping meningkatkan keupayaan murid untuk mengurus dan mentafsir maklumat. Perubahan sikap

dan prestasi pencapaian yang meningkat di dalam kalangan murid dapat dijadikan ukuran hasil daripada penggunaan strategi yang telah disarankan. Sehubungan itu, penggunaan strategi pembelajaran aktif di dalam kelas seperti latihan penyelesaian masalah, projek koperatif murid, kumpulan kerja yang tidak formal, simulasi, kajian kes dan main peranan boleh menjadikan pengajaran dan pembelajaran menjadi lebih berkesan (Mayers dan Jones, 1993). Ini diasaskan kepada andaian sekiranya pendekatan pembelajaran aktif yang dilaksanakan dalam mata pelajaran Sains seperti kenyataan di atas mampu meningkatkan prestasi pencapaian dan minat murid kepada mata pelajaran Sains, maka sudah tentu ia boleh diaplikasikan kepada mata pelajaran lain seperti Pendidikan Islam (Ab Halim, 2015). Justeru, pembelajaran aktif dalam pengajaran dan pembelajaran di bilik darjah mampu meningkatkan pencapaian, minat dan interaksi murid kepada mata pelajaran Pendidikan Islam.

#### *Langkah 4: penyemakan semula dan penentu sahkan idea*

Terdapat dua proses penting dalam langkah ke 4 ini iaitu penyemakan semula dan menentu sahkan kandungan idea dan maklumat. Guru boleh mencari pola antara jawapan yang tidak betul atau teks kandungan yang tidak sah dan membuat penentu sahkan sesuatu keputusan yang mungkin menjadi punca kekeliruan dan salah faham. Jenis-jenis aktiviti juga boleh mempunyai manfaat yang positif kepada murid. Murid akan menjadi monitor yang lebih baik daripada pembelajaran mereka sendiri (Duron, et al 2006).

Proses penyemakan semula ialah memilih pendapat yang paling tepat, dan paling hampir kepada keterangan berdasarkan bukti atau keterangan hujah yang disepakati menurut falsafah pendidikan Islam, maka proses ini juga dilakukan berdasarkan keterangan dalil-dalil sama ada al Quran atau hadis (Norfadalah & Ahmad, 2015). Kedua-dua proses ini merangkumi penelitian terhadap sesuatu idea atau pendapat atau matan. Murid perlu berusaha mencari pengantar ilmu atau ensiklopedia atau mendalami melalui kitab-kitab karangan ulama tersohor. Mereka perlu mengesan dan mendapatkan sumber maklumat yang benar, diyakini dan mampu memberi kelebihan dan manfaat yang bernilai. Tindakan murid adalah memantapkan kemahiran kritikal mereka seperti meneliti, membandingkan, menyelidiki, memastikan hanya yang hak atau benar sahaja dapat meningkatkan keyakinan mereka dalam pencarian ilmu. Murid akan menyaksikan, secara langsung, bahawa guru mengambil berat tentang aktiviti pemprosesan ilmu dalam pembelajaran mereka.

#### *Langkah 5: Integrasi & Mensintesis Idea dan Isu*

Dalam peringkat kelima ini memerlukan proses mensintesis dan mencerakinkan sesuatu permasalahan. Ini merupakan aktiviti yang sukar dilakukan kerana ia memerlukan murid mempunyai aras kognitif yang tinggi melibatkan pemikiran kritis yang mendalam (Anderson & Krathwohl, 2001). Proses mensintesis adalah peringkat menggabungkan atau mencantumkan unsur yang berlainan untuk menghasilkan idea baharu secara menyeluruh. Selain itu, sintesis juga adalah menggabungkan idea, mengubahsuai semula idea, dan menyatukan idea. Mensintesis menjadikan data atau maklumat dalam bentuk baharu dan bersepadu serta menjadi maklumat yang kompleks (R. Jeyagobi dan S. Subramaniam, 2007).

Antara persiapan sebelum proses mensintesis adalah dengan memastikan kebolehan mengumpulkan dan menghubungkan idea, fakta dan maklumat yang berkaitan dengan pengetahuan sedia ada (Duron et al, 2006). Justeru murid perlu dipastikan mampu menyepadukan ilmu dan maklumat yang diperolehi dengan sebaik mungkin. Murid yang telah menerima dan memahami maklumat dan ilmu pengetahuan yang disampaikan oleh guru adalah murid yang berupaya menguasai bagaimana menyusun dan mengintegrasikan ilmu dan maklumat dengan baik. Untuk mencapai tahap ini, guru perlu menyelia dan menerajui aktiviti tersebut dengan teliti. Penggunaan teknik menyusun dengan peta pemikiran adalah salah satu bentuk penyusunan yang mudah dilaksanakan di dalam bilik darjah. Pada peringkat ini murid akan menyusun maklumat secara teratur dan bersistem daripada pelbagai sumber yang dipilih tadi (Duron, et al, 2006).

Seterusnya Giovanelli (2003) menegaskan bahawa pemikiran dan amalan refleksi merupakan suatu aktiviti kognitif yang memerlukan penglibatan aktif individu hasil daripada cetusan sesuatu pengalaman yang amat memberi kesan kepada dirinya dengan melibatkan pengujian tindak balas, kepercayaan. Beliau menyatakan bahawa dasar pemikiran untuk menghasilkan integrasi antara

pemahaman baru dengan pengalaman yang telah dilalui tersebut merupakan kunci dan elemen yang penting bagi mereka.

Keputusan yang diperolehi hasil daripada sintesis ilmu digunakan sebagai pemangkin kepada murid dalam menilai cara pembelajaran mereka sekali gus melibatkan murid dalam amalan pembelajaran yang mampu merefleks keupayaan pemikiran mereka (Mohd. Najib, 1997).

#### *Langkah 6: Menyediakan maklum balas dan penilaian*

Satu bahan yang sangat penting dalam pembelajaran aktif adalah dialog refleksi yang mendalam. Ini menyediakan murid dengan peluang untuk merenung makna pengalaman pembelajaran mereka. Seseorang boleh menyatakan refleksi terhadap diri sendiri, seperti dalam jurnal harian, atau dengan orang lain, seperti dalam perbincangan kelas. Menurut Fink (2003), dalam penulisan refleksi, murid menanggapi soalan-soalan berikut: Apa yang saya belajar? Apakah nilai yang saya belajar? Bagaimana saya belajar? Apa lagi yang saya perlu belajar? Apabila guru berfikir tentang apa yang sepatutnya berlaku dalam pengajaran dan pembelajaran, ia adalah penting untuk mempertimbangkan jenis pembelajaran aktif yang boleh menggalakkan pemikiran kritikal.

Maklum balas guru meliputi aspek seperti penilaian, membandingkan kriteria dan standard prestasi murid dalam usaha untuk menilai kualiti kerja. Walau bagaimanapun, tujuan maklum balas adalah untuk meningkatkan kualiti pembelajaran murid dan prestasi, dan bukannya untuk gred prestasi, dan yang penting, ia mempunyai potensi untuk membantu murid belajar bagaimana untuk menilai prestasi mereka sendiri pada masa akan datang. Maklum balas membolehkan guru dan murid untuk melibatkan diri dalam dialog mengenai apa yang membezakan kejayaan dan pelaksanaan daripada prestasi tidak berjaya kerana mereka membincangkan kriteria dan standard (Fink, 2003).

Maklum balas daripada murid juga merupakan alat yang penting untuk digunakan dalam peningkatan dan penambahbaikan pengajaran. Angelo dan Cross (1993) mencadangkan beberapa kaedah untuk mengumpul maklumat penting yang berkaitan dengan pembelajaran murid dan tindak balas kepada teknik pengajaran. Salah satu kaedah itu, ialah kaedah kertas 2 minit iaitu meminta murid untuk mengenal pasti isi yang paling penting dipelajari. Guru-guru boleh menyemak komen dan menggunakannya dalam kelas masa depan untuk menekankan isu yang dikenal pasti. Nota berantai boleh dilaksanakan dengan sampul surat yang mengandungi soalan utama di atasnya yang murid menjawab dengan meletakkan jawapan mereka dalam sampul surat. Aktiviti membincangkan corak jawapan dengan murid-murid boleh membawa kepada pengajaran dan pembelajaran yang lebih baik.

Guru perlu menyediakan maklum balas yang baik kepada murid mereka melalui peluang yang kerap untuk mengamalkan apa yang sepatutnya mereka lakukan pada masa penilaian. Guru perlu menghabiskan masa yang mencukupi membantu murid untuk memahami apa bentuk kriteria dan standard yang mereka maksudkan. Rakan-rakan murid juga boleh memberi maklum balas dan penilaian. Setiap satu daripada teknik-teknik ini membantu murid belajar untuk membezakan antara prestasi yang memuaskan dan tidak memuaskan. Matrix Memori juga berguna dalam pengumpulan maklum balas murid; Sebagai contoh, label mungkin sesuai dengan tempoh yang berbeza sejarah dan murid akan diminta untuk mengelaskan peristiwa dan kejadian.

Apabila menyediakan maklum balas, guru perlu bertindak secara bijaksana dan penuh makna. Menurut Wlodkowski dan Ginsberg (1995), guru perlu memberi maklum balas yang bermaklumat dan bukan mengawal, Maklum balas berkenaan perlu berdasarkan standard yang dipersetujui, khusus dan membina, kuantitatif, positif, bersifat peribadi? dan memaparkan perbezaan peningkatan berbanding prestasi lepas.

Maklumat yang didapati daripada maklum balas dan penilaian murid merupakan satu sumber segera dan penting kepada guru iaitu berkaitan dengan apa objektif yang dipenuhi, keberkesanan aktiviti pembelajaran yang tertentu, keberkesanan maklum balas mengenai piawaian (Duron, et al. 2006). Maklumat ini perlu digunakan untuk terus meningkatkan kursus dan boleh bertukar menjadi sesuatu yang sangat berguna daripada jabatan atau usaha penilaian berasaskan hasil disiplin ini. Akhirnya, ia adalah penting untuk mewujudkan langkah terakhir terhadap kepentingan penilaian kritis kepada model 7-langkah merumuskan fakta dan melahirkan idea dan wawasan baru.



*Langkah 7: Mencetuskan konseptual, idea dan solusi baru.*

Pemikiran adalah hasil aktiviti mental yang sentiasa mengaitkan aspek akal rasional, perasaan, dan naluri hati yang berlandaskan konsep simbiosis yakni saling berkaitan antara satu sama lain. Hasilnya boleh dicapai dan dapat dilihat seperti berikut:

1. Kesimpulan yang dibuat adalah lebih dipercayai
2. Keputusan yang dihasilkan adalah lebih bijak
3. Perkara yang dikaji dapat dilihat dengan lebih mendalam

Hasil idea yang dihasilkan adalah lebih kreatif dan inovatif (Som Nor & Dahalan, 2003)

4. Segala kritikan yang dibuat adalah lebih membina
5. Hasil yang dicipta adalah lebih berseni yang mampu menterjemahkan luahan hati

Murid tidak akan dapat menjadi pemikir yang baik sekiranya mereka tidak dilatih dengan aktiviti yang menjurus ke arah menghasilkan *output* seperti di atas. Pemikiran kritikal yang baik adalah daripada proses pemikiran yang baik. Murid-murid perlu dilatih dan mengalami proses yang pelbagai untuk menuju ke arah pemikiran yang baik, berkesan dan tajam dalam proses pembelajaran mereka.

Keputusan yang baik adalah hasil daripada pengurusan strategi yang baik, iaitu melihat pilihan-pilihan baru dan bukan melihat satu aspek sahaja. Semasa membuat keputusan seseorang itu juga akan terlibat dengan kemahiran-kemahiran kecil membuat keputusan seperti membanding beza, melihat kesan dan akibat, menilai dan sebagainya. Apabila seseorang itu telah biasa dengan proses ini, corak pemikiran begini akan menjadi kebiasaan dan amalannya. Inilah yang diharapkan dalam sistem pendidikan negara.

Swartz (2003), yang dipetik dalam Marin & Halpern (2011) membincangkan tentang tiga prinsip utama pengajaran pemikiran kritis yang mencerminkan keperluan untuk kedua-dua strategi eksplisit dan tersirat: a) lebih jelas pengajaran, semakin besar kesannya terhadap murid; b) lebih banyak pengajaran dalam kelas menggabungkan suasana berfikir yang lebih terbuka murid; c) lebih banyak pengajaran pemikiran disepadukan dan disebatikan ke dalam pengajaran isi kandungan, lebih ramai murid akan berfikir tentang sesuatu ilmu tersebut dan mengadaptasikannya bersesuaian dengan persekitaran dirinya.

### 3.0 RUMUSAN

Kerangka kerja tujuh langkah yang boleh dilaksanakan dalam pengajaran ini mampu menggerakkan murid secara berkesan dan bersepadu ke arah pemikiran kritikal. Dalam pelbagai disiplin, model yang dibina merangkumi teori dan amalan terbaik dalam pengajaran, persekitaran pembelajaran yang berkesan, hasil pembelajaran berasaskan penilaian, kerangka kerja yang sangat bermanfaat untuk meningkatkan kemahiran berfikir murid serta mengukuhkan pemantapan strategi kaedah pengajaran. Usaha menggalakkan pemikiran kritis boleh dicapai juga dalam mana-mana pemerinkatan isi kandungan dengan pengubahsuaian kaedah kuliah dan penggabungan teknik pembelajaran aktif yang mudah. Ini jelas menunjukkan bahawa penggunaan rangka kerja tersebut sebagai langkah panduan yang mampu membantu murid menghasilkan kemahiran berfikir kritis. Usaha ini mungkin akan menjadikan murid dan guru memperoleh pengalaman belajar yang lebih menarik dan berkesan.

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## Kesediaan Sistem Sokongan Keusahawanan Pelajar IPT

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### ABSTRAK

*Ketidaktentuan ekonomi global turut memberi kesan terhadap pengurangan penawaran sistem sokongan fizikal kepada bakal usahawan baru untuk mendapatkan modal permulaan perniagaan. Hakikat ini memberi tempas kepada pengurusan pihak Kementerian Pengajian Tinggi Malaysia, di mana sejumlah wang diperlukan bagi membiayai aktiviti keusahawanan pelajar. Rentetan itu, kesediaan sistem sokongan menjadi antara faktor yang mendorong kepada penglibatan kerjaya keusahawanan dalam kalangan pelajar lepasan Institusi Pengajian Tinggi (IPT). Namun begitu, kadar pengangguran yang semakin meningkat menunjukkan pelajar kurang berminat untuk menjadi usahawan khususnya setelah tamat pengajian di universiti. Oleh itu, sistem sokongan yang diperolehi daripada aspek bimbingan dan khidmat nasihat serta sumber kewangan perlu ditingkatkan bagi menarik minat pelajar dalam menceburi bidang keusahawanan. Aspek ini dapat dilihat melalui keberkesanan program keusahawanan yang semakin berjaya di mana ianya merupakan kerjasama antara pihak universiti dengan usahasama agensi kerajaan melalui skim pembiayaan kewangan yang ditawarkan kepada pelajar yang ingin memulakan dan mengembangkan perniagaan sedia ada. Mengambil kira hal tersebut, maka kertas konsep ini bertujuan untuk membincangkan keupayaan sistem sokongan keusahawanan sedia ada di Malaysia dalam mempengaruhi keputusan pelajar menjadi usahawan. Beberapa cadangan kepada pihak berkepentingan dikemukakan agar dapat dimanfaatkan kepada pelajar IPT ke arah pendedahan keusahawanan dan memilih bidang ini sebagai kerjaya pilihan kelak.*

**KATA KUNCI:** Sistem Sokongan, Kewangan, Khidmat Nasihat, dan Pelajar IPT.

### 1.0 PENGENALAN

Sistem pendidikan di peringkat pengajian tinggi Malaysia telah melaksanakan pelbagai proses transformasi agar sentiasa relevan dan berdaya saing seiring dengan persaingan global bagi pelajar siswazah di Institusi Pengajian Tinggi (IPT). Melalui Pelan Tindakan Keusahawanan IPT 2016-2020, pelbagai strategi dan inisiatif diperkenalkan bagi menggalakkan pelajar menceburi bidang kerjaya keusahawanan khususnya setelah bergraduat. Antara usaha yang dilaksanakan adalah melalui Strategi B di mana kerajaan berhasrat untuk mengukuhkan sistem sokongan pembelajaran bagi pelajar IPT. Strategi yang diperkenalkan termasuklah inisiatif bagi melaksanakan rangka kerja penjana pekerjaan (*Job Creator*), diikuti dengan penambahbaikan ekosistem yang menyokong pembangunan keusahawanan pelajar dan pengukuhan terhadap kompetensi tenaga pengajar keusahawanan di IPT.

Terdapat pelbagai usaha dan kerjasama antara badan kerajaan dan agensi swasta yang telah dilaksanakan bagi meningkatkan penglibatan pelajar dalam bidang keusahawanan. Antaranya adalah program yang dilaksanakan oleh Institut Keusahawanan Negara (INSKEN), Majlis Amanah Rakyat (MARA) dan Pusat Inovasi dan Kreatif Global Malaysia (MaGIC) di mana ianya bertujuan mengukuhkan program latihan berkaitan keusahawanan sekaligus menarik minat pelajar dalam menceburi bidang ini (Rancangan Malaysia Kesebelas, 2016). Selain itu, trend keusahawanan yang dapat dilihat di Malaysia pada masa kini sedikit sebanyak mempengaruhi kesediaan pelajar dalam menceburi bidang keusahawanan. Menurut Xavier & Clayton (2014), trend melahirkan usahawan baru di Malaysia telah meningkat pada setiap tahun. Ini membuktikan bahawa masyarakat sudah mula melihat kerjaya keusahawanan sebagai satu kerjaya pilihan pada masa kini.

Namun begitu, menurut Shahzuan (2015), tahap kesediaan keusahawanan pelajar dalam menceburi bidang keusahawanan masih di tahap sederhana meskipun sudah menjalani program latihan keusahawanan. Dapatan ini membuktikan bahawa usaha dan kerjasama kerajaan dalam melahirkan lebih ramai usahawan dalam kalangan pelajar IPT masih kurang mendapat perhatian. Dengan itu, kertas

konsep ini bertujuan mengenal pasti keupayaan sistem sokongan yang dapat mempengaruhi kesediaan pelajar dalam menjadi usahawan di mana diharapkan dapat memberi sumbangan dalam melahirkan usahawan siswazah pada masa kini. Hal ini kerana, kajian mengenai sistem sokongan yang mempengaruhi kesediaan pelajar dalam menjadi usahawan masih kurang dijalankan. Sebaliknya, kajian lepas lebih banyak membincangkan dari aspek psikologi dan pendidikan keusahawanan dalam mempengaruhi kerjaya keusahawanan pelajar (Ida & Khairul, 2016).

Justeru, keupayaan sistem sokongan di Malaysia perlu diberi penambahbaikan khususnya dari sudut kemudahan kewangan dan bimbingan serta khidmat nasihat. Sistem ini juga perlu menitikberatkan elemen yang lebih mempengaruhi kesediaan pelajar untuk menceburi bidang keusahawanan. Elemen tersebut termasuklah dari aspek kerohanian, sikap, pembelajaran, pemikiran dan pengetahuan. Melalui penfokusan tersebut sekaligus dapat mengenal pasti kebolehan dan kemahuan pelajar yang ingin menceburi bidang keusahawanan pada masa hadapan secara terperinci di mana kesediaan keusahawanan pelajar dilihat dari sudut kemahuan dan kebolehan mereka dalam menceburi bidang tersebut (Norashidah, Norasmah & Noraishah 2009).

## 2.0 USAHAWAN DAN KEUSAHAWANAN

Ahli sarjana melihat daripada pelbagai perspektif sama ada perspektif ekonomi, pengurusan ataupun kemanusiaan untuk mendefinisikan usahawan dan keusahawanan. Perkataan usahawan berasal daripada perkataan Perancis iaitu *entreprenid* yang bermaksud menanggung. Usahawan juga adalah seseorang yang mempunyai tenaga dan semangat yang tinggi, bertoleransi lebih terhadap risiko dan ketidakpastian berbanding orang lain, mendambakan autonomi dan cecak demi mencapai matlamat walau menghadapi pelbagai cabaran seperti kekurangan sumber (Farid, 2007).

Menurut Farhana (2013), usahawan juga adalah seorang pengurus yang mengurus perniagaannya dan mendapat tuntutan hak pemilikan ke atas perniagaan tersebut di mana usahawan juga perlu menanggung risiko dalam perniagaan yang dijalankan. Usahawan juga mempunyai wawasan dalam mengembangkan perniagaan demi membentuk kemakmuran masyarakat (Eriniwati Aliza, 2014). Kesimpulannya, usahawan adalah individu yang menginginkan kebebasan dalam membuat keputusan sendiri dan seterusnya berjaya atas usaha sendiri.

Keusahawanan pula ditakrifkan oleh Mahmood et al., (2008) sebagai satu proses dalam membuat keputusan dan tindakan yang berterusan daripada memulakan hingga mengurus perniagaan. Manakala, Kuratko dan Hodgetts (2004), Mahmood et. al., (2008) menfokus kepada melakukan inovasi. Mereka mentakrifkan keusahawanan sebagai proses berinovasi dan penciptaan perniagaan baru melalui empat dimensi iaitu individu, organisasi, persekitaran dan proses dalam masa yang menerima bantuan daripada jaringan kerjasama kerajaan, pendidikan dan institusi-institusi.

Menurut Mohd Abd Wahab Fatoni dan Adibah Hasanah (2008), seorang usahawan yang berjaya perlulah mempunyai ciri-ciri seperti berikut:

i. Bertanggungjawab

Usahawan yang bertanggungjawab mempunyai kredibiliti yang tinggi dalam menguruskan perniagaannya. Sikap bertanggungjawab bukan sahaja menfokuskan kepada cara mendapatkan keuntungan perniagaan sahaja, tetapi merujuk kepada setiap aspek perniagaan iaitu terhadap keperluan pekerja, pengurusan perniagaan serta jaringan sosial yang dibina. Selain itu, usahawan yang bertanggungjawab akan berani berhadapan dengan masalah yang dialami dan menyelesaikannya secara professional.

ii. Berkeyakinan tinggi

Usahawan yang mempunyai keyakinan yang tinggi merupakan satu kelebihan buat dirinya. Hal ini kerana, usahawan yang berkeyakinan tinggi lebih mudah untuk membina jaringan serta bersikap yakin dalam apa jua tindakan yang dibuat. Usahawan yang berkeyakinan juga lebih berani mengambil risiko demi memajukan perniagaannya.

- iii. Berpengetahuan  
Pengetahuan merupakan faktor utama yang menyumbang kepada kejayaan seseorang. Tanpa ilmu pengetahuan yang tinggi bakal menyukarkan seseorang untuk membuat perancangan dalam kehidupan khususnya seorang usahawan. Oleh sebab itu, seorang usahawan perlu mempunyai ilmu pengetahuan yang luas kerana setiap perlakuan serta perancangan yang dibuat dalam perniagaan merupakan hasil daripada pengetahuan dan pengalaman yang sedia ada.
- iv. Berorientasikan perancangan  
Melalui proses pembentukan jati diri keusahawanan, terdapat tujuh proses yang perlu dilalui oleh usahawan. Perancangan merupakan proses pembentukan yang keempat di mana proses ini terjadi apabila usahawan mempunyai idea dan ilmu pengetahuan bagi memulakan perniagaan. Seorang usahawan perlulah mempunyai perancangan yang strategi bagi memulakan dan mengembangkan perniagaan mereka.
- v. Meminta nasihat daripada pakar  
Setiap usahawan mempunyai *mentor* atau pendorong kepada mereka bagi menceburi bidang kerjaya keusahawanan. Kerjaya sebagai seorang usahawan memerlukan penelitian yang terperinci agar usahawan tidak mengalami kerugian dalam perniagaan yang dijalankan. Khidmat nasihat dari mereka yang pakar seperti usahawan yang telah Berjaya perlu dititikberatkan agar ianya dapat dijadikan sebagai panduan kepada usahawan khususnya buat usahawan yang baru ingin berjinak dengan kerjaya ini.
- vi. Ciri Keagamaan  
Bagi seorang Muslim, ciri utama yang perlu diterapkan dalam diri adalah niat. Niat yang baik akan menghasilkan sesuatu yang baik. Melalui niat yang baik juga dapat menjadikan pekerjaan yang dibuat sebagai satu ibadah buat mereka. Selain itu, usahawan juga akan menjadi Muslim yang mengikut syariat Islam serta sunnah Nabi Muhammad SAW yang menjalankan perniagaan secara jujur dan ikhlas kerana Allah SWT.

### 3.0 KESEDIAAN SISTEM SOKONGAN KEUSAHAWANAN PELAJAR IPT

Sistem sokongan merupakan salah satu penyumbang terhadap kesediaan pelajar dalam menceburi bidang kerjaya keusahawanan (Pelan Tindakan Keusahawanan IPT 2016-2020) . Menurut Abdul Rahim, Nazelira & Mohamad Yatim (2016), persediaan yang teliti dan terperinci dari segi mental dan fizikal harus diperolehi pelajar agar mereka berani berhadapan dengan risiko yang bakal dihadapi dalam dunia keusahawanan. Oleh itu, bermula dari peringkat sekolah rendah, Kementerian Pendidikan Malaysia telah memperkenalkan komponen keusahawanan melalui mata pelajaran yang berhubung kait dengan budaya keusahawanan iaitu subjek Matematik, manakala pada tahun 1991, usaha ini terus diterapkan di peringkat sekolah menengah, dengan memperkenalkan mata pelajaran Kemahiran Hidup Bersepadu (Zaidatol Akmaliah, A.Rahim & Mohd Majid, 2002) kepada pelajar sekolah menengah rendah. Bagi pelajar sekolah menengah atas, mereka diberi peluang untuk memilih mata pelajaran keusahawanan dan pendidikan perdagangan melalui mata pelajaran elektif vokasional dan teknologi.

Melalui Pelan Tindakan Keusahawanan IPT 2016-2020, kerajaan telah melaksanakan pelbagai transformasi pendidikan bagi menghasilkan pelajar IPT yang mempunyai kemahiran, kebolehan, keupayaan dan pengetahuan dalam bidang keusahawanan. Pada setiap tahun, kerajaan memperuntukkan sejumlah dana yang besar bagi melaksanakan pelbagai program di bawah pengurusan agensi berkaitan agar pembangunan keusahawanan dapat diteruskan. Malahan, pembangunan keusahawanan turut disediakan kepada para siswazah yang bergraduasi menerusi sokongan oleh kementerian dan agensi yang terlibat (Ida & Khairul, 2016). Jadual 1 menunjukkan beberapa senarai program keusahawanan yang disediakan bagi pelajar yang telah bergraduasi.

Jadual 1: Program Pembangunan Keusahawanan Siswazah

Nama Program	Agensi
Tabung Usahawan Siswazah	SME Bank
Program Latihan Keusahawanan	MARA
Latihan Keusahawanan	PUSMAL
Siswazah Perantis	PUNB Berhad
Program Pembangunan Usahawan Siswazah	TEKUN Nasional
Dana Skim Prosper Siswazah	PUNB Berhad

Namun begitu, penerapan budaya keusahawanan amat dititikberatkan bagi pelajar di peringkat pengajian tinggi. Pelajar IPT mempunyai potensi yang tinggi dalam menceburi bidang kerjaya keusahawanan. Hasil kajian Abdul Rahim, Nazelira & Mohamad Yatim (2016) menyatakan, antara persediaan yang dapat membantu usahawan menceburi bidang keusahawanan adalah persediaan dari segi pendidikan, pengalaman, kewangan dan pekerjaan sepenuh masa. Menurut mereka lagi, kesediaan keusahawanan pelajar merujuk kepada aspek minat, kemahiran, pendorong dan maklumat, di mana ianya dapat disokong melalui dapatan kajian mereka yang menyatakan bahawa faktor pendorong dan kemahiran mampu meningkatkan penglibatan pelajar dalam bidang kerjaya keusahawanan.

Pensyarah di IPT memainkan peranan yang penting dalam menerapkan nilai keusahawanan dalam diri pelajar di mana mereka berperanan sebagai khidmat nasihat keusahawanan sama ada melalui pembelajaran secara formal atau tidak formal di universiti. Mohamad & Hussin (2014) dalam kajiannya yang bertajuk 'Memformulasikan Pelajar Institusi Pengajian Tinggi Ke Arah Kerjaya Usahawan' berpendapat bahawa pensyarah keusahawanan dapat mempengaruhi persepsi dan minat pelajar terhadap keinginan dan kesediaan dalam menceburi bidang keusahawanan. Hasil kajian Nasrul (2015) juga membuktikan bahawa dorongan keluarga dan pensyarah merupakan faktor kecenderungan yang positif terhadap pemilihan kerjaya keusahawanan sebagai kerjaya utama pelajar. Malahan peranan pensyarah sebagai model dan pendorong pelajar dalam menceburi bidang keusahawanan dinyatakan sebagai faktor terpenting dengan mencatatkan peratusan yang tertinggi iaitu 92.9 peratus melalui dapatan kajian Rosni & Norfazila (2007). Namun begitu, berbeza dengan dapatan kajian Nor Aishah (2013) di mana kesediaan keusahawanan pelajar mencatatkan peratusan yang agak rendah meskipun terdapat penerapan pendidikan keusahawanan oleh pensyarah di universiti.

Sistem sokongan dari aspek kewangan juga turut mempengaruhi penglibatan pelajar dalam bidang keusahawanan. Dapatan kajian Suhaila, Shakina & Nuzul (2016) menunjukkan terdapat hubungan yang positif bagi bantuan kewangan dengan penglibatan pelajar dalam bidang keusahawanan. Manakala Azmi, Nik Hairi & Lee Kuan Yee (2012) menyatakan, sistem sokongan kewangan diperolehi daripada lima sumber iaitu simpanan sendiri, keluarga, kawan-kawan, harta warisan dan institusi pengajian. Menurut kajian mereka juga, pinjaman dari institusi pengajian mencatatkan peratusan yang paling rendah iaitu sebanyak 7.1 peratus berbeza dengan simpanan sendiri yang mencatatkan sebanyak 57.1 peratus. Ini membuktikan pelajar lebih cenderung menggunakan simpanan sendiri berbanding menerima sumbangan dari institusi pengajian bagi memulakan atau memajukan perniagaan sedia ada. Hal ini demikian, kebanyakan pelajar kurang prihatin di atas program dan sumbangan yang disalurkan oleh institusi bagi menyertai bidang keusahawanan. Pernyataan ini turut disokong oleh Norasmah, Azzyyati & Husin (2009) dalam kajian mereka yang menyatakan hanya sebilangan kecil pelajar sahaja yang mengambil peluang daripada bantuan kewangan dan program yang disediakan di IPT.

### **3.1 Peranan IPT sebagai pembimbing dan menawarkan khidmat nasihat keusahawanan pelajar**

Sektor pengajian tinggi perlu memainkan peranan penting dalam menyediakan pengetahuan yang diperlukan bagi menggalakkan penglibatan pelajar dalam bidang kerjaya keusahawanan (Galloway, 2005) Keusahawanan merupakan komponen utama dalam menjayakan pertumbuhan ekonomi negara di Malaysia. Hal ini berdasarkan kepada hasrat kerajaan yang menasaskan 41 peratus Keluaran Dalam Negara Kasar (KDNK) pada tahun 2020 di mana ianya terdiri daripada Perusahaan Kecil dan Sederhana (PKS). Oleh sebab itu, pembangunan usahawan semakin giat dipromosikan bagi menarik minat

masyarakat menceburi bidang keusahawanan. Dengan itu, golongan yang dilihat mempunyai potensi bagi menjayakan hasrat murni ini adalah para pelajar di peringkat universiti (Ida & Khairul, 2016). Ianya juga selari dengan transformasi ekonomi Malaysia yang berasaskan pengetahuan (K-Ekonomi) kepada ekonomi berlandaskan inovasi demi mencapai aspirasi sebagai negara maju serta berpendapatan tinggi menjelang tahun 2020 di mana memerlukan sokongan modal insan yang berkualiti dan kompetitif.

IPT Malaysia juga berperanan dalam membudayakan keusahawanan pelajar. Ini berdasarkan kepelbagaian program dan aktiviti pendidikan keusahawanan yang telah diperkenalkan di peringkat IPT. Antaranya termasuklah penyediaan program keusahawanan, pengenalan kepada kursus asas keusahawanan serta aktiviti kokurikulum bagi meningkatkan minat pelajar terhadap bidang keusahawanan (Norasmah et. al., 2012). Selain itu, terdapat pelbagai pusat keusahawanan yang disediakan di setiap IPT bagi memberi manfaat kepada pelajar yang berminat dalam aktiviti keusahawanan. Secara keseluruhannya, sektor pengajian tinggi memainkan peranan penting dalam melaksanakan pendidikan keusahawanan untuk disampaikan kepada pelajar melalui pelbagai program, penyediaan prasarana dan bantuan kewangan pelajar bagi memberi manfaat kepada mereka dalam bidang ini. Usaha ini juga bagi memastikan proses dalam membangunkan keusahawanan terbentuk di peringkat yang lebih awal.

Pembangunan keusahawanan dalam kalangan pelajar mempunyai kaitan terhadap peranan IPT yang menyediakan pendidikan keusahawanan. Sektor ini dilihat sebagai penyampai pendidikan keusahawanan seperti kursus, program dan sebagainya. Hal ini kerana, hasil kajian Nadzri et al., (2015) menyatakan, kursus keusahawanan yang dipelajari oleh pelajar di universiti melalui pendidikan formal lebih mudah difahami. Ianya selari dengan hasil kajian Hanim et. al., (2010) di mana pelajar yang mempunyai ciri-ciri kompetensi yang lebih tinggi, adalah pelajar yang diberi pendedahan secara formal, berbeza dengan pelajar yang mendapat pendedahan secara tidak formal. Pensyarah yang pakar dalam bidang keusahawanan juga dikatakan sebagai seorang pembimbing dan pemberi khidmat nasihat yang tepat bagi pelajar yang ingin menceburi bidang ini.

### **3.2 Peranan badan kerajaan dan agensi swasta sebagai medium kemudahan pembiayaan kewangan dalam membangunkan keusahawanan pelajar**

Pelbagai kemudahan yang disediakan oleh badan kerajaan dan agensi swasta bagi membangunkan keusahawanan khususnya dalam kalangan pelajar. Kemudahan ini bukan sahaja dapat meningkatkan pembangunan usahawan siswazah malahan menjadikan mereka seorang usahawan yang berjaya pada masa kini. Kemudahan utama yang diberi adalah pembiayaan kewangan bagi usahawan siswazah yang ingin memulakan perniagaan semasa belajar atau setelah tamat pengajian. Antara pembiayaan yang diberi adalah melalui Tabung Usahawan Siswazah 2 (TUS2) yang diperuntukkan oleh *Small Medium Enterprise Bank Malaysia Berhad* (SME Bank, 2014) dengan had pembiayaan sebanyak RM20, 000 hingga RM500, 000 bagi graduan memula dan mengembangkan perniagaan. Dana ini bertujuan memberi galakan kepada pelajar untuk menceburi bidang keusahawanan.

Selain itu, pembiayaan melalui Skim Permulaan Usahawan Bumiputera (SUPERB) turut menyediakan geran sehingga RM500,000 bagi menyokong idea perniagaan yang inovatif dan kreatif khusus bagi golongan usahawan muda. Ia merupakan pembiayaan bagi membantu syarikat *start-up* dengan dana sebanyak RM100 juta sehingga tahun 2017. Sehingga Siri 2 2017, sebanyak RM68.5 juta dana SUPERB telah diluluskan bagi membantu membangunkan usahawan muda di Malaysia yang beroperasi dalam perniagaan kurang daripada 3 tahun. Pemilihan usahawan telah dilakukan oleh Jawatankuasa Pemilihan SUPERB yang dianggotai sekumpulan pakar keusahawanan yang berjaya dalam bidang perniagaan tersendiri. Dengan itu, pelajar yang mendapat peluang memulakan perniagaan mereka merupakan pelajar terbaik yang dipilih. Justeru, pelajar dapat mempelajari pelbagai ilmu dan menambah pengetahuan berkaitan bidang keusahawanan melalui pembiayaan ini.

Bukan itu sahaja, Pusat Inovasi dan Kreatif Global Malaysia (MaGIC) turut menyediakan kemudahan bagi usaha untuk meningkatkan lagi usahawan muda dalam menceburi bidang keusahawanan, sekaligus menubuhkan pusat sehati tersebut bagi membantu mereka dalam pelbagai sudut termasuk dari segi dana, inkubator dan sebagainya. MaGIC juga turut menawarkan perkhidmatan



mentor dan khidmat nasihat bagi mereka yang memerlukannya. Penubuhan pusat ini juga bakal melahirkan usahawan muda yang berdaya saing, kreatif dan inovatif pada masa hadapan. Bagi menjayakan usaha ini, sebanyak RM50 juta telah diperuntukkan bagi membantu dari segi latihan, mentor dan sebagainya. Pada masa yang sama, MaGIC juga melaksanakan kolaborasi bersama beberapa institusi pendidikan di Amerika Syarikat di mana ianya membolehkan para usahawan tempatan mengambil peluang dalam meluaskan rangkaian mereka ke serata dunia (MaGIC, 2014).

Selain itu, Institut Keusahawanan Negara (INSKEN) turut memainkan peranan dalam melahirkan serta membangunkan usahawan yang berilmu, berdaya tahan, beretika dan berdikari. Antara peranan yang dilakukan oleh INSKEN adalah menjalankan program latihan keusahawanan yang berkualiti, membudayakan kerjaya keusahawanan sebagai kerjaya pilihan, merupakan pusat perkhidmatan bimbingan dan khidmat nasihat keusahawanan dan menjadi pusat rujukan maklumat keusahawanan (INSKEN, 2008). Usaha ini diteruskan lagi dengan penubuhan beberapa pusat keusahawanan di IPT bagi membangunkan dan menerapkan nilai keusahawanan dalam diri pelajar. Antaranya adalah Pusat Pembangunan Keusahawanan dan EKS Universiti Kebangsaan Malaysia (CESMED) dan Universiti Teknologi Mara (MASMED) di mana pusat ini berperanan dalam menyediakan khidmat nasihat, bimbingan, bantuan kewangan dan pendedahan berkaitan bidang kerjaya keusahawanan. Program dan kursus keusahawanan juga turut diperkenalkan kepada pelajar berserta aktiviti penyelidikan, penerbitan, latihan dan jaringan bersama komuniti PKS demi melahirkan ramai usahawan siswazah pada masa hadapan.

#### **4.0 IMPLIKASI**

Hasil perbincangan kertas konsep ini memberi implikasi praktikal kepada pihak KPT berpeluang untuk merancang strategi baru atau melaksanakan penambahbaikan bagi meningkatkan penglibatan pelajar dalam menceburi bidang kerjaya keusahawanan setelah bergelar graduan. Selain itu, dapat dijadikan panduan kepada pihak institusi khususnya merangka program keusahawanan atau melakukan penambahbaikan dalam program tersebut dengan melihat dari segala aspek seperti intipati yang disampaikan serta latihan praktikal yang dapat menarik minat pelajar dalam menjadi seorang usahawan. Pihak institusi juga dapat melaksanakan kolaborasi bersama agensi kerajaan dan swasta yang sesuai mengikut keperluan pelajar serta bimbingan yang sesuai dapat digunakan oleh pensyarah bagi melahirkan pelajar berjiwa keusahawanan.

Pelajar juga dapat mengetahui kepentingan sistem sokongan dalam melatih dan membimbing menjadi usahawan berjaya. Diharapkan pelajar lebih teliti dan peka akan peluang yang diberi bagi memulakan dan memajukan perniagaan mereka. Selain itu, diharapkan penulisan ini dapat memberi kesedaran kepada pelajar dalam menghargai usaha yang telah dijalankan oleh pihak kerajaan dan badan tertentu dalam memberi kemudahan dan bimbingan pada mereka dalam bidang keusahawanan.

#### **5.0 CADANGAN**

Berdasarkan kajian lepas, terdapat pelbagai inisiatif yang dijalankan oleh kerajaan bagi meningkatkan penglibatan pelajar dalam menceburi bidang kerjaya keusahawanan. Dengan itu, beberapa cadangan dikemukakan, antaranya adalah:

- i. **Penambahbaikan Pembelajaran Kurikulum**  
Bagi penambahbaikan pembelajaran kurikulum, pensyarah pembimbing yang mengambil kursus keusahawanan perlu mempelbagaikan aktiviti keusahawanan khususnya di luar kelas. Hal ini kerana, aktiviti tersebut lebih mempengaruhi pelajar untuk menjadi usahawan yang berkualiti dan berjaya. Selain itu, bagi sesi pembelajaran dalam kelas, pihak universiti digalakkan meletakkan prasyarat bagi memenuhi keperluan kursus pelajar dengan menggalakkan mereka menambah ilmu pengetahuan mengenai bidang keusahawanan. Sebagai contoh, pelajar diwajibkan membaca 50 buah buku yang berkaitan usahawan berjaya dalam tempoh setahun serta berkongsi pengetahuan tersebut dengan pensyarah dan rakan sekelas. Pelajar juga digalakkan membuat penulisan berkaitan faktor kejayaan usahawan tersebut untuk

dijadikan sebagai panduan dan inspirasi.

- ii. Penambahan Pusat Pembangunan Usahawan Muda  
Kemudahan Pusat Pembangunan Usahawan Muda perlu dilakukan penambahan bagi setiap universiti sama ada universiti kerajaan atau swasta. Kemudahan ini bagi menarik minat dan memberi pendedahan kepada pelajar mengenai aktiviti keusahawanan yang dilaksanakan oleh pusat tersebut. Selain itu, kemudahan yang disediakan dapat memudahkan urusan pelajar bagi melakukan aktiviti keusahawanan kerana kemudahan yang lengkap dapat menarik minat pelajar untuk menyertai aktiviti yang dijalankan. Aktiviti keusahawanan yang dijalankan perlulah menepati keinginan pelajar atau mengikut peredaran zaman. Hal ini kerana, pelajar pada masa kini lebih berminat dengan perniagaan yang unik dan mengikut peredaran zaman. Sebagai contoh, jika pada masa itu, penjualan produk kosmetik merupakan jualan terlaris dan popular, maka aktiviti yang dilaksanakan perlulah berkaitan dengan produk kosmetik. Dengan itu, ianya dapat mengasah jati diri keusahawanan dalam diri pelajar dan secara tidak langsung pelajar akan terdedah dengan kemahiran keusahawanan.
- iii. Pendedahan mengenai kepentingan keusahawanan kepada ibu bapa  
Terdapat segelintir ibu bapa yang menganggap bidang kerjaya keusahawanan merupakan pekerjaan yang berisiko dan memerlukan kekuatan mental yang kuat untuk diceburi. Oleh sebab itu, pendedahan terhadap kepentingan keusahawanan kepada ibu bapa perlu diterapkan agar dapat mengubah persepsi mereka terhadap kerjaya ini. Sebaiknya, ibu bapa digalakkan melihat sendiri realiti sebenar pekerjaan sebagai usahawan dengan menyertai program khas anjuran universiti atau agensi berkaitan. Pendedahan kepada ibu bapa amat penting kerana mereka merupakan pengaruh utama dalam memberi dorongan kepada pelajar untuk melakukan sesuatu pekerjaan. Melalui pendedahan tersebut diharapkan dapat mengubah persepsi mereka terhadap kerjaya keusahawanan. Selain itu, pendedahan ini dapat menambah ilmu pengetahuan ibu bapa dalam mempelajari selok belok perniagaan. Pendedahan ini akan lebih berjaya jika ibu bapa sendiri bekerjasama dalam menjalankan perniagaan bersama pelajar.

## 6.0 KESIMPULAN

Kesimpulannya, kesediaan sistem sokongan merupakan antara faktor yang dapat mempengaruhi penglibatan pelajar dalam menceburi bidang kerjaya keusahawanan. Demi menjadi usahawan yang berjaya, pelajar perlu cekal dan tabah dalam menghadapi masalah dalam menjalankan perniagaan. Pelajar juga perlulah menganggap permasalahan yang berlaku adalah satu cabaran dan perlu berusaha dalam memikirkan kaedah yang sesuai untuk menyelesaikannya. Pihak berkaitan juga perlulah memikirkan kaedah yang sesuai dalam melibatkan pelajar dengan aktiviti keusahawanan secara langsung atau tidak langsung.

Bagi melahirkan pelajar yang berjiwa keusahawanan, penambahbaikan perlu dilakukan agar pelajar mempunyai kesedaran akan kepentingan menceburi bidang kerjaya keusahawanan. Pihak institusi juga perlu menekankan elemen yang berkaitan keusahawanan sewaktu sesi pembelajaran dilaksanakan. Hal ini bagi meningkatkan penglibatan pelajar dalam menceburi bidang keusahawanan pada masa akan datang. Penglibatan pelajar dalam menjadi usahawan diharapkan dapat mengurangkan kadar pengangguran yang berlaku di Malaysia

Justeru, kesediaan sistem sokongan dari pelbagai aspek perlu dititikberatkan bagi meningkatkan penglibatan pelajar dalam bidang kerjaya keusahawanan. Pihak yang berkaitan perlu memberi perhatian dan mengambil langkah yang sewajarnya bagi membantu meningkatkan keupayaan pelajar dalam menceburi bidang keusahawanan serta menjadikan bidang ini sebagai kerjaya pilihan mereka pada masa hadapan.

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## Orientasi Keusahawanan Sosial di Malaysia

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### ABSTRAK

*Aspirasi negara maju diteruskan lagi melalui Rancangan Malaysia Kesebelas (2016-2020) dengan meningkatkan mobiliti sosial bagi memenuhi keperluan sosioekonomi dan kesejahteraan masyarakat. Manakala, terma keusahawanan sosial telah mula dibincangkan dan diperkatakan dalam usaha untuk memperkukuhkan sosioekonomi golongan terpinggir melalui penglibatan generasi muda dalam aktiviti perniagaan di Malaysia. Konsep keusahawanan sosial bertindak sebagai agen perubahan yang penting dalam memanfaatkan inovasi pada tahap sistemik dan relevan kepada masyarakat. Melalui sorotan kajian lepas, penyelidikan keusahawanan sosial semakin menarik minat para penyelidik dengan menghibridkan konteks keusahawanan komersil ke dalam konteks keusahawanan sosial. Beberapa penyelidik telah menentukan konteks keusahawanan sosial berdasarkan ciri-ciri, motivasi, aktiviti keusahawanan sosial dan proses untuk mencapai keseimbangan sosial. Namun begitu, terdapat jurang kajian dalam konteks orientasi keusahawanan sosial di samping kurangnya perkembangan terhadap skala yang sesuai untuk mengukur orientasi keusahawanan sosial. Justeru, kertas konsep ini membincangkan mengenai konteks orientasi keusahawanan sosial dengan aplikasi ciri-ciri yang diubahsuai daripada orientasi keusahawanan umum iaitu inovasi sosial, pengambilan risiko sosial, proaktif sosial dan kesosialan. Implikasi daripada perbincangan ini menghasilkan pengetahuan baharu berkenaan dengan model orientasi keusahawanan sosial yang memberi impak kepada kecenderungan ke arah keusahawanan sosial dalam kalangan pelajar.*

**KATA KUNCI:** Orientasi keusahawanan sosial, aktiviti keusahawanan sosial

### 1.0 PENGENALAN

Keusahawanan sosial adalah konsep yang masih baharu di Malaysia. Tumpuan utamanya bukan hanya mengoptimumkan keuntungan tetapi juga untuk pembinaan komuniti. Tambahan lagi, keusahawanan sosial merupakan satu fenomena penting dalam bidang ilmu keusahawanan kerana ilmu ini mampu untuk membantu dan juga satu alternatif penyampaian kepada sektor perkhidmatan awam seperti kesihatan, pendidikan, perumahan dan sistem sokongan masyarakat (Keitsch, Sigurjonsson, Nilsen & Spencer, 2013). Dalam hal ini, konsep keusahawanan sosial adalah serupa dengan keusahawanan yang berorientasi keuntungan, di mana usahawan sosial terdiri daripada individu yang dapat mengenal pasti peluang, menilai peluang tersebut dengan kaedah inovatif, mengambil risiko dan hasilnya adalah mencapai manfaat. Dapat dilihat bahawa keseluruhan konteks keusahawanan sosial ini melibatkan integrasi objektif sosial dengan transformasi sosial masa kini.

Di negara membangun seperti Malaysia, adalah munasabah bahawa setiap Institusi Pengajian Tinggi (IPT) mempelopori ilmu keusahawanan sosial untuk menyokong Rancangan Malaysia Kesebelas 2016-2020 bagi meningkatkan mobiliti sosial serta mengukuhkan kesepaduan sosial (Bernama, 2010). Menerusi penerapan pendidikan di IPT, ia memainkan peranan penting dalam menyelesaikan isu sosial dengan menggunakan strategi keusahawanan menerusi penglibatan golongan belia dalam bidang baharu ini. Tambahan lagi, pelbagai pendekatan telah digunakan untuk menggalakkan para belia ke arah aktiviti keusahawanan sosial seperti memberi geran perniagaan dan akses kepada kewangan (modal) untuk mempengaruhi motivasi dan minat mereka. Malah, terdapat sokongan kuat untuk menyusun semula kurikulum keusahawanan bagi menggabungkan tanggungjawab sosial, etika dan alam sekitar dalam menjamin kelestarian pembangunan modal insan untuk negara maju khususnya dalam golongan belia.

Walaupun keusahawanan sosial adalah konsep yang sangat muda dan sangat dicari di dunia praktikal masa kini, namun ia masih dianggap sebagai peringkat awal dalam platform akademik di

Malaysia (Mohtar & Rahim, 2014). Bagi mengorientasikan budaya keusahawanan sosial di kalangan belia, konteks keusahawanan sosial telah banyak dikaji dan dibincangkan oleh para penyelidik dalam agenda pembangunan sosioekonomi negara. Menurut pendapat Azmi et al. (2012) dan Huq dan Gilbert (2013), pendedahan pendidikan keusahawanan sosial kepada generasi muda mampu mewujudkan nilai tambah dari segi sikap berdaya saing, berinovasi dan kreatif yang akhirnya berupaya memberi perubahan yang konsisten kepada ekonomi negara. Oleh yang demikian, adalah penting untuk meneliti semula peranan pendidikan dalam melahirkan modal insan yang inklusif dan seimbang daripada pelbagai aspek jasmani, rohani, intelek, emosi dan sosial menerusi bidang keusahawanan sosial.

## **2.0 LATAR BELAKANG MASALAH**

Kini, konsep keusahawanan konvensional telah berevolusi kepada konsep penyelidikan akademik yang lebih matang bukan sahaja dari aspek pengurusan (Meyskens et al., 2010) dan keusahawanan (Chell et al., 2010), tetapi juga daripada pelbagai disiplin seperti sosiologi (Hockerts, 2010), etika (Cornelius et al., 2008), kewangan (Austin et al., 2006), politik (Dey & Steyaert, 2010), psikologi dan pendidikan (Chand & Misra, 2009). Dapat dilihat keseluruhan aspek kajian ini diintegrasikan dengan objektif sosial selari dengan transformasi sosial masa kini. Natiujahnya, konsep keusahawanan sosial ini dijangka lebih efektif menyelesaikan masalah sosial masyarakat seperti pengangguran, kemiskinan, fragmentasi komuniti yang semakin kronik dan mencapai keadilan sosial sejagat (Jain, 2012).

Menerusi Pelan Tindakan Keusahawanan IPT 2016-2020, setiap Institusi Pengajian Tinggi (IPT) di Malaysia disarankan memperbanyakkan lagi pembangunan program-program keusahawanan sosial berasaskan perniagaan yang memanfaatkan pelajar, industri, dan masyarakat seperti program *Entrepreneurship Action Us* (ENACTUS) dan *Siswa in Social Enterprise* (SISE). Sehubungan dengan itu, mekanisme ini dijangka mampu menarik minat dan membudayakan keusahawanan sosial di kalangan pelajar untuk menjadi pemimpin perniagaan yang memiliki tanggungjawab sosial dan berkeupayaan mengubah masyarakat (Hariyaty et al., 2016). Hal ini dibuktikan melalui kajian oleh Sabri (2010), seramai 75% daripada 6,488 pelajar Malaysia mempunyai kecenderungan menjadi usahawan sosial melalui penyertaan dalam program pendidikan keusahawanan sosial.

Namun begitu, berdasarkan laporan Global Entrepreneurship Monitor (GEM) di mana hanya 3% daripada usahawan sosial di Malaysia terdiri daripada graduan (MaGIC, 2015). Malah, kebanyakan penyelidikan di Malaysia menunjukkan bahawa tahap keusahawanan sosial adalah pada tahap yang sederhana. Selain itu, wujud beberapa masalah dalam mendidik, menerapkan dan membudayakan keusahawanan sosial antaranya ialah masalah kurang kesedaran dalam kalangan belia negara terhadap kepentingan pembudayaan keusahawanan sosial (Hariyaty et al., 2016). Hakikatnya, walaupun terdapat pertumbuhan yang positif dalam penyelidikan keusahawanan sosial (Koe Hwee Nga & Shamuganathan, 2010), masih tidak banyak yang dapat diketahui tentang faktor-faktor kepada kecenderungan ke arah keusahawanan sosial di kalangan pelajar (Noorseha Ayob, Ching Seng Yap & Dewi Amat Sapuan, 2013).

Menurut Kraus et al. (2017), dunia masih kekurangan kajian berkenaan orientasi keusahawanan sosial di samping skala yang sesuai mengukur orientasi keusahawanan sosial setakat ini belum dikembangkan. Tambahan lagi, menurut Dees (2001) menyatakan bahawa "usahawan sosial adalah satu spesies dalam usahawan konvensional. Daripada sorotan kajian lepas, terdapatnya perkaitan antara konteks keusahawanan konvensional dengan konteks keusahawanan sosial (Catford, 1998; Mort et al., 2003; Mair & Martí, 2006; Orhei et al., 2015). Justeru, perbincangan mengenai konteks orientasi keusahawanan sosial yang membawa kepada kecenderungan ke arah keusahawanan sosial dalam kalangan pelajar disediakan dengan aspirasi membangunkan kurikulum yang sesuai dengan keperluan pelajar yang boleh diterima pakai oleh universiti dan institusi pendidikan.

## **3.0 PERSPEKTIF KEUSAHAWANAN SOSIAL**

Perspektif merupakan suatu cara pandang terhadap suatu masalah yang terjadi atau sudut pandang tertentu yang digunakan dalam melihat suatu fenomena (Martono, 2010). Walaupun semakin

banyak penulisan kertas kajian dalam pengurusan dan keusahawanan (Christie & Honig, 2006) serta usaha yang berterusan oleh para akademik dalam mendefinisikan keusahawanan sosial, konsepnya masih tetap tidak jelas (Mair & Marti, 2006; Weerawardena & Sullivan-Mort, 2006). Menentukan definisi keusahawanan sosial dan sempadan konseptualnya bukanlah satu tugas yang mudah kerana ia melibatkan dua sebab utama iaitu kerumitan konsepnya (Johnson, 2000) dan perkembangannya dalam beberapa domain yang berbeza seperti keuntungan, bukan untuk keuntungan, sektor awam dan kombinasi ketiga-tiganya (Christie & Honig, 2006; Weerawardena & Sullivan-Mort, 2006). Namun begitu, prinsip asas keusahawanan seperti inovatif, proaktif dan pengambilan risiko masih relevan dalam definisi keusahawanan sosial.

Ramai pengkaji telah cuba menjelaskan perspektif mereka mengenai keusahawanan sosial dalam kontinum kajian dari konteks yang kecil hingga yang luas. Dalam konteks yang kecil, keusahawanan sosial biasanya merujuk kepada fenomena mengaplikasikan kepakaran dan kemahiran perniagaan berasaskan pasaran dalam sektor bukan keuntungan seperti sebuah organisasi bukan keuntungan mengembangkan pendekatan inovatifnya untuk memperoleh pendapatan (Reis & Clohesy, 1999; Thompson, 2002). Manakala dari konteks yang luas, keusahawanan sosial merujuk kepada aktiviti inovatif dengan matlamat sosial sama ada untuk sektor keuntungan seperti dalam usaha komersial dengan tujuan sosial (Dees & Anderson, 2003; Emerson & Twersky, 1996) atau dalam keusahawanan sosial korporat (Austin, Leonard, Reficco & Wei-Skillern, 2004); atau dalam sektor bukan keuntungan; atau merentas pelbagai sektor seperti bentuk struktur hibrid yang bercampur dengan pendekatan untung dan bukan keuntungan (Dees, 1998).

Secara amnya, keusahawanan sosial boleh dilihat melalui perspektif tindakan yang dapat memberi impak sosial dan dilaksanakan melalui pendekatan inovatif supaya matlamat sosial dapat dicapai dengan lebih berkesan (Greblikaite, 2012). Visi sosial yang ingin dicapai dianggap sebagai tunjang dan perkara asas yang membezakan keusahawanan sosial dengan jenis keusahawanan yang lain (Güler, 2010). Mengenal pasti masalah dan mengetahui sasaran untuk menyelesaikan masalah apabila sektor awam ataupun swasta gagal mencapai keseimbangan sosial merupakan dimensi sosial yang penting dalam misi keusahawanan sosial.

Dapat dilihat menerusi perspektif-perspektif ini, bahawa keusahawanan sosial bukan hanya terletak pada model keuntungan sahaja, malah ia merangkumi dengan model lain iaitu bukan keuntungan, koperasi sosial dan perniagaan sosial (Defourney & Nyssens, 2016) melalui pendekatan asas keusahawanan, inovasi dan kreatif dalam tujuan sosial (İrengün & Arikboğa, 2015). Justeru itu, bidang keusahawanan sosial perlu diimplementasikan ke dalam pendidikan untuk pendedahan awal serta membudayakan ciri-ciri seorang usahawan sosial kepada pelajar supaya menjadi seorang individu yang terus bersikap pro-aktif bagi meningkatkan kekayaan sosial (Azilahwati et al., 2014). Demikian juga, memahami orientasi kepada kecenderungan keusahawanan sosial adalah penting untuk pembuat dasar dan para pendidik yang ingin memotivasikan lebih ramai individu untuk terlibat dalam keusahawanan sosial.

#### 4.0 ORIENTASI KEUSAHAWANAN SOSIAL

Orientasi didefinisikan sebagai perkara-perkara tertentu yang seseorang lebih suka, percaya, berfikir atau tingkah laku yang biasa dilakukan (Cambridge Dictionary, 2017). Berdasarkan *Business Dictionary* (2017) pula, orientasi bermaksud proses asimilasi pekerja baru dan proses sosialisasi berterusan dalam organisasi. Seiring dengan itu, orientasi boleh ditakrifkan sebagai sifat pemikiran, tingkah laku dan proses membuat keputusan yang menyokong amalan penciptaan, sikap berdaya saing dan falsafah pengurusan yang membawa kepada kecenderungan keusahawanan (Hughes et al., 2015). Secara anonim istilah orientasi yang digunakan dalam konteks perbincangan ini merujuk kepada peralihan situasi atau pengenalan persekitaran baharu dengan memupuk ciri-ciri, kemahiran dan pengetahuan keusahawanan sosial dalam diri individu.

Beralih daripada perdebatan definisi, satu lagi tema yang kuat dibincangkan dalam kesusasteraan keusahawanan sosial adalah usahawan sosial yang berkongsi persamaan dengan pengkhususan tradisional keusahawanan (Austin et al., 2006; Martin & Osberg, 2007; Shaw & Carter, 2007). Seperti yang dinyatakan oleh Dees (2001) bahawa "usahawan-usahawan komersial adalah satu spesies dalam usahawan genus. Mereka merupakan usahawan dengan visi sosial." Begitu juga, Grimes

et al. (2013) melihat keusahawanan sosial sebagai "proses menggunakan kaedah berasaskan pasaran untuk menyelesaikan masalah sosial." Malah, keusahawanan sosial dianggap suatu agen perubahan yang memanfaatkan inovasi pada tahap sistemik menerusi penciptaan kombinasi baru, sebagai contoh, produk, perkhidmatan, organisasi atau pengeluaran (Defourny & Nyssens, 2016) untuk membawa perubahan dalam keseimbangan sosial (de Bruin & Ferrante, 2011; Lehner & Kansikas, 2012). Perkara ini menjadi pendorong para usahawan sosial untuk melakukan perniagaan bukan sahaja dari segi kewangan tetapi juga dari segi sosial (Phillips et al., 2015).

Berdasarkan kajian Kraus et al. (2017), mereka berpendapat bahawa orientasi keusahawanan umum dapat membantu dalam membangunkan pemahaman tentang orientasi keusahawanan sosial dan skala pengukurannya. Perkara ini selari dengan dapatan kajian-kajian lepas dalam penyelidikan keusahawanan yang lebih luas di mana wujudnya korelasi positif antara tahap orientasi keusahawanan dengan prestasi firma (Wales et al., 2013). Maka dalam kajian Kraus et al. (2017), mereka telah menyimpulkan bahawa orientasi keusahawanan sosial merupakan pengubahsuaian daripada orientasi keusahawanan yang juga mempengaruhi prestasi usahawan sosial. Walau bagaimanapun, kerja saintifik melibatkan kajian tersebut adalah terhad dengan hanya beberapa penulis yang telah memohon untuk skala orientasi keusahawanan diubahsuaikan sedikit untuk aktiviti keusahawanan sosial.

Sebagai contoh, dalam kajian mereka bagaimana proses keusahawanan yang diwakili oleh pembinaan orientasi keusahawanan mungkin berbeza bagi keusahawanan sosial dan konvensional. Lumpkin et al. (2013), mendapati bahawa keusahawanan sosial berbeza daripada perusahaan komersial dalam motivasi, misi sosial mereka, pengenalan peluang, akses kepada modal atau pembiayaan, dan penglibatan pelbagai pihak berkepentingan. Berkenaan dengan prestasi firma, Miles et al. (2013) menggunakan skala orientasi keusahawanan yang dicadangkan oleh Covin dan Slevin (1989) untuk mengukur orientasi nilai sosial dalam konteks keusahawanan sosial sebagai falsafah pengurusan yang berasaskan nilai dan mendapati bahawa orientasi nilai sosial meningkatkan beberapa tahap prestasi sosial.

Perkara tersebut disokong oleh dapatan kajian Coombes et al. (2011) mengenai pengaruh perniagaan bukan keuntungan sebagai sumber strategik yang membentuk orientasi keusahawanan dan prestasi organisasi. Berdasarkan kajian oleh Gouldner (1960), beliau mengenal pasti proaktif, inovatif dan mengambil risiko sebagai dimensi utama orientasi keusahawanan dalam kajian empirikal mereka mengenai hubungan antara orientasi keusahawanan sosial dan prestasi organisasi bukan keuntungan (Hu & Pang, 2013). Kajian mereka mendapati bahawa orientasi keusahawanan sosial adalah fenomena tahap individu, mempunyai hubungan timbal balik dengan pengurusan organisasi mereka. Walaupun bidang kajian ini menjanjikan potensi untuk memajukan teori dan praktik mengenai keusahawanan sosial, aktiviti dan prestasi mereka, perbincangan yang disampaikan menunjukkan kekurangan skala yang dapat digunakan untuk mengukur keusahawanan sosial. Oleh itu, Kraus et al. (2017) telah berusaha untuk menangani jurang ini dengan mencadangkan skala awal orientasi keusahawanan sosial berdasarkan input daripada pakar dalam bidang keusahawanan dan komuniti saintifik keusahawanan.

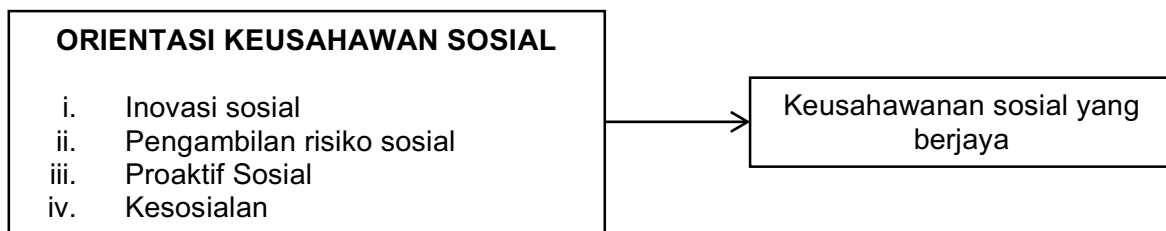
Mengenai pengukuran orientasi keusahawanan, majoriti peserta kajian tersebut bersetuju bahawa keusahawanan sosial menyifatkan tingkah laku keusahawanan dan berasal dari keusahawanan dalam pandangan yang lebih luas, termasuk menguruskan organisasi yang sedia ada serta jenis tingkah laku keusahawanan seperti mengenal pasti peluang, inovatif, proaktif dan mengambil risiko. Sebagai contoh, seorang ahli pakar menyatakan bahawa keusahawanan sosial dianggap "apa-apa jenis aktiviti perniagaan yang menggabungkan, bertindak keusahawanan, mempunyai pendekatan sosial dan bertindak berorientasikan keuntungan" (Kraus et al., 2017). Hal ini selari dengan lima dimensi yang mewakili orientasi keusahawanan iaitu inovatif, proaktif, mengambil risiko, agresif dan kompetitif (Lumpkin & Dess, 1996).

Menurut Ernst (2012), beliau mencadangkan bahawa orientasi usahawan sosial memiliki sifat keperibadian dan pemikiran keusahawanan yang sama iaitu mengambil risiko, inovatif, keperluan untuk pencapaian, keperluan untuk kemerdekaan dan proaktif, bersama dengan aspirasi untuk menyelesaikan isu-isu sifat sosial. Maka, keusahawanan adalah bentuk kebajikan sosial yang produktif (Jiao, 2011; Pirson, 2012) kerana orientasi keusahawanan meningkatkan kekayaan sosial dengan mewujudkan pasaran baru, industri, teknologi, bentuk institusi, pekerjaan, serta peningkatan dalam produktiviti sebenar. Di samping motif keuntungan, ada motif lain pada usahawan, seperti keperluan untuk

pencapaian (McClelland, 1961), keinginan untuk kemerdekaan (Hisrich & Brush, 1986) dan kecenderungan risiko (Brockhaus, 1980). Unsur-unsur ini menunjukkan bahawa keusahawanan bukan hanya berdasarkan motif untuk meningkatkan kekayaan peribadi sahaja.

Selain itu, usahawan sosial dan konvensional sering serupa dalam bakat dan sifat (Smith et al., 2014). Kedua-duanya adalah inovatif dan mempunyai jumlah tenaga, ketabahan dan ketahanan yang tinggi dan didorong oleh visi yang mana mereka terus komited. Namun begitu, usahawan sosial dan konvensional berbeza dari segi tujuan dan matlamatnya (Roberts & Woods, 2005). Santos (2012) berhujah bahawa motivasi untuk mencipta nilai kepada masyarakat, bukannya memperoleh nilai, adalah perbezaan utama antara usahawan sosial dan komersial. Demikian, Hwee dan Shamuganathan (2010) mencadangkan nilai-nilai peribadi yang mendalam membolehkan para usahawan sosial tidak hanya merasakan simpati terhadap masyarakat yang kurang bernasib baik tetapi juga meneruskan dan membina jalan penyelesaian yang memberi manfaat kepada orang-orang ini dengan memanfaatkan kemahiran perniagaan dan rangkaian peribadi mereka.

Selaras dengan kesusasteraan keusahawanan, pakar-pakar bersetuju kepada konteks keusahawanan sosial terutamanya yang berupaya menyelesaikan cabaran sosial atau mengikuti misi sosial menggunakan pendekatan keusahawanan (Ghalwash et al., 2017). Oleh kerana usahawan sosial mengikuti pendekatan keusahawanan yang kuat, ia menimbulkan persoalan tentang hubungan antara misi dalam mencapai matlamat sosial dan kewangan. Dengan itu, cara yang paling sesuai untuk memperoleh skala orientasi keusahawanan sosial adalah dengan mengintegrasikan fokus misi sosial ini ke dalam skala orientasi keusahawanan yang dipilih. Hal ini disokong oleh pendapat Shaw dan Carter (2007) di mana keusahawanan sosial melibatkan banyak ciri yang sama dengan konseptualisasi tradisional keusahawanan.



Rajah 1: Model konseptual orientasi keusahawanan sosial. Adaptasi daripada Kraus et al. (2017) dan Ghalwash et al. (2017).

Menerusi kajian Kraus et al. (2017), mereka telah membina skala orientasi yang mengandungi empat konstruk yang dimodifikasikan daripada orientasi keusahawanan konvensional. Ciri-ciri orientasi keusahawanan sosial yang dibina terdiri daripada inovasi sosial, pengambilan risiko sosial, proaktif sosial dan kesosialan. Malah, skala orientasi ini telah diuji dan disahkan dalam beberapa jenis organisasi termasuk organisasi sektor awam dan koperasi sosial (Kraus et al., 2017). Berdasarkan penemuan ini, orientasi keusahawanan sosial memberi impak kepada kecenderungan dalam diri individu untuk memulakan perniagaan sosial dan kerajaan mungkin digalakkan untuk mempelajari ciri-ciri usahawan dan melatih individu dengan matlamat sosial (Ghalwash et al., 2017). Malah, kajian tersebut turut menawarkan model baru yang menggabungkan ciri-ciri keusahawanan dan motivasi yang mempengaruhi kejayaan perusahaan sosial. Oleh itu, dengan hadirnya model orientasi keusahawanan sosial ini, ia menyerlahkan lagi motivasi keusahawanan sosial di negara-negara membangun menerusi gabungan orientasi keusahawanan konvensional yang diperlukan untuk bertahan dalam persekitaran yang mencabar serta mewujudkan usahawan sosial yang berdaya saing dalam pasaran akan datang (Ghalwash et al., 2017).

## 5.0 AKTIVITI KEUSAHAWANAN SOSIAL DI MALAYSIA

Isu-isu kemasyarakatan yang berkaitan dengan pendidikan, kesihatan, keadilan awam dan sosial merupakan suatu intensiti yang memberikan cabaran kepada pihak kerajaan untuk menanganinya dengan mempunyai sumber-sumber yang mencukupi. Sedia maklum bahawa usahawan komersial



membawa inovasi ke dalam strategi perniagaannya untuk bertahan dalam cabaran ini, tambahan lagi usahawan sosial pula telah menangani isu-isu kebimbangan orang ramai dengan menggunakan teknik-teknik komersial dan usaha yang sama (Smith et al., 2014). Kini, keusahawanan sosial telah berkembang ke arus perdana selepas bertahun-tahun di pinggir sektor bukan keuntungan (Gawell, 2013). Oleh yang demikian, pihak kerajaan secara aktif mencari pendekatan terbaik dari tahap akar untuk memastikan kelestarian status sosioekonomi negara menerusi keusahawanan sosial.

Global Outreach Malaysia (GOM) telah diperkenalkan di Malaysia dan secara rasmi ditubuhkan pada tahun 2008 dan didaftarkan dengan Pendaftar Pertubuhan (ROS) pada Mei 2009 sebagai pertubuhan bukan kerajaan (NGO) yang bukan berasaskan keuntungan. Dr. Sofea Kareem, pengasas dan presiden semasa Global Outreach Malaysia. Beliau adalah Perunding Keusahawanan di dalam Program Pembangunan Bangsa-Bangsa Bersatu (UNDP). Tambahan lagi, GOM telah membuat perkongsian strategik dengan tiga NGO lain di Sri Lanka dan Nepal. Perkhidmatan utama GOM adalah membantu ibu-ibu tunggal di Malaysia serta para pelarian Pesuruhjaya Tinggi Pertubuhan Bangsa-Bangsa Bersatu Untuk Pelarian (UNHCR) di Malaysia dengan menyerlahkan potensi mereka dan mentransformasi diri mereka melalui orientasi keusahawanan seperti proaktif keusahawanan, mengambil risiko dan inovasi (Fakhrul Anwar Zainol et al., 2014).

Selain itu, Amanah Ikhtiar Malaysia (AIM), Tabung Ekonomi Kumpulan Usaha Niaga (TEKUN) dan sekolah-sekolah Islam persendirian yang dibayar untuk perkhidmatan adalah antara usaha yang menggabungkan konsep keusahawanan dan pembangunan sosial, ditubuhkan bertahun-tahun sebelum kemunculan istilah keusahawanan sosial di Malaysia (Abdul Kadir & Sarif, 2015). Dalam *Blueprint Enterprise Social Malaysia 2015-2018* yang baru dilancarkan pada tahun 2015, satu pelan tindakan tiga tahun yang menggambarkan teras strategik yang diperlukan untuk mempercepatkan pembangunan sektor ini, dianggarkan terdapat 100 perusahaan sosial yang beroperasi di negara ini, kebanyakannya dalam bidang pendidikan, kemiskinan, pembangunan luar bandar, kemampanan alam sekitar dan peluang pekerjaan bagi golongan belia negara.

Kerajaan Malaysia melalui Pusat Inovasi dan Kreativiti Global Malaysia (MaGIC) yang baru ditubuhkan memperuntukkan RM20 juta untuk menubuhkan Unit Keusahawanan Sosial untuk menerajui pembangunan sektor perusahaan sosial di negara ini. Ia merupakan pusat setempat untuk usahawan sosial di Malaysia memberi inspirasi kepada generasi muda supaya menjadi masyarakat yang aktif, selain meluaskan pencapaian usahawan sosial sedia ada termasuk menyediakan kemudahan pembiayaan dan kemahiran, bagi melahirkan usahawan muda dalam sektor itu. Terdapat peningkatan jumlah sokongan daripada organisasi lain seperti myHarapan, iM4U, Hab Impact, Tandemic, Perikatan Enterprise Sosial dan universiti tempatan yang secara aktif mewujudkan kesedaran mengenai perusahaan sosial dan menyokong masyarakat dengan pelbagai aktiviti keusahawanan sosial (Mohd Ali Bahari & Suhaimi, 2016).

Di peringkat universiti, wujudnya beberapa program keusahawanan sosial yang berperanan untuk menghasilkan graduan dengan kemahiran keusahawanan sosial, daya saing dan daya tahan, contohnya *Women in Social Enterprise* (WISE) dan *Students in Free Enterprise* (SIFE). Program-program ini menggalakkan lagi aktiviti-aktiviti ekonomi dan sosial di kalangan pelajar, dengan itu secara serentak meningkatkan taraf ekonomi dan sosial masyarakat setempat. Menerusi program SIFE, pelajar yang menyertainya akan memanfaatkan konsep keusahawanan sosial dalam membangunkan projek-projek yang akan meningkatkan kualiti hidup dan taraf hidup masyarakat miskin (Norasmah & Hariyaty, 2014). Manakala, program WISE merupakan program inovatif yang berusaha mengorientasikan elemen keusahawanan di kalangan pelajar universiti sambil membantu usahawan wanita di AIM, sebuah organisasi yang berusaha memperbaiki kehidupan golongan miskin di Malaysia (Abdullah et al., 2015).

Walau bagaimanapun, hanya 0.02% rakyat Malaysia bekerja di perusahaan sosial berbanding dengan 1.5% penduduk China bekerja di perusahaan sosial (*Global Entrepreneurship Monitor*, 2013). Dalam hubungan ini, terdapat keperluan untuk universiti dan institusi lain bagi mempersiapkan komuniti di negara ini dengan mengorientasikan keusahawanan sosial. Dengan ini, secara tidak langsung ia turut membantu untuk menghapuskan unsur kemiskinan, jenayah, pengangguran dan masalah sosial lain yang telah menghancurkan masyarakat khususnya daripada kalangan belia negara. Malah, ia merupakan suatu inisiatif sebagai tindak balas kepada usaha kerajaan untuk menghasilkan

graduan dengan berorientasikan keusahawanan sosial, berdaya saing dan berdaya tahan dalam mengharungi cabaran sosioekonomi pada masa akan datang.

## **6.0 IMPLIKASI**

Hasil daripada perbincangan ini, dapat dikenal pasti bahawa orientasi keusahawanan sosial mempunyai beberapa persamaan dengan elemen orientasi keusahawanan umum. Menerusi kajian Kraus et al. (2017), skala bagi mengukur orientasi keusahawanan sosial telah dibangunkan yang meliputi dari dimensi inovasi sosial, pengambilan risiko sosial, proaktif sosial dan kesosialan berdasarkan rangka kerja orientasi keusahawanan komersil. Di samping itu, ia telah diuji dan dipercayai mampu memberi impak kepada kecenderungan keusahawanan sosial dalam diri individu untuk memulakan perniagaan sosial (Ghalwash et al., 2017). Ramai pengkaji lepas bersetuju bahawa keusahawanan sosial membawa objektif sosial melalui tindakan keusahawanan itu sendiri (Dacin et al., 2010; Kraus et al., 2014).

Model konseptual orientasi keusahawanan sosial ini membawa implikasi kepada tingkah laku individu terhadap perniagaan dan penyelesaian masalah sosial. Demikian, aplikasi orientasi keusahawanan sosial membantu dalam memahami dan mengenal pasti ciri-ciri keusahawanan sosial individu serta dapat mengkategorikan organisasi atau perniagaan dalam konteks keusahawanan sosial dengan lebih baik. Namun begitu, niat mungkin masih merupakan peramal tingkah laku yang terbaik termasuk tingkah laku keusahawanan (Ajzen, 1991; Davidsson, 1995; Krueger, 2000; Shephred & Krueger, 2002; Linan et al., 2011). Dalam aspek pendidikan, kerajaan harus menggunakan setiap universiti dan badan sukarelawan untuk menyediakan lebih banyak program latihan dan menyediakan lawatan lapangan ke pelbagai perniagaan sosial yang berjaya berhubung dengan penjana pengetahuan dan pengalaman dalam kalangan pelajar. Malah, program keusahawanan sosial mestilah lebih banyak dilakukan dalam aktiviti dunia sebenar.

Perbincangan mengenai orientasi keusahawanan sosial ini juga mempunyai implikasi kepada pembuat dasar dan pihak berkepentingan lain. Penggubal dasar boleh membezakan dengan lebih baik antara pelbagai organisasi yang akan membantu mereka untuk menyediakan lebih banyak sokongan berorientasikan kumpulan sasaran. Selain itu, para pelabur turut menerima impak dalam mencari sasaran pendanaan menerusi kesan sosial yang secara serentak menghasilkan pertumbuhan ekonomi dan pekerjaan sambil mewujudkan nilai sosial secara umum. Tambahan lagi, dasar kerajaan mengenai program keusahawanan sosial harus memberi tumpuan lebih kepada bakal graduan muda untuk memulakan idea-idea perniagaan baru ke dalam ceruk pasaran dan bukan membataskan program latihan pada firma sedia ada kerana firma-firma tersebut sudah memiliki kegiatan perniagaan yang sedang berjalan. Sokongan dan insentif yang diberikan oleh kerajaan kepada calon usahawan mampu mengorientasikan mereka dalam bidang keusahawanan sosial.

## **7.0 KESIMPULAN**

Keusahawanan sosial merupakan perniagaan yang bermatlamatkan keuntungan tetapi operasi perniagaan membolehkannya membantu menyelesaikan isu sosial mahupun alam sekitar. Keusahawanan sosial ialah evolusi daripada cabang keusahawanan umum. Selain itu, keusahawanan sosial juga berpotensi memberikan sumbangan kepada pembangunan ekonomi melalui penciptaan nilai seperti pembangunan pekerjaan, inovasi barangan dan perkhidmatan dan modal sosial. Dengan memahami ciri-ciri orientasi keusahawanan sosial melalui orientasi keusahawanan komersil secara mendalam, empat dimensi penting telah dikenal pasti iaitu inovasi sosial, pengambilan risiko sosial, proaktif sosial dan kesosialan bagi mengukur tahap keusahawanan sosial. Justeru, dapatlah pihak-pihak berwajib mengimplementasikannya dalam program dan institusi dengan menawarkan peluang dan kemudahan untuk mengorientasikan ciri-ciri keusahawanan sosial tersebut dalam diri masyarakat khususnya para pelajar. Dengan memahami konsep orientasi keusahawanan sosial ini, negara dapat menghasilkan lebih ramai generasi usahawan sosial dengan bermotifkan pembangunan sosioekonomi negara.

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## Penerapan Nilai Akhlak Dalam Pengajaran Guru Pendidikan Islam Menurut Al-Ghazali

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### ABSTRAK

*Akhlak adalah asas penting dalam Islam dan menjadi salah satu tunjang utama dalam pembinaan sahsiah diri manusia. Dalam perkembangan pendidikan abad ke 21, masalah keruntuhan akhlak semakin serius terutamanya dalam kalangan murid sekolah rendah mahupun sekolah menengah. Oleh itu, guru Pendidikan Islam sebagai medium penting untuk membina sahsiah diri murid perlu memahami dan menguasai pelbagai kaedah pengajaran dan pembelajaran yang sesuai bagi memastikan nilai akhlak diterap dengan berkesan. Ini selari dengan hasrat Pelan Pembangunan Pendidikan Malaysia 2013-2025 bagi melahirkan murid yang mempunyai pegangan agama kukuh serta penghayatan akhlak yang mendalam. Penulisan kertas konsep ini tertumpu kepada perbincangan beberapa kaedah penerapan nilai akhlak yang boleh dipraktikkan dalam pengajaran guru Pendidikan Islam di sekolah rendah menurut pandangan Al-Ghazali. Antara kaedah penerapan nilai akhlak yang diusulkan Al-Ghazali ialah melalui teladan, latihan dan pembiasaan, nasihat serta ganjaran dan hukuman.*

**KATA KUNCI:** Penerapan nilai akhlak, Pengajaran, Guru Pendidikan Islam, Al-Ghazali

### 1.0 PENDAHULUAN

Aspek akhlak adalah antara aspek yang ditekankan dalam Pendidikan Islam selain daripada aspek akidah, ibadah dan Al-Quran. Ini bertepatan dengan matlamat Pendidikan Islam itu sendiri iaitu untuk membentuk individu yang boleh berfungsi sebagai khalifah yang dapat memikul tanggungjawab dan amanah yang telah diberikan oleh Allah S.W.T (Haron Din & Sobri Salomon, 1988; Ahmad Mohd Salleh, 2008). Oleh itu, dalam konteks pendidikan di sekolah, guru sebagai pelaksana kurikulum berperanan sebagai pembentuk peribadi murid berakhlak dan beretika, berketrampilan serta berkeperibadian yang unggul.

Proses pembentukan akhlak murid pada hari ini dan masa hadapan menjadi tanggungjawab yang berat bagi para pendidik khususnya guru Pendidikan Islam. Hal ini kerana masyarakat hari ini menaruh harapan yang tinggi kepada para guru untuk mendidik dan mengembangkan seluruh potensi diri anak-anak mereka di sekolah sama ada potensi psikomotor, kognitif dan afektif malah guru juga bertanggungjawab dalam merealisasikan kehendak Falsafah Pendidikan Islam dan Falsafah Pendidikan Kebangsaan (Ab Halim Tamuri & Mohamad Khairul, 2010). Penghayatan nilai murni akan menentukan jenis manusia yang diinginkan (Mohamad Khairi & Asmawati, 2010). Ini menunjukkan guru mempunyai pengaruh yang penting untuk membentuk murid khususnya dalam membentuk keimanan, ilmu, ibadah dan penghayatan akhlak (Fathiyah Fakhruddin, 2010).

### 2.0 KONSEP AKHLAK

Perkataan akhlak daripada segi etimologi berasal daripada bahasa Arab, iaitu jamak kepada perkataan *al-khuluq* atau *al-khulq* yang membawa maksud tabiat semula jadi, budi pekerti, tingkah laku, perangai, adat, susila, kebiasaan, maruah ataupun gaya hidup individu atau kumpulan individu (al-Ghazali, 1980; Mustafa, 1996; Mohd Nasir, 2010). Akhlak daripada segi istilah pula merujuk kepada perilaku yang meresap ke dalam jiwa seseorang. Jika perbuatan yang dilakukan seseorang itu mulia dan terpuji menurut syarak, maka itulah yang dinamakan sebagai akhlak yang baik. Namun jika sebaliknya,

dinamakan sebagai akhlak yang buruk dan keji (Jalaluddin & Ab Halim, 2010; Abdul Hafiz, Zakaria Stapa & Ahmad Munawar, 2012).

Definisi akhlak menurut tokoh moralis Islam, Ibnu Miskawayh (1961) merujuk kepada suatu keadaan jiwa yang mendorong seseorang untuk melakukan sesuatu perbuatan tanpa berfikir atau merancang terlebih dahulu. Keadaan jiwa tersebut terbahagi kepada dua, iaitu yang pertama keadaan jiwa yang bersifat semulajadi yang asalnya dari tabiat diri seseorang seperti malu, marah, takut dan sebagainya. Keadaan jiwa yang kedua pula adalah situasi kejiwaan yang diperolehi dari diri seseorang berlandaskan kebiasaan dan disiplin diri (Mohd Nasir, 2010; Ahmad Mohd Salleh, 2002). Pandangan Miskawayh ini turut disokong oleh sarjana Islam yang tersohor, Imam al-Ghazali (1980) yang merumuskan akhlak sebagai *ethics of the soul* iaitu sifat yang melekat dan tertanam dalam jiwa seseorang yang menimbulkan perbuatan-perbuatan yang mudah tanpa memerlukan pemikiran ataupun pertimbangan. Ia merupakan suatu keadaan yang tetap dalam diri atau jiwa yang melahirkan perlakuan atau perilaku yang baik atau buruk tanpa perlu berfikir terlebih dahulu (Mohd Sulaiman, 1992; Zakaria Stapa, 2001; Mohd Nasir, 2010). Oleh itu, akhlak yang dimaksudkan oleh Imam al-Ghazali tidak berbentuk suatu pengetahuan mahupun kebolehan seseorang dalam melakukan sesuatu perbuatan, namun akhlak itu sesuatu yang lahir daripada jiwa yang mewujudkan tingkah laku seseorang.

Selain itu, Al-Ghazali (1991) turut menghuraikan secara lanjut berkenaan dengan akhlak terbina daripada dua perkataan yang berhubung secara langsung iaitu *al-khalqu* (kejadian) dan *al-khuluqu* (akhlak atau tingkah laku). *Al-khalqu* merujuk kepada kejadian yang memberi gambaran zahir diri manusia manakala *al-khuluqu* merujuk kepada gambaran batin. Kedua-dua perkataan ini memberi gambaran jelas akan kejadian manusia itu sendiri yang terdiri daripada dua unsur iaitu unsur jasad yang dapat dilihat dengan mata kasar manakala unsur roh atau *nafs* hanya dapat dirasai melalui mata hati (Zakaria Stapa, 2001).

Huraian yang dikemukakan di atas menunjukkan bahawa, akhlak adalah keadaan diri yang secara semulajadi akan melahirkan tingkah laku secara langsung tanpa memerlukan sebarang pemikiran mahupun penelitian. Perasaan semulajadi yang diciptakan oleh Allah dalam roh setiap manusia mengandungi unsur baik (takwa) dan unsur buruk (fasiq). Oleh itu, kecenderungan dalam memilih unsur itu terpulang kepada seseorang untuk memilihnya (Syahrul Faizaz, 2003). Perbuatan baik atau buruk merujuk kepada dimensi rohaniah dalam diri seseorang yang mendesak untuk melakukannya. Rohana Tan dan Norhasni (2014) berpendapat akhlak merupakan bahagian dalaman (kejiwaan) seseorang manakala perbuatan pula adalah bahagian luaran. Penerapan akhlak yang baik akan menimbulkan perbuatan yang baik sekaligus akan menjadikan seseorang itu anggota masyarakat yang baik dan dipandang mulia.

### **3.0 NILAI AKHLAK DALAM PENDIDIKAN ISLAM KURIKULUM STANDARD SEKOLAH RENDAH (KSSR)**

Pembinaan akhlak menjadi satu keutamaan dan matlamat yang penting dalam pendidikan di Malaysia. Akhlak mulia yang telah terbina dalam diri seseorang akan menguatkan dan mempertingkatkan rohani dan jiwanya (Zaharah Hussin, 2008). Hal ini pernah ditegaskan oleh Asmawati Suhid (2006) bahawa pendidikan itu sendiri tidak boleh dipisahkan daripada nilai-nilai akhlak dan moral. Penerapan nilai akhlak bermula dari pendidikan awal persekolahan kanak-kanak akan membantu melahirkan murid yang mempunyai budi pekerti yang baik dan mulia malah membangunkan insan yang bakal menerajui masyarakat dan negara mengikut acuan dan nilai yang baik agar tidak berlaku kepincangan dalam kehidupan. Didikan perangai yang baik perlu dipupuk dalam diri kanak-kanak lagi agar mereka dapat mengenal yang benar dan yang salah (Asmawati Suhid, 2007).

Tajul Ariffin dan Nor'Aini (2002) menjelaskan bahawa, penguasaan ilmu pengetahuan, kemahiran serta sikap yang baik tentang nilai adalah diperlukan dalam membentuk akhlak, etika dan nilai murni yang baik. Ini ditegaskan lagi oleh Asmawati Suhid, Fathiyah Fakhrudin & Lukman (2012), iaitu dengan adanya pengetahuan dan nilai agama, ia mampu memanusikan murid dan menghidupkan nilai yang disanjung dan terpuji. Oleh yang demikian, kurikulum Pendidikan Islam yang terancang dan tersusun adalah antara persiapan yang perlu diutamakan khususnya berkaitan dengan nilai akhlak.



Dalam konteks pendidikan rendah negara, Kurikulum Baru Sekolah Rendah (KBSR) dilaksanakan bermula pada tahun 1982 dan penambahbaikkan berlaku pada tahun 1993 lalu dikenali sebagai Kurikulum Bersepadu Sekolah Rendah (KBSR). Kemudiannya KBSR digantikan dengan Kurikulum Standard Sekolah Rendah (KSSR) pada tahun 2011. Kedua-dua kurikulum berkenaan ternyata mengutamakan aspek rohani dan akhlak dalam proses pengajaran dan pembelajaran secara menyeluruh. Pendidikan Islam dalam KBSR mempunyai empat bidang utama iaitu Asuhan Tilawah al-Quran, Asas Ulum Syariah, Asas Akhlak Islamiah dan Jawi. Asuhan Tilawah Al-Quran menekankan aspek mengenal, menyebut, membaca, menghafaz, memahami dan menghayati pengajaran bagi surah tertentu. Asas Ulum Syariah pula mengandungi tiga aspek iaitu Akidah, Ibadah dan Sirah Nabawiyah. Seterusnya, aspek Akidah bertujuan menanam keimanan yang kukuh dan berpegang teguh pada akidah Islam. Ibadah pula memberi tumpuan kepada aspek amali secara berterusan manakala Sirah Nabawiyah menekankan kepada contoh teladan serta iktibar yang dapat diambil untuk diamalkan. Asas Akhlak Islamiah memberi penekanan kepada pembentukan peribadi murid ke arah tingkah laku yang baik sebagai hamba Allah yang menghayati nilai akhlak yang mulia. Bidang jawi pula memberi penekanan dalam kemahiran mengenal huruf, membaca dan menulis (Mohd Yusuf, 2004).

Komponen Asas Akhlak Islamiah yang terkandung dalam Pendidikan Islam KBSR mengandungi lima kategori iaitu adab di dalam kehidupan harian, adab terhadap ibubapa dan keluarga, adab dalam kehidupan bersosial, adab menuntut ilmu dan adab dengan al-Quran (Sukatan Pelajaran Pendidikan Islam KBSR, 2002). Melihat dari sudut struktur bidang akhlak itu, pembentukan kandungannya adalah berteraskan kepada empat aspek hubungan meliputi hubungan dengan diri sendiri, hubungan dengan individu lain, hubungan dengan alam sekitar dan negara serta Rasul dan Penciptanya. Sehubungan itu, bidang adab dan akhlak Islamiah menjadi antara komponen penting dalam mencapai objektif yang ketujuh dalam Sukatan Pelajaran Pendidikan Islam KBSR iaitu untuk menghasilkan murid yang beragama Islam yang mengamalkan adab dan menghayati nilai-nilai akhlak dalam kehidupan seharian (Sukatan Pelajaran Pendidikan Islam KBSR, 2002).

Selanjutnya, dalam kurikulum Pendidikan Islam KSSR, terdapat tujuh komponen iaitu al-Quran, Hadis, Akidah, Sirah, Adab dan Jawi yang dilaksanakan secara modular mengikut keperluan murid (KSSR, 2015). Modul adab menjadi satu komponen utama dalam mencapai objektif yang kesembilan dalam Dokumen Standard Pendidikan Islam KSSR untuk melahirkan murid yang mengamalkan adab yang baik dan menghayati nilai akhlak dalam kehidupan mereka (KSSR, 2011). Setiap modul adab dan akhlak adalah berbeza mengikut tahap kesesuaian dan kefahaman murid Tahun 1 sehingga Tahun 6. Penekanan penerapan nilai akhlak dalam Pendidikan Islam sangat jelas. Hal ini dijelaskan dalam pernyataan matlamat Pendidikan Islam untuk menghasilkan insan Muslim yang berilmu, beriman, berketerampilan, beramal soleh dan berakhlak mulia berdasarkan al-Quran dan al-Sunnah seterusnya menjadi khalifah Allah yang bertaqwa di dunia dan akhirat serta secara tidak langsung menyumbang kepada ketamadunan bangsa dan negara (KSSR, 2011). Ini menunjukkan bahawa Pendidikan Islam menjadi asas dalam membangunkan modal insan yang terbaik dan yang mempunyai minda kelas pertama (Mohamad Maliki, Maimun, Mustafa Kamal, Zahiah Haris & Sarimah, 2010).

Berdasarkan huraian di atas, jelas menunjukkan bahawa nilai akhlak dalam Pendidikan Islam sekolah rendah baik dalam KBSR dan KSSR, diberi penekanan yang khusus. Ini bermaksud keseluruhan bidang dan modul yang terkandung dalam KBSR dan KSSR mendokong matlamat dan objektif Pendidikan Islam untuk membentuk dan memperkembangkan insan supaya menjadi Muslim yang beriman, berilmu, beramal soleh dan berperibadi mulia.

#### **4.0 KAEDAH PENERAPAN NILAI AKHLAK DALAM PENGAJARAN**

Dalam menghasilkan pendidikan akhlak yang berkesan dan efektif, perlulah mengambil kira pendekatan, kaedah dan teknik pengajaran yang betul untuk disampaikan kepada murid (Hasan Langgulung (1991). Kaedah pengajaran yang digunakan mestilah sesuai dengan objektif yang ingin dicapai, tajuk yang ingin diajar serta tahap perkembangan, kematangan dan kecerdasan kanak-kanak, mampu dilaksanakan oleh guru dalam peruntukan masa yang telah ditetapkan serta sesuai dengan peringkat umur kanak-kanak. (Mohd Aderi, 2015; Nur Aflaha & Mohd Aderi, 2016). Menyentuh hal

yang berkaitan dengan kaedah pengajaran, Al-Ghazali telah mengemukakan empat kaedah dalam mendidik akhlak kanak-kanak dengan memberi teladan, latihan dan pembiasaan, nasihat serta ganjaran dan hukuman.

#### **4.1 Kaedah teladan**

Al-Ghazali (1991) menekankan kaedah teladan untuk menerapkan nilai akhlak pada diri kanak-kanak. Teladan merujuk kepada contoh ikutan yang baik yang boleh diikuti. Dalam konteks kajian ini, guru memainkan peranan utama dengan memberikan contoh yang berupa tingkah laku, sifat, dan percakapan yang baik. agar berupaya membina dan membentuk akhlak murid. Menurut al-Ghazali (1991), proses pendidikan dua hala memerlukan hubungan yang erat antara guru dan murid. Sebagai guru Pendidikan Islam, keperibadian yang unggul menjadi aspek utama dalam proses pengajaran selaras dengan Falsafah Pendidikan Guru. Guru perlulah sentiasa menunjukkan peribadi serta sahsiah yang baik agar boleh diteladani oleh murid (Habibah Ramlie, 2017). Ini kerana setiap tingkah laku guru amat mudah ditiru oleh murid terutama murid sekolah rendah yang hendak mengenal erti kehidupan. Tambahan lagi, guru merupakan insan yang paling dekat dengan murid selain kedua ibu bapa di rumah.

#### **4.2 Kaedah latihan dan pembiasaan**

Selain daripada teladan, latihan dan pembiasaan adalah salah satu kaedah yang dikemukakan oleh Al-Ghazali (1980) untuk diaplikasikan oleh guru dalam menerapkan nilai akhlak. Pada peringkat pendidikan murid sekolah rendah, teknik pembiasaan merupakan teknik yang paling sesuai untuk menerapkan nilai akhlak dalam diri kanak-kanak (Nurhaniza, 2016). Dalam kajian Nurhaniza (2016), pembiasaan adalah suatu teknik pembentukan sikap dan perilaku mutlak dan bersifat automatik melalui proses pembelajaran yang berulang-ulang. Melalui kaedah pembiasaan, kanak-kanak lebih mudah dibentuk apabila sesuatu perkara itu dilakukan secara berulang kali berdasarkan rutin harian mereka. Maka dengan sendirinya akan menjadikan kanak-kanak itu terbiasa melaksanakannya tanpa disuruh mahupun dipaksa walaupun pada permulaannya agak sukar dilaksanakan (Kamarul Azmi dan Siti Fauziyani, 2007). Oleh yang demikian, hasil dari nilai-nilai yang tertanam dalam diri mereka sejak kecil akhirnya akan diaplikasikan dalam kehidupannya apabila menginjak dewasa.

Pengalaman yang diperolehi kanak-kanak melalui teknik pembiasaan secara berterusan, mampu memberikan kesan yang jelas dan mendalam untuk membentuk peribadi atau akhlak yang mulia (Al-Ghazali, 1991). Apabila kanak-kanak sudah dapat membiasakan diri dengan sesuatu nilai akhlak yang terpuji, maka pembinaan sahsiah diri yang kukuh akan dapat direalisasikan serta akhlak terpuji tersebut mampu menjadi benteng dalam diri mereka daripada melakukan perkara yang buruk dan dicela. Justeru itu, guru perlulah memberi perhatian yang menyeluruh dalam membiasakan nilai akhlak yang terpuji dalam kehidupan serta jiwa kanak-kanak agar tidak terpesong dari syiar Islam. Sebagai contoh, guru menerapkan akhlak ketika membaca doa sebelum dan sesudah makan atau minum, menaiki kenderaan dan sebagainya.

#### **4.3 Kaedah nasihat**

Kaedah seterusnya yang diutarakan oleh Al-Ghazali (1991) adalah nasihat. Kaedah nasihat adalah satu pendekatan yang sering digunakan dalam proses mendidik. Ini adalah kerana nasihat yang berkesan mampu membentuk keimanan, akhlak jiwa dan sosial masyarakat. Secara fitrahnya, manusia memerlukan nasihat dalam menjalani kehidupan yang sempurna. Menurut Nur Mashitah, Mohd Isa & Mohd Aderi (2016), nasihat mempunyai tiga unsur penting yang mampu mempengaruhi seseorang iaitu fizikal adalah kerangka yang membentuk diri, hati adalah pusat emosi dan akal sebagai penentu kepada penilaian. Melalui kaedah nasihat dapat membuka minda murid terhadap sesuatu perkara sama ada baik atau buruk, seterusnya dapat membentuk keimanan dan akhlak yang mulia (Nur Mashitah, Mohd Isa & Mohd Aderi (2016). Guru hendaklah bijak dalam memberikan nasihat dengan menggunakan bahasa yang lemah lembut dan berhemah agar dapat meresap dalam jiwa murid-murid. Contohnya, guru mengingatkan pada murid yang berumur tujuh tahun agar melaksanakan solat supaya dapat mendidik

mereka tentang pentingnya hukum solat dalam Islam.

#### 4.4 Kaedah ganjaran dan hukuman

Seterusnya, Al-Ghazali (1991) mengemukakan kaedah ganjaran dan hukuman dalam proses menerapkan nilai akhlak dalam pengajaran dan pembelajaran. Ganjaran atau *targib* merupakan suatu alat pendidikan yang diberikan sebagai imbuhan terhadap sesuatu perkara khususnya dalam aspek pencapaian murid-murid. Al-Ghazali (1991) berpendapat bahawa setiap kali anak-anak melakukan kebaikan, hendaklah mereka diberikan penghargaan samada berbentuk *hissi* atau *ma'nawi*. Dalam erti lain, murid yang menunjukkan tingkah laku akhlak yang baik, harus mendapat ganjaran dan pujian sebagai hadiah dan sokongan agar murid sentiasa menjaga kelakuan mereka. Menurut Noor Najihan Jaafar (2008), *targib* berbentuk *non material* seperti pemberian kasih sayang dan kata-kata semangat dari guru dilihat dapat merangsang murid untuk sentiasa melakukan kebaikan dan mendidik untuk berjaya manakala *targib* berbentuk *material* seperti pemberian ganjaran hadiah boleh diberikan namun tidaklah kerap, ditakuti murid akan melakukan sesuatu itu bukan kerana Allah tetapi terdorong untuk mendapatkan hadiah sahaja.

Hukuman pula merupakan kaedah pendidikan yang terakhir selepas diberikan nasihat, bimbingan serta teguran. Sungguhpun hukuman dibenarkan dalam Islam namun haruslah berperingkat-peringkat iaitu daripada hukuman yang ringan beransur-ansur ke hukuman yang berat. Contohnya, jika hukuman ringan itu tidak mendatangkan apa-apa kesan kepada murid, barulah hukuman berat boleh dikenakan sebagai peringatan kepada murid. Menurut Al-Ghazali (1980), tahap pertama diberikan kesempatan untuk kanak-kanak itu memperbaiki sendiri kesalahannya dan berjanji tidak mengulangnya lagi. Kemudian, apabila tahap pertama tidak berhasil, tahap kedua pula dilaksanakan iaitu dengan memberikan nasihat dan teguran dan peringatan. Lantaran itu, jika tahap kedua juga tidak berhasil, Al-Ghazali berpendapat bahawa guru dibenarkan untuk memberikan hukuman dengan cara yang ringan dan tidak menyakiti murid.

Daripada perbincangan di atas, sememangnya terdapat beberapa kaedah penerapan nilai akhlak yang dikemukakan oleh Al-Ghazali (1980) yang boleh aplikasikan oleh guru Pendidikan Islam dalam menerapkan nilai akhlak dalam pengajaran dan pembelajaran. Guru mestilah bijak memilih kaedah yang sesuai dan menguasai kaedah tersebut agar dapat melahirkan murid yang berakhlak mulia dan terpuji. Penggunaan pelbagai kaedah dalam menerapkan nilai akhlak juga antara strategi bagi memastikan keberkesanan proses penerapan akhlak tersebut.

#### 5.0 PERANAN GURU PENDIDIKAN ISLAM

Tugas dan peranan guru Pendidikan Islam sememangnya tugas yang sangat berat dan besar untuk membawa murid ke pangkuan agama yang sebenar. Guru Pendidikan Islam merupakan agen terpenting dalam menjadi pelaksana kepada segala aspek perancangan yang digubal oleh penggubal kurikulum pendidikan. Sehubungan itu, guru Pendidikan Islam dikenali sebagai mursyid, murabbi, mu'addib, mu'allim dan mudarris (Habibah Ramlie, 2017). Oleh itu, menjadi keutamaan bagi guru Pendidikan Islam untuk memiliki standard guru yang unggul bertepatan dengan ciri seorang Muslim yang baik dalam memikul tanggungjawab yang berat dalam menyampaikan ilmu kepada murid dan masyarakat. Terdapat beberapa aspek yang diutamakan sebagai guru Pendidikan Islam yang bertanggungjawab dalam mendidik dan membentuk peribadi murid. Seorang guru Pendidikan Islam hendaklah berakhlak dengan segala kelakuan baik yang ditetapkan oleh syarak, peribadi yang terpuji dan tabiat yang diredai oleh Allah.

Seterusnya yang kedua, guru Pendidikan Islam berperanan menyampaikan dan memberikan ilmu pengetahuan yang cukup serta latihan kerohanian yang mantap secara langsung mahupun tidak langsung. Abdul Halim El-Muhammady (1993) berpendapat bahawa guru perlu membuat persediaan asas dalam memantapkan kerohanian dan kejiwan murid melalui latihan yang seimbang di antara akal, rohani, emosi dan fizikalnya untuk meningkatkan kualiti peribadi dan akhlak murid dengan lebih baik. Tugas utama guru dalam pengajaran adalah membimbing murid untuk menguasai isi pelajaran sehingga dapat mencapai objektif yang telah ditentukan. Tanggungjawab guru bukan sekadar mengajar dan

memberikan ilmu pengetahuan, malah mendidik dalam membentuk sikap, nilai dan akhlak manusia, memberikan contoh yang boleh menjadi ikutan segala lapisan masyarakat serta menjadi agen pembaharuan (Atan Long, 1993).

Yang ketiga, dalam melaksanakan sesuatu pengajaran, guru perlu mengambil kira tahap kecenderungan dan peringkat pencapaian akal murid. Hal yang demikian ditegaskan lagi oleh Imam al-Ghazali (1939) bahawa penyampaian pelajaran adalah perlu mengambil kira kadar kefahaman serta peringkat kematangan murid berdasarkan peringkat umur dan kecerdasan otak masing-masing. Ab Halim, Khadijah Abdul Razak & Shahrin Awaluddin (2010) turut menjelaskan bahawa pengajaran guru perlulah beransur-ansur mengikut tahap kemampuan murid. Sekiranya, pengajaran itu disampaikan tanpa mengambil kira tahap kemampuan murid itu, maka boleh membawa kepada kerumitan proses pembelajaran, kebosanan dan seterusnya membawa kepada kegagalan guru untuk mencapai objektif yang telah ditetapkan.

Sehubungan itu, guru juga perlu memberi perhatian kepada prinsip pengajaran yang lain. Menurut Atan Long (1993), proses penyampaian pengajaran yang berkualiti dan berkesan memerlukan kepada beberapa prinsip pengajaran. Antaranya adalah penglibatan murid secara aktif dalam pengajaran, penggunaan kaedah yang sesuai dan pelbagai, isi pengajaran yang dikaitkan dengan pengetahuan dan pengalaman murid, pengajaran guru hendaklah dirancang, pengajaran hendaklah memberi pertimbangan kepada kepelbagaian murid, pewujudan suasana kelas yang demokratik dan penggalakan integrasi pengetahuan dalam kalangan murid.

Berdasarkan huraian di atas, dapat dirumuskan bahawa peranan guru Pendidikan Islam sangat penting sesuai dengan tujuan Pendidikan Islam untuk melahirkan murid yang berilmu, beriman, berketerampilan, beramal soleh dan berakhlak mulia berdasarkan Al-Quran dan Al-Sunnah. Guru Pendidikan Islam bukan sekadar menyampaikan ilmu tetapi juga membina peribadi murid dengan nilai akhlak yang terkandung di dalam syiar Islam.

## 6.0 KESIMPULAN

Berdasarkan kepada perbincangan di atas boleh disimpulkan bahawa penerapan nilai akhlak merupakan asas dalam membentuk sahsiah diri yang luhur. Penggunaan kaedah yang pelbagai dan sesuai untuk menerapkan nilai akhlak semasa proses pengajaran dan pembelajaran Pendidikan Islam adalah sangat diutamakan. Oleh itu, guru Pendidikan Islam bertanggungjawab untuk mendidik murid dengan ilmu bahkan membentuk murid menjadi insan yang berakhlak dan berkeperibadian unggul. Dalam pada itu, guru Pendidikan Islam perlu menunjukkan sahsiah yang baik dan menjadi contoh kepada murid kerana setiap aspek percakapan dan perbuatan guru akan menjadi ikutan kepada murid.

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## **Pengurusan Islam Sebagai Alternatif kepada Amalan Pengurusan Pengetua Cemerlang di Sekolah Menengah di Malaysia**

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### **ABSTRAK**

*Pengurusan dalam institusi sekolah merupakan satu elemen penting kerana pengurusan yang berkualiti dapat memastikan kecemerlangan sekolah dalam bidang akademik, ko-kurikulum dan sahsiah murid. Pengurusan Islam adalah landasan yang kuat dan sangat relevan kerana bersumberkan al-Quran dan as-sunnah. Oleh itu, kertas kerja ini membincangkan tentang pengurusan Islam sebagai satu alternatif kepada Pengetua Cemerlang di sekolah menengah di Malaysia. Perbincangan ini memberi tumpuan kepada konsep dan model Pengurusan Islam, peranan Pengetua Cemerlang, realiti amalan Pengurusan Islam serta usaha bagi merealisasikan amalan Pengurusan Islam di sekolah. Secara kesimpulannya, gabungan Pengetua Cemerlang dan Model Pengurusan Islam yang dianggap lebih holistik untuk dilaksanakan dalam organisasi sekolah merupakan satu alternatif dalam melaksanakan tuntutan transformasi serta menangani cabaran pendidikan alaf ke-21.*

**KATA KUNCI:** Amalan pengurusan, Pengurusan Islam, Pengetua Cemerlang.

### **1.0 PENDAHULUAN**

Dunia pengurusan organisasi pada alaf 21 yang mengalami perubahan drastik kini menjadi semakin mencabar dan kompleks (Ayob, 2005). Pengurusan yang berkualiti dan mampan adalah penting untuk memastikan sesebuah organisasi atau kumpulan dapat bekerjasama menuju matlamat dan objektif yang telah dirancang bersama. Menurut Faridah Jair dan Nurafiqah Mohd Taip (2013), pengurusan merupakan penyelarasan tenaga manusia dan sistem pelaksanaan yang bermatlamatkan pencapaian baik organisasi. Siti Arni Basir et al. (2013) menambah bahawa kerjasama secara sukarela turut menyumbang ke arah pencapaian matlamat organisasi. Lebih-lebih lagi dalam konteks pendidikan, sebuah institusi sosial yang memainkan peranan penting dalam usaha mencapai objektif dan matlamat sosial, sudah tentu aspek pengurusan menjadi lebih mustahak dan kritikal.

Terdapat persetujuan yang menyeluruh menyatakan bahawa kemajuan sesebuah sekolah adalah berfungsi secara langsung dengan pengurusan dan kepimpinan (Khasif et al., 2015; Mohamed Sulaiman et al., 2014, Tang Keow & Zainab Ali, 2014 dan Ghani et al., 2013). Hampir semua model kemajuan, keberkesanan, perubahan dan kualiti institusi atau organisasi mendapati bahawa terasnya adalah kehadiran elemen kepengetuaan dan pengurusan cemerlang (Norasmah & Kamaruzzaman, 2008 dan Adanan & Khairuneezam, 2012). Kementerian Pendidikan Malaysia telah menggariskan lapan tonggak utama yang strategik, sistematik dan sinergik dalam usaha menuju transformasi pendidikan yang berkualiti demi mencapai matlamat, dasar, misi dan hala tuju pendidikan negara (Hussein, 2014). Pengurusan adalah tonggak yang keenam iaitu berkenaan corak kepimpinan dan pengurusan di peringkat organisasi sekolah yang perlu dimantapkan.

Jika diperhatikan, cabaran bagi ketua organisasi sekolah bukan sahaja daripada segi merangka

satu bentuk pengurusan sekolah yang berkualiti tetapi memerlukan usaha yang jitu dan mantap daripada segi pelaksanaan atau amalan pengurusan yang berkesan, ditambah lagi dengan faktor daya saing sama ada di peringkat tempatan mahupun antarabangsa. Ini kerana, kecemerlangan sesebuah organisasi sekolah tidak dapat diwarisi atau diperoleh secara kebetulan (Misyati, 2011) tetapi sangat berkait rapat kepada sejauh mana kepekaan pengurus institusi tersebut melaksanakan amalan pengurusan dengan baik dan berkesan. Menurut Alimuddin (2006), laporan Jemaah Nazir Sekolah juga menyokong bahawa terdapat hubungan yang signifikan antara kecemerlangan sekolah dengan kecemerlangan pengurusan dan kepimpinan. Dalam erti kata lain, kemajuan dan kecemerlangan organisasi khususnya sekolah bergantung kepada strategi pengurusan pengetua yang cekap dan berkualiti.

Islam menyediakan umatnya dengan sebuah sistem hidup yang lengkap. Sistem pengurusan ini telah melalui fasa sejarah yang panjang bermula dengan agama Islam diperkenalkan kepada manusia sebagai pegangan dan panduan hidup di muka bumi ini (Razaleigh, 2015). Oleh itu, konsep pengurusan Islam perlu difahami sedalam-dalamnya kerana pelaksanaannya menjangkau ideologi moden dan sifatnya yang universal mencakupi keseimbangan dunia dan akhirat sehingga mampu diadaptasi dalam corak pengurusan moden sekarang.

Strategi pengurusan Islam amat penting bagi sesebuah organisasi supaya dapat beroperasi secara sistematik ke arah matlamat yang holistik iaitu *al-falah* di dunia dan di akhirat (Izzaty, Ahmad dan Zulkefli, 2015). Pengurus yang merujuk kepada al-Quran yang *syumul* pasti melaksanakan satu bentuk pengurusan istimewa dan lebih terhadap kerana adab dan akhlak digabungkan dengan keseluruhan elemen dalam organisasi dan dijadikan teras utama menuju kejayaan. Sehubungan itu, amalan Pengurusan Islam oleh Pengetua Cemerlang dapat membawa perubahan yang efektif dan memberi sumbangan besar kepada kecemerlangan sekolah yang lebih menyeluruh sifatnya (Ibrahim & Don, 2014).

## 2.0 KONSEP PENGURUSAN ISLAM

Islam sangat menitikberatkan soal pengurusan dan memandang serius perkaitannya dengan kemajuan dan kemunduran sesebuah organisasi. Teori dan praktik pengurusan juga tidak terbatas pada organisasi perniagaan semata-mata, bahkan turut diamalkan oleh ahli politik, negarawan, pentadbir awam dan swasta, suami, isteri serta kanak-kanak. Gaya dan corak pengurusan menjadi faktor penting dan menjadi skop utama yang perlu diberi penekanan. Contoh gaya pengurusan cemerlang yang paling mudah dan hampir ialah Rasulullah SAW yang telah menggunakan kemahiran pengurusan sewaktu baginda berdagang ketika itu bagi pihak bakal isterinya Siti Khadijah RA. Pengurusan Islam yang bersifat holistik ini menggabungkan aspek profesional yang bersifat Islamik dan kemanusiaan. Menurut kajian dan penulisan Sarjana Muslim akhir-akhir ini seperti Ab. Aziz (2007), Bitty Salwana (2009), Siti Arni (2010), Hasan al Banna et al. (2013) dan Razaleigh (2015), sistem pengurusan alternatif ini berkonsep sarwajagat yang meliputi kepuasan hakiki kerana mencapai keredhaan Allah di samping memperolehi kejayaan cemerlang di dunia dan kebahagiaan abadi di akhirat.

Pengurusan Islam bertitik tolak daripada Tuhan *Rabb al-'Alamin* yang jelas dinyatakan dalam surah al-Fatihah iaitu Allah sebagai pengurus dan pentadbir alam. Ketertiban perjalanan alam ini adalah jelmaan gaya pengurusanNya yang berteraskan kasih sayang (*ar-Rahman ar-Rahim*). Gaya pengurusan penyayang inilah yang mencetuskan keharmonian alam di mana wujudnya hubungkait dalam kalangan makhluk sementara manusia sebagai khalifah (pengurus alam). Di sinilah bermulanya tugas manusia iaitu sebagai pengurus manusia sebagaimana yang diisyaratkan dalam surah al-Zukhruf ayat 32:

*“Apakah mereka yang membahagi-bahagikan rahmat Tuhanmu? Kamilah yang menentukan penghidupan mereka dalam kehidupan dunia, dan Kami telah meninggikan sebahagian daripada mereka ke atas sebahagian yang lain beberapa darjat, agar sebahagian mereka dapat memanfaatkan sebahagian yang lain. Dan rahmat Tuhanmu lebih baik daripada apa yang mereka kumpulkan.”*

Pengurusan yang baik dan efisien harus memastikan tidak ada potensi yang terabai pada golongan sasaran dan tidak ada golongan yang terbiar. Maka ayat di atas jelas mengungkap hikmah



disebalik penciptaan manusia yang berbeza-beza daripada segi pangkat dan bakat iaitu untuk saling memberikan khidmat antara satu dengan lain iaitu untuk kesejahteraan manusia. Oleh yang demikian, menurut perspektif Islam, pengurusan adalah sebahagian daripada misi pengabdian kepada Pencipta dan kebaktian kepada manusia. Ia harus dapat memenuhi tuntutan dua pihak: keperluan manusia dan keredhaan Allah. Sesungguhnya kepercayaan tentang setiap tindak tanduk akan tetap dipersoalkan dan manusia bertanggungjawab melaksanakannya atas paksi tauhidik yang utuh akan membuahkan hasil yang terbaik seterusnya akan memacu perubahan yang berterusan (*continuous improvement*) dan mencapai tahap berkualiti (*Total Quality Management*).

Corak dan gaya pengurusan Islam menanamkan perasaan kehadiran Ilahi (*the presence of God*) di dalam diri seluruh ahli organisasi tanpa mengira pangkat. Kajian-kajian daripada Barat atau Timur juga mengakui bahawa pengurusan sambil lewa akan melahirkan kesan negatif terhadap organisasi (Hassan al-Banna et al., 2013 dan Liu, 2011). Justeru itu, amalan pengurusan Islam ini sudah tentu memberi sumbangan besar dan impak yang lebihberkesan. terkesan, seterusnya menjadi alternatif terbaik kepada amalan pengurusan Pengetua Cemerlang di Sekolah Menengah.

### 3.0 MODEL PENGURUSAN ISLAM

Dalam sejarah pengurusan, sarjana dan ilmuwan terdahulu telah menghasilkan beberapa teori dan model pengurusan. Hasilnya pelbagai strategi pengurusan telah diperkenalkan bagi mencapai visi dan misi sesebuah organisasi. Pada era ini, di Malaysia, pengurusan Islam sudah mula disuburkan kembali dan menjadi pilihan utama kebanyakan pengetua-pengetua cemerlang untuk mencapai visi dan misi Kementerian Pendidikan Malaysia sekaligus memenuhi tuntutan Wawasan 2020. Pengurusan Islam mendapat tempat dan dilihat lebih sesuai dalam mendepani arus perubahan dan mampu mendapatkan hasil yang menyeluruh (Al-Banna, Ab. Mumin, & Arni, 2013).

Hakikatnya, bermula dari zaman Rasulullah SAW lagi, kemudian diteruskan oleh Khulafa ar-Rasyidin sehingga ilmu pengurusan ini berkembang sedikit demi sedikit seiring dengan berkembangnya dakwah Islamiah sehingga ke era kini. Teori pengurusan Islam adalah berlandaskan dua dalil kukuh iaitu al-Quran dan as-Sunnah yang merangkumi prinsip-prinsip asas yang membentuk suatu sistem pengurusan yang lengkap. Sistem rabbani ini bersifat menyeluruh kerana meletakkan perhatian kepada pelbagai ruang dan sudut amalan pengurusan dalam organisasi sama ada bersifat lahiriah atau zahiriah (Ab Mumin, Siti Arni, & Hasan Al-Bana, 2012). Maka, pengurusan Islami ini sudah pasti merupakan yang terbaik kerana mempunyai panduan dan perancangan yang sempurna. Selain itu, turut memasukkan nilai-nilai kemasyarakatan dalam organisasi. Nilai-nilai tersebut dianggap mustahak dan sangat mempengaruhi etika pengurusan (Ahmad Ibrahim Abu Sin, 1991).

Sistem Pengurusan Islam adalah suatu sistem pengurusan berbentuk Tauhidik kerana menghubungkan falsafah kehidupan manusia dengan wahyu Allah SWT. Tentu sekali, Sistem Pengurusan Islam jauh lebih sempurna berbanding dengan sistem-sistem pengurusan yang lain kerana sistem ini bersifat syumul atau lengkap yang mencakupi aspek jasmani, rohani, akal dan kepentingan sejagat. Hal ini jauh berbeza dengan Sistem Pengurusan Konvensional yang lebih fokus kepada kejayaan material sahaja iaitu berkonsepkan impak lahiriah dan mengabaikan nilai-nilai keagamaan dan etika kemanusiaan (Mohd Yusof, 2013).

Berdasarkan kenyataan di atas, jelas menunjukkan wujud perbezaan antara pengurusan konvensional dengan falsafah dan matlamat Pengurusan Islam. Pengurusan Islam menerima konsep paradigma tauhid dengan menggandingkan urusan dunia seiring dengan urusan akhirat manakala pengurusan Konvensional hanya mementingkan dunia semata-mata dengan menerima pandangan hidup materialistik dan sekular. Hadis Nabi SAW yang bererti:

*“Bukanlah orang yang paling baik di antara kamu adalah orang yang meninggalkan kepentingan dunia untuk mengejar akhirat atau meninggalkan akhirat untuk mengejar dunia sehingga dapat memadukan keduanya. Sesungguhnya kehidupan dunia menghantarkan kamu menuju kehidupan akhirat. Jaganlah kamu menjadi beban orang lain.”*

(H.R. ‘Asakir dan Anas)

Firman Allah SWT:

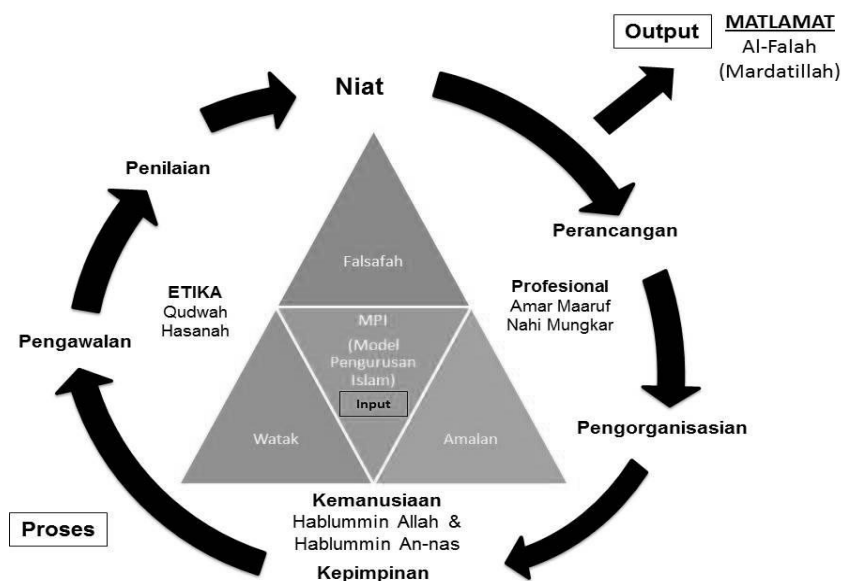
“Dan demikian pula Kami telah menjadikan kamu (umat Islam) “umat pertengahan” agar kamu menjadi saksi atas (perbuatan) manusia dan agar Rasul (Muhammad) menjadi saksi atas (perbuatan) kamu. Kami tidak menjadikan (kiblat) yang dahulu kamu (berkiblat) kepadanya, melainkan agar Kami mengetahui siapa yang mengikuti Rasul dan siapa yang berpaling ke belakang. Sesungguhnya, (peralihan kiblat) itu sangat berat, kecuali bagi orang yang telah diberi petunjuk oleh Allah. Dan Allah tidak akan mensia-siakan imanmu. Sesungguhnya Allah Maha Pengasih, lagi Maha Penyayang kepada manusia.”

(Surah al-Baqarah: 143)

Jika diperhatikan ayat al-Quran ini dengan terperinci, ia menggambarkan bahawa umat Islam berada pada kedudukan yang strategik iaitu titik tengah bagi sebuah bulatan yang mampu menyaksikan gelagat manusia lain secara menyeluruh di sekelilingnya dan sunnah Rasul pula menjadi ikutan bagi orang-orang Islam.

Sebagai perbandingan dengan model pengurusan lain, Pengurusan Jepun sebagai contoh, mementingkan konsep kerja sejak lahir hingga mati di mana mereka berlumba-lumba untuk mencapai kejayaan dan keuntungan sebanyak mungkin yang hanya bersifat sementara. Pengurusan barat pula lebih menjurus ke arah memaksimumkan produktiviti, kualiti dan keuntungan dalam mencapai kemajuan dan kejayaan. Mereka sering membincangkan tentang kualiti atau mutu kerja sehingga kualiti dijadikan sebagai cara hidup untuk menjadi negara maju. Pelbagai teori dan model konvensional wujud dan sentiasa berkembang bermula dengan teori pengurusan Frederick Taylor (1841-1925), kemudian muncul teori *Path-Goal* (Laluan Matlamat) oleh Robert J House (1971) hingga ke abad 21 ini timbul pula konsep pengurusan pengetahuan (*Knowledge Management*) yang memperkenalkan model DIKW (*Data-Information-Knowledge-Wisdom*). Kesemuanya ini masih belum lengkap dalam erti kata ia bersifat kebendaan dan keuntungan di dunia semata-mata.

Ini jelas berbeza dengan pengurusan Islam di mana ukuran mutlak kejayaan bukan pada kepuasan pelanggan tetapi keredhaan Allah (*mardatillah*). Beberapa sarjana Islam telah mengemukakan beberapa model Pengurusan Islam yang dianggap sebagai alternatif kepada pengurusan kontemporari iaitu Model Mahmaz (Sifat Mahmudah dan Mazmumah), Model NOPEN (Niat, Objektif, Proses, Natijah), Model Pengurusan Dengan Syura (PDS). Dalam artikel ini, penulis memperkenalkan satu model yang berfokus kepada prinsip asas pengurusan Islam yang membawa kesan yang lebih efektif dan berkualiti jika diamalkan di peringkat pelaksanaan. Prinsip asas ini digambarkan dalam Model Pengurusan Islam (MPI) sebagaimana Rajah 1 di bawah.



Rajah 1: Model Pengurusan Islam

\*Adaptasi Model Pengurusan Dengan Syura (Mohd Affandi, 1985), Model Niat, Objektif, Proses, Natijah (YaPEIM, 2005) dan Model Atribut Teras Kepengetuaan (National Standards for Headteachers in Wales, 2004).

Model di atas merupakan gabungan Model Atribut Teras Kepengetuaan (*National Standards for Headteachers in Wales*, 2004), Model PDS (Mohd Affandi, 1985) dan Model NOPEN oleh YaPEIM, 2005. Model Atribut Teras Kepengetuaan menjelaskan bahawa tiga elemen penting yang membawa kepada tindakan (amalan) seseorang pengetua ialah pengetahuan dan kemahiran (Kemanusiaan), kualiti dan nilai personal (Etika) serta ciri-ciri profesional. Manakala YaPEIM meletakkan niat sebagai titik tambah kepada proses pengurusan sebelum sesuatu perancangan dibuat kerana niat yang baik membawa kepada natijah yang baik. Manakala model PDS meletakkan tiga elemen utama yang perlu ditetapkan untuk mencapai matlamat iaitu pertama: penetapan falsafah pengurusan (berdasarkan kitab suci al-Quran dan Sunnah Rasulullah SAW, kedua: pengurus yang mempunyai watak dan akhlak yang tinggi dan yang ketiga: amalan pengurusan yang mempunyai jaminan dunia dan akhirat.

Gabungan model dan teori di atas membentuk satu Model Pengurusan Islam (MPI) yang bermatlamatkan *al-Falah* iaitu kejayaan hidup di dunia dan di akhirat. MPI menggambarkan sistem pengurusan Islam yang lengkap dan sistematik kerana berpandukan kepada Al-Quran dan As-Sunnah. Prinsip pengurusan yang dikemukakan nyata, proses pengurusan juga teratur iaitu bermula dengan niat yang jelas, perancangan dan pengorganisasian yang sistematik, kepimpinan yang tegas dan tolerans, pengawasan yang menyeluruh dan penilaian yang terperinci tetapi mempunyai asas yang kukuh untuk mendapat keredhaan Allah SWT dan tidak semata-mata bersandarkan kebendaan dan keduniaan sahaja.

Merujuk kepada MPI, pelaksanaan amalan pengurusan Islam oleh Pengetua Cemerlang dilihat bermula dengan ketinggian peribadi pengetua yang sentiasa ditonjolkan di sekolah. Robert (2002) menekankan bahawa peribadi mulia merupakan hati seorang ketua. Apabila ketua itu baik, maka baiklah sesebuah organisasi tersebut. Kepimpinan seseorang tidak akan terserlah sekiranya pemimpin tersebut tidak mempunyai nilai-nilai baik untuk ditonjolkan dalam mempengaruhi orang lain. Pemimpin yang dapat menyerlahkan nilai-nilai baik mudah mempengaruhi orang lain memenuhi matlamat kepimpinannya (Northouse, 2007). Suffian (2009) juga sependapat dengan mengatakan pemimpin yang baik ialah pemimpin yang mampu memberi contoh yang baik kepada orang yang dipimpin.

Perkara kedua ialah cara bekerja yang digunapakai oleh pengetua cemerlang semasa mentadbir sekolah. Dalam penulisan Shahril (2010), beliau memfokuskan kepada tindakan pengetua dalam menunjukkan jalan dan mempengaruhi warga sekolah untuk sama-sama melaksanakan misi bagi mencapai visi sekolah iaitu semata-mata untuk mencari keredhaan Allah. Ini kerana asas pertimbangan seorang pengetua adalah tanggungjawab sebagai hamba dan khalifah Allah, serta menerima kehidupan sebagai suatu ujian.

Akhir sekali selain mengabdikan diri kepada Allah SWT, pengetua cemerlang diamanahkan untuk membina dan menjaga jalinan hubungan baik dengan persekitaran dan ahli organisasi. Pengetua cemerlang mampu membentuk suasana sihat dan menyenangkan, memupuk dan memelihara kesediaan untuk bekerjasama di dalam organisasi bagi menuju pencapaian matlamat dan objektif yang satu secara bersama sehingga timbul rasa kepunyaan terhadap organisasi. Pemupukan semangat kekitaan terhadap organisasi ini boleh disemai melalui penghargaan ke atas usaha yang dilakukan dengan cara penyediaan tempat, kemudahan, kebajikan yang baik dan sesuai bagi melahirkan suasana dan budaya kerja yang kondusif.

#### **4.0 PERANAN PENGETUA CEMERLANG**

Pengetua Cemerlang merupakan suatu konsep yang diilhamkan oleh Tan Sri Dr Wan Zahid bin Wan Mohd Nordin dan diperkenalkan sejak 1995 sebagai insentif dalam menghargai atau mengiktiraf usaha dan kredibiliti pengetua. Pengetua cemerlang adalah individu terpilih dalam kalangan pengetua yang dilantik secara rasmi oleh Kementerian Pelajaran Malaysia di bawah Bahagian Pengurusan Sekolah Harian. Mereka mempunyai kepakaran, berpotensi tinggi dalam pengurusan pendidikan dan

menunjukkan mutu kecemerlangan dalam kepimpinan (KPM, 2013).

Pengetua Cemerlang adalah agen penggerak yang paling penting di sekolah sehingga menjadi wahana utama yang dibincangkan oleh kementerian dan diberi penyelesaian bersepadu daripada sudut beban tugas, pembangunan profesional berterusan, kemajuan kerjaya dan pengurusan prestasi (Kementerian Pendidikan Malaysia, 2013). Manakala Mohd Razi (2013) pula menyatakan bahawa sebagai penjawat awam, pengetua dikatakan berjaya menjalankan tugas sebagai pengurus sekolah dengan baik apabila beliau berusaha melakukan yang terbaik untuk organisasi dengan cara Islam iaitu dengan menyedari tugas dan tanggungjawab sebagai pemimpin Muslim serta menjadikan dirinya sebagai *qudwah hasanah* kepada para guru, staf dan pelajar.

Pemimpin sekolah yang cemerlang menjadi tunjang kepada pelaksanaan sistem pengurusan yang cemerlang. Di sinilah letaknya peranan dan fungsi seorang pengetua cemerlang sebagai ketua pengurusan sekolah. Menurut Razali (2006), gaya kepimpinan seorang pengetua memainkan peranan penting dalam menentukan halatuju sesebuah sekolah. Perkara ini seiring dengan pendapat Misyati (2011) bahawa penambahbaikan kualiti dan pengekalan kecemerlangan dapat dicapai menerusi kekuatan dalaman yang dimiliki oleh sesebuah sekolah. Justeru, mereka perlu sentiasa bersedia dan dinamik dalam menghadapi cabaran daripada perubahan yang berlaku. Ini sangat bersesuaian dengan maksud hadis riwayat Muslim, daripada Abu Said al-Khudri, Nabi Muhammad S.A.W. bersabda:

*“Sesungguhnya dunia adalah manis dan indah. Allah telah menjadikan kamu sebagai khalifah di dunia. Lalu Allah melihat bagaimana kamu beramal.”*

*(Kitab Shahih Muslim, Bab Aktsar Ahl al-Jannat al-Fuqara’, hadith no. 4925).*

Secara jelasnya, seorang pengetua merupakan individu penting yang boleh mencorakkan pencapaian cemerlang sekolah melalui keperibadian dan ketrampilan diri serta semangat dedikasi yang tinggi. Tan Sri Muhyiddin Yassin dalam ucapan perasmianya semasa Persidangan Kebangsaan Pengurusan Pendidikan Pengetua-Pengetua Sekolah Malaysia kali ke-50 di Subang Jaya, Selangor pada Jun 2013 menegaskan bahawa ilmu kepengetuaan yang dimiliki pengetua dapat membantu mentadbir dan mengurus pelbagai kemahiran dalam proses menuju kecemerlangan sekolah. Dapatan kajian oleh Hallinger dan Murphy (1985) terhadap sepuluh orang pengetua di California menyokong pendapat bahawa pengetua secara umumnya terlibat secara aktif dalam pengurusan sekolah. Bahkan pengetua yang profesional dalam melaksanakan tanggungjawab memimpin dan menjadikan sekolah yang dipimpinya berkesan adalah berasaskan kepada kebolehan, ketrampilan dan pengetahuan yang dimilikinya.

Sehubungan itu, pengetua cemerlang dilihat berkebolehan membawa sekolahnya ke persada pendidikan nasional dan antarabangsa yang sentiasa berubah dan mencabar. Ini kerana keupayaan pengetua membolehkan dia melihat cabaran sebagai sesuatu yang positif lantas berusaha untuk mengatur langkah-langkah untuk mengenal pasti sebarang ancaman yang wujud dan menukarkannya kepada bentuk peluang. Dengan kata lain, pengetua selaku pemimpin di sekolah mestilah tahu menggunakan kuasa yang dimiliki dengan baik (Messier, 2005, Anderson, 2006, Johnson 2006, Baldwin-Nye, 2007). Natiujahnya, Pengetua Cemerlang mampu memimpin sekolah dan perjalanannya serta peka kepada arus peredaran dan perubahan dari semasa ke semasa.

Berdasarkan perspektif Islam, duniawi dan ukhrawi tidak boleh dipisahkan, malah segala perlakuan di dunia menentukan hasil di akhirat kelak. Oleh kerana itu, soal kepemimpinan amat dititik beratkan. Perkara ini jelas dibuktikan berdasarkan hadis riwayat Bukhari dan Muslim daripada Ibnu Umar R.A. Nabi SAW bersabda yang bererti:

*“Maka kamu semua adalah pemimpin dan kamu semua akan ditanyai akan kepimpinannya.”*  
*(Hadis riwayat al-Bukhari, Kitab al-Jum’ah, hadith no. 853 dan hadis riwayat Muslim, Kitab al-Imarah, hadith no.1829).*

Menurut hadis riwayat Ibnu ‘Amru bin al ‘As pula, Rasulullah SAW bersabda yang bermaksud:

*“Sudah cukup bagi seseorang yang mendapat dosa jika ia mensia-siakan orang yang di bawah sasarannya.”*

Hadith ini merupakan peringatan kepada seorang pemimpin terhadap tanggungjawabnya kepada orang di bawah tanggungannya. Oleh yang demikian, pemimpin yang melaksanakan amalan pengurusan Islam mampu membawa organisasi ke arah kecemerlangan kerana bertindak cemerlang dalam semua tindak tanduk kepemimpinannya.

Kejayaan institusi sekolah ditentukan oleh pengurusan dan kepimpinan pengetua. Pengetua Cemerlang merupakan enjin penggerak yang menyokong dinamika sesebuah sekolah yang dipimpin. Menurut Anwar Ramah dan D. Mahmoud (2012) dalam penulisannya: *“the success of any school is mainly based on the quality of the manager’s selection of the type of appropriate leadership.”* Majoriti sarjana bersetuju bahawa kepimpinan pengetua adalah tunjang utama kepada merealisasikan hasrat dan misi pendidikan negara di peringkat pelajaran menengah (Hassan al Banna et al., 2013; Ayunni Jasni, 2013). Dengan itu, Pengetua Cemerlang yang mempunyai elemen kepimpinan Islam sudah tentu berupaya mengurus pimpinannya menuju aspirasi pendidikan berkualiti.

## **5.0 KEPENTINGAN AMALAN PENGURUSAN ISLAM**

Amalan pengurusan Islam amat menitikberatkan nilai dan etika kerja dalam sesebuah organisasi. Ia berperanan dalam membina peribadi yang berakhlak mulia dan bermoral tinggi. Bagi organisasi sekolah, nilai etika kerja adalah unsur yang sangat penting kerana setiap kakitangan sekolah perlu memiliki tingkahlaku yang sempurna sebagaimana yang dikehendaki oleh masyarakat. Abdul Majid (2013) bersetuju bahawa kecerdikan akal atau kecanggihan teknologi bukan ukuran sebenar kemajuan sesebuah organisasi tetapi penghayatan nilai murni, akhlak mulia dan etika yang baik adalah indikator yang mampu melahirkan modal insan yang seimbang.

Berdasarkan pernyataan tersebut, jelaslah bahawa nilai-nilai Islam dapat membentuk satu kawalan bagi memastikan perlakuan ahli-ahli organisasi sentiasa selaras dengan sistem nilai dan etika kerja. Natijah daripada pelaksanaan dan amalan nilai murni dalam konteks pengurusan sekolah dapat menyumbang ke arah prestasi dan kualiti perkhidmatan serta memberi kesan kepada keharmonian dan kesejahteraan warga sekolah. Perkhidmatan cemerlang, pencapaian matlamat yang maksimum dan pengurusan berkualiti merupakan matlamat utama setiap organisasi sekolah. Semua ini tidak akan tercapai tanpa wujudnya budaya kerja yang berlandaskan nilai etika kerja Islam. Oleh itu, penghayatan nilai-nilai Islam merupakan satu bimbingan ke arah pembentukan akhlak yang mulia dalam menggerakkan guru-guru untuk memberi sumbangan yang lebih berkesan dalam meningkatkan prestasi dan kecemerlangan sesebuah sekolah.

Terdapat banyak kajian terdahulu yang turut memberi penekanan kepada aspek kualiti dan mendapati natijah akhir kajian adalah meningkatkan prestasi organisasi antaranya Lokman. (2013) dan Hassan Al-Banna & Siti Arni (2011). Semasa pemerintahan Datuk Seri Abdullah Ahmad Badawi, beliau telah memperkenalkan prinsip *“Wasatiyyah”* iaitu keseimbangan dalam pengamalan yang bermatlamat untuk membangunkan Malaysia dalam acuan Islam, bukan berasaskan kemajuan Barat semata-mata. Prinsip ini jika dijalankan dengan serius dalam bidang pendidikan dengan matlamat melahirkan modal insan yang mempunyai ketinggian intelektualiti.

## **6.0 KE ARAH MEREALISASIKAN AMALAN PENGURUSAN ISLAM**

Dunia pendidikan kini kian bergelora hasil daripada pelbagai desakan, pengaruh dan fahaman baru yang tidak lagi mementingkan kebenaran dan hakikat serta fitrah hidup. Sistem Pengurusan Konvensional dilihat semakin mantap dan menjadi pilihan bukan sahaja di kalangan negara-negara maju tetapi juga negara-negara mundur yang majoritinya adalah negara Islam. Begitu juga di Malaysia, walaupun Sistem Pengurusan Islam adalah sistem pengurusan yang holistik, sistematik dan praktikal, namun masih tidak diyakini oleh pihak pengurusan tertinggi untuk menjadi dasar dan amalan dalam sesebuah organisasi kerajaan mahupun swasta. Akibatnya, dasar dan amalan hanya di peringkat minimum oleh pihak-pihak tertentu. Kekangan pelbagai penjurong merentangi pelaksanaan sistem

pengurusan ini yang akhirnya sistem pengurusan ini gagal berdaya saing.

Oleh yang demikian, penulis ingin mengembalikan zaman kegemilangan Islam dan membuktikan bahawa Pengurusan Islam adalah pengurusan yang terbaik dan paling relevan untuk diamalkan sebagai asas pembangunan masyarakat yang bertamadun dan berakhlak. Kesedaran tentang kepentingan kemurnian Islam dalam pengurusan amat ketara di seluruh dunia dalam dekad 70-an. Di Malaysia, identiti negara Islam dimurnikan dengan amalan pengurusan Islam dalam pentadbiran organisasi sehingga munculnya Sekolah-sekolah Menengah Agama, Universiti Islam, Bank Islam, Insurans Takaful Islam dan pelbagai lagi. Ini terbukti dengan pengenalan kepada Dasar Penerapan Nilai-Nilai Islam dalam Pentadbiran pada 1985 dan perlaksanaannya bermula dengan jabatan-jabatan kerajaan.

Di peringkat organisasi sekolah, pengkaji berpendapat bahawa Pengetua Cemerlang adalah insan yang paling sesuai untuk merealisasikan Pengurusan Islam secara berperingkat. Pengetua Cemerlang mampu mengamalkan pengurusan Islam dengan menerapkan budaya kerja Islam sama ada secara langsung atau tidak langsung di sekolah. Menurut Ahmad Zabidi (2006), Islam melihat sesebuah sekolah berkesan sebagai masih belum sempurna selagi tiada suasana keagamaan (*iklim diini*), khususnya jika majoriti warga sekolah sama ada pelajar, guru dan kakitangan beragama Islam. Suasana sekolah yang mencerminkan ciri keislaman yang sebenar, boleh menyediakan persekitaran harmoni dan melahirkan kasih sayang, hormat-menghormati serta pelaksanaan aktiviti pendidikan yang membawa kepada kejayaan sahsiah dan pencapaian pelajar.

Selain itu, pengetua perlu menyeru kepada kebaikan dan mencegah daripada kemungkaran serta menjadi pencetus, penggerak dan pembina tamadun Islam (Azrin, 2015). Berdasarkan pernyataan ini, jelaslah bahawa pelaksanaan amalan Pengurusan Islam dapat membentuk satu kawalan bagi memastikan perlakuan ahli-ahli organisasi sentiasa selaras dengan sistem nilai dan etika kerja. Natijah daripada pelaksanaan dan amalan nilai murni dalam konteks pengurusan sekolah dapat menyumbang ke arah prestasi dan kualiti perkhidmatan serta memberi kesan pada keharmonian dan kesejahteraan warga sekolah (Siti Arni, Bharudin dan Raja Hisyamudin, 2010). Perkhidmatan cemerlang, pencapaian matlamat yang maksimum dan pengurusan berkualiti merupakan matlamat utama setiap organisasi sekolah. Semua ini tidak akan tercapai tanpa wujudnya budaya kerja yang berlandaskan nilai etika kerja Islam. Oleh itu, penghayatan nilai-nilai Islam merupakan satu bimbingan ke arah pembentukan akhlak yang mulia dalam menggerakkan guru-guru untuk memberi sumbangan yang lebih berkesan dalam meningkatkan prestasi dan kecemerlangan sesebuah sekolah.

## 7.0 KESIMPULAN

Pengurusan hari ini menekankan pendekatan amalan pengurusan Islam yang berkualiti, menyeluruh dan strategik dapat menentukan masa depan yang cerah bagi sesebuah organisasi. Aspek tersebut dilihat dapat membimbing sesebuah organisasi untuk berdaya saing, bertahan dan berjaya dalam persekitaran yang berubah. Tuntasnya, tunjang untuk matlamat ini direalisasikan terletak pada bahu seorang Pengetua Cemerlang yang mampu mengurus secara Islamik di sekolah pimpinannya secara berterusan. Bukan hanya ilmu mentadbir yang dipertaruhkan dalam pengurusan dan pentadbiran sekolah, tetapi keterampilan dan amalan juga perlu seiring bagi mencapai pengurusan islamik yang membuahkan hasil dan meninggalkan impak yang berkesan.

Kesimpulannya, amalan pengurusan Islam merupakan satu usaha agar kelestarian sekolah seiring dengan tuntutan pihak yang berkepentingan dan membuktikan keberkesanan pendidikan alaf 21 itu sendiri. Secara tidak langsung, Malaysia menjadi hub kecemerlangan pendidikan di persada dunia.

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## **Pengetahuan Kandungan Dan Kemahiran Pedagogi Guru Dalam Kurikulum Reka Bentuk Dan Teknologi (RBT): Analisis Kajian Rintis**

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### **ABSTRAK**

*Kemahiran berfikir dijadikan satu landasan sebelum membuat sebarang tindakan dan ianya melibatkan proses intelektual yang merangkumi pembentukan konsep, mengaplikasi, menganalisis dan menilai maklumat yang diperolehi daripada pelbagai sumber. Kemahiran berfikir menjadi asas dalam proses pengajaran dan pembelajaran murid semasa menimba ilmu. Justeru itu, kemahiran berfikir menjadi agenda utama Kementerian Pendidikan Malaysia (KPM) dalam melakukan transformasi kurikulum pendidikan di samping memperkenalkan mata pelajaran Reka Bentuk dan Teknologi (RBT) dalam Kurikulum Standard Sekolah Rendah (KSSR). Kandungan kurikulumnya menjadikan murid mampu menghasilkan produk yang kreatif dan berasaskan teknologi sekali gus mata pelajaran ini memerlukan tahap kemahiran berfikir beraras tinggi. Pembentukan budaya kemahiran berfikir beraras tinggi dalam kalangan murid ini disandarkan kepada pengetahuan isi kandungan dan kemahiran pedagogi guru semasa melaksanakan proses pengajaran dan pembelajaran. Kajian dijalankan ke atas 36 orang guru mata pelajaran RBT di daerah Kinta Utara, Perak. Dapatan kajian menunjukkan tahap pengetahuan isi kandungan guru RBT berada pada tahap lemah ( $M = 2.558$ ,  $SP = 0.379$ ). Begitu juga dengan kemahiran pedagogi guru RBT juga berada pada tahap kurang mahir ( $M = 2.625$ ,  $SP = 0.450$ ) manakala penguasaan elemen kemahiran berfikir beraras tinggi dalam pengajaran dan pembelajaran RBT juga berada pada tahap lemah ( $M = 2.754$ ,  $SP = 0.444$ ). Implikasi kajian ini memberi maklumat kepada para guru untuk memantapkan pengetahuan isi kandungan dan kemahiran pedagogi dalam kurikulum RBT bagi menerapkan kemahiran berfikir semasa proses pengajaran dan pembelajaran di bilik darjah. Malahan dapatan juga boleh dijadikan landasan bagi membangunkan kaedah pembelajaran yang terbaik bagi mengamalkan budaya kemahiran berfikir dalam bilik darjah dalam kalangan murid.*

**KATA KUNCI :** Reka Bentuk Kurikulum, Pengetahuan Kandungan, Kemahiran Pedagogi, Kemahiran Berfikir, Reka Bentuk dan Teknologi (RBT)

### **1.0 PENDAHULUAN**

Pendidikan merupakan asas dalam melahirkan insan dan warga yang berketerampilan, berkemahiran dan bersedia untuk menghadapi cabaran masa depan termasuk di peringkat global. Pendidikan juga memainkan peranan penting dalam usaha kerajaan untuk menjadikan negara kita sebagai negara maju dan menjanjikan rakyat yang berpendapatan tinggi. Selaras dengan itu, Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan Kurikulum Standard Sekolah Rendah (KSSR) dengan tujuan untuk melahirkan modal insan yang kreatif, kritis, inovatif dan memiliki kemahiran berfikir beraras tinggi (Kementerian Pendidikan Malaysia, 2013a).

Kemahiran berfikir merupakan asas kepada proses pendidikan dan penekanan kemahiran berfikir telah diberi perhatian secara serius oleh KPM dan menjadi salah satu daripada enam utama ciri yang perlu ada pada setiap murid (Kementerian Pendidikan Malaysia, 2013a). Kemahiran berfikir

khususnya beraras tinggi amat diperlukan untuk diintegrasikan dan diterapkan dalam situasi semasa memahami sesuatu maklumat yang akan digunakan bagi mencetus idea yang kreatif dan kritis.

Keupayaan seseorang murid berfikir akan mempengaruhi cara pembelajaran dan keberkesanan pembelajaran seterusnya mereka berupaya untuk memindahkan kemahiran tersebut kepada situasi yang diperlukan dalam menyelesaikan masalah dalam kehidupan seharian. Menurut Philips (1997), peningkatan kefahaman dan pengukuhan pemikiran murid akan meningkat apabila galakan untuk menggunakan minda mereka diberikan.

Sejajar dengan transformasi kurikulum pendidikan yang dilakukan, mata pelajaran Reka Bentuk dan Teknologi (RBT) telah diperkenalkan bagi memastikan potensi murid secara menyeluruh, seimbang dan bersepadu serta dapat menguruskan kehidupan secara produktif dan mampu mengambil inisiatif dan merebut peluang dengan bijak dan kreatif. (Kementerian Pendidikan Malaysia, 2015). Selain itu, kemahiran asas yang diterapkan juga menyediakan peluang kepada murid sekolah rendah menjadi modal insan berkemahiran dan bersedia melanjutkan pembelajaran ke peringkat lebih tinggi (Kementerian Pendidikan Malaysia, 2016).

Sehubungan itu, perubahan di dalam sistem pendidikan di Malaysia memerlukan guru-guru RBT bersedia dan menguasai kemahiran berfikir khususnya beraras tinggi dalam proses pembelajaran murid. Guru-guru RBT perlu mempunyai domain-domain asas termasuklah ilmu pengetahuan tentang isi kandungan, kemahiran terhadap pengajaran kemahiran berfikir dan sikap yang menjurus kepada pemikiran beraras tinggi. Oleh itu, guru harus memastikan pembelajaran kemahiran berfikir beraras tinggi berlaku semasa proses pengajaran dan pembelajaran dijalankan.

## **2.0 LATAR BELAKANG MASALAH**

Kepesatan pembangunan dan kemajuan teknologi di peringkat global dijadikan asas dalam membangunkan murid yang mampu berfikir secara kreatif dan mengamalkan amalan inovatif yang akan digunakan dalam menyelesaikan pelbagai masalah. Keupayaan berfikir dengan menggunakan imaginasi diperlukan untuk mengubah dunia baharu dan mengubah perkara biasa menjadi sesuatu yang luar biasa. Menurut Edward De Bono (1976) menyatakan keperluan kemahiran berfikir bukan sekadar melibatkan penyelesaian masalah tetapi melibatkan pencarian masalah dan penerokaan peluang-peluang baharu, kemungkinan baharu serta penjanaan idea-idea baharu.

Bloom (1956) juga menjelaskan, kemahiran berfikir aras tinggi melambangkan pemikiran yang kritikal, logikal, reflektif, serta metakognitif dan pemikiran kreatif yang dirangsang apabila berdepan dengan masalah serta soalan yang bukan menjadi kebiasaan. Dengan berpegang kepada konsep kemahiran berfikir aras rendah yang dikaitkan dengan pengetahuan dan strategi kognitif sedia ada. Kemahiran berfikir aras tinggi adalah lebih canggih dan mengolah ilmu daripada kemahiran berfikir aras rendah kerana ia memerlukan seseorang murid itu memanipulasi maklumat dan idea yang mentransformasikan maksud dan implikasi maklumat serta idea asal tersebut.

Kemahiran berfikir boleh dipelajari dan dibangunkan dengan amalan yang sesuai oleh murid. Kemahiran berfikir juga bergantung kepada kemahiran seseorang individu mengendalikan potensi kecerdasan otaknya. Menurut Maimunah (2004) menjelaskan kemahiran berfikir adalah satu disiplin ilmu yang boleh dipelajari dan dapat diamalkan sehingga membentuk kebiasaan atau pengalaman. Malahan, kemahiran berfikir ini juga menunjukkan kebolehan individu menggunakan maklumat bagi pelbagai kegiatan aktif (Ainon & Abdullah, 1994).

Proses pengajaran dan pembelajaran yang dikendalikan oleh guru khususnya bagi kemahiran berfikir tidaklah semudah seperti yang diandaikan oleh pelbagai pihak. Proses pengajaran dan pembelajaran dipengaruhi oleh pelbagai faktor, antaranya aspek pengetahuan isi kandungan, kemahiran pedagogi, bahan sumber pengajaran pembelajaran yang digunakan dan persekitaran pembelajaran. Secara umumnya lebih kondusif persekitaran pembelajaran itu, lebih banyak maklumat yang dapat diproses dan dipelajari. Guru perlu bijak menggunakan pelbagai aktiviti yang boleh disesuaikan dengan semua gaya belajar murid dalam proses pengajaran dan pembelajaran khususnya pengajaran kemahiran berfikir.

Reka Bentuk dan Teknologi (RBT) ialah mata pelajaran asas pendidikan teknik dan vokasional yang diperkenalkan menggunakan reka bentuk kurikulum berasaskan projek dan menekankan proses

reka bentuk dan penggunaan pengetahuan serta kemahiran proses (Kementerian Pendidikan Malaysia, 2015). Penyelesaian kemahiran berfikir beraras tinggi dalam proses pengajaran dan pembelajaran ini melibatkan skop yang luas, kepelbagaian kaedah penyampaian dan penggunaan bahan rangsangan serta proses ini juga mencabar dalam meningkatkan motivasi dan daya pemikiran murid. Dalam konteks RBT, bermaksud murid dapat menghasilkan produk yang kreatif dan berasaskan teknologi. Keadaan ini menunjukkan mata pelajaran Reka Bentuk dan Teknologi (RBT) memerlukan tahap pemikiran yang lebih tinggi.

Setiap proses yang dijalankan ini boleh ditaksir kerana pengetahuan asas yang ada pada seseorang itu didapati sama ada dipelajari, melalui pengalaman, bacaan dan sebagainya dijadikan keperluan penting untuk merangsang murid berfikir ke aras yang lebih tinggi. Oleh itu, pemahaman guru tentang pernyataan kemahiran berfikir aras tinggi dalam kurikulum hendaklah jelas bagi membolehkan segala bentuk aktiviti pengajaran dan pembelajaran dapat dirancang dan dilaksanakan dengan berkesan di bilik darjah.

Marzano (2011) dalam Mohamad Nurul Azmi & Nurzatulshima (2016) juga menjelaskan jika seseorang ditugaskan untuk menyemai kemahiran berfikir beraras dalam proses pengajaran dan pembelajaran, maka mereka perlu memahami keseluruhan konteks kemahiran berfikir beraras tinggi yang digunakan oleh sesuatu institusi. Dalam konteks mengajar kemahiran berfikir dalam mata pelajaran di sekolah, guru perlu memiliki perkara tersebut untuk mengendalikan pengajaran dan pembelajaran dengan lebih berkesan.

Masalah utama yang dihadapi oleh guru untuk mengintegrasikan kemahiran berfikir beraras tinggi ialah ketidaksediaan mereka untuk melaksanakan agenda ini dari aspek pengetahuan dan kemahiran (Rosnani & Suhailah, 2003). Rajendran (2001) dalam kajiannya juga mendapati guru-guru kurang bersedia untuk mengajar kemahiran berfikir beraras tinggi daripada aspek ilmu pengetahuan, kemahiran pedagogi dan sikap. Begitu juga dalam kajian Ball & Garton (2005) yang menyatakan kebanyakan guru tidak tahu bagaimana untuk mengajar kemahiran kemahiran berfikir beraras tinggi kepada murid dan ada yang tidak bersedia untuk mengajar kemahiran berkenaan.

Secara umumnya, percanggahan berkaitan kesediaan guru dalam proses pengajaran dan pembelajaran kemahiran berfikir beraras tinggi dalam aspek ilmu pengetahuan dan kemahiran jelas dibincangkan. Suhaimi & Razali (2014) jelas menyatakan bahawa guru menjadi faktor kritikal dalam pengajaran kemahiran berfikir beraras tinggi kerana kesediaan murid banyak bergantung pada guru. Sehubungan dengan itu, satu pendekatan terbaik daripada guru-guru diperlukan untuk menerapkan kemahiran berfikir selain menggabung serta mengintegrasikan strategi berkaitan dalam membantu meningkatkan kemahiran berfikir murid supaya ia lebih tinggi.

### **3.0 OBJEKTIF KAJIAN**

Secara umumnya kajian rintis ini adalah untuk mengetahui tahap pengetahuan isi kandungan dan kemahiran pedagogi guru sekolah rendah terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) di sekolah rendah. Objektif kajian adalah seperti berikut:

1. Mengetahui isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi di dalam Reka Bentuk dan Teknologi (RBT) sekolah rendah.
2. Mengetahui kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi di dalam Reka Bentuk dan Teknologi (RBT) sekolah rendah.
3. Mengetahui elemen kemahiran berfikir beraras tinggi guru dalam pengajaran dan pembelajaran Reka Bentuk dan Teknologi (RBT) sekolah rendah.

### **4.0 METODOLOGI KAJIAN**

Kajian rintis yang dijalankan menggunakan kaedah penyelidikan deskriptif yang bertujuan memberi penjelasan menyeluruh dan tepat berkaitan pengetahuan isi kandungan dan kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) di sekolah rendah. Seramai 36 orang guru sekolah rendah yang mengajar mata

pelajaran Reka Bentuk dan Teknologi (RBT) daripada Zon Kinta Utara di negeri Perak terlibat dalam kajian ini. Teknik persampelan rawak mudah (*simple random sampling*) telah digunakan dalam kajian rintis ini. Keadaan ini kerana unsur dalam populasi mempunyai peluang yang sama untuk dipilih dalam sampel.

Penggunaan soal selidik bagi mengenal pasti tahap pengetahuan isi kandungan dan kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi sebagai kaedah untuk mendapatkan data kajian digunakan. Set soal selidik telah dibina oleh pengkaji sendiri serta diubahsuai daripada instrumen yang dibentuk oleh Bahagian Pendidikan Guru (2015). Soal selidik digunakan kerana ia mudah dikendalikan, lebih mudah mendapat kerjasama daripada responden, keberkesanan untuk menjawab tanpa rasa segan boleh meningkatkan kebolehpercayaan kajian.

Data-data dikumpulkan dan dianalisis menggunakan perisian *IBM Statistical Package for the Social Science (SPSS)* Versi 22. Bagi kajian rintis ini, statistik deskriptif dan statistik inferens digunakan. Statistik deskriptif digunakan untuk membuat kesimpulan keseluruhan data kajian, memberikan kefahaman tentang pelbagai data yang diperolehi, Ujian statistik yang digunakan adalah frekuensi, peratus, min dan sisihan piawai.

## 5.0 DAPATAN KAJIAN

### Tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah

Merujuk kepada Jadual 1 menunjukkan min keseluruhan bagi tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) berada pada tahap lemah iaitu ( $M = 2.558$ ,  $SP = 0.379$ ).

Pemboleh ubah	Min	SP
Pengetahuan Isi Kandungan	2.558	0.379

### Tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah

Berdasarkan Jadual 2, dapatan menunjukkan min bagi tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran Reka Bentuk dan Teknologi (RBT) secara keseluruhannya adalah kurang mahir ( $M = 2.625$ ,  $SP = 0.450$ ).

Pemboleh ubah	Min	SP
Kemahiran Pedagogi	2.625	0.450

### Tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran RBT sekolah rendah

Jadual 3 menunjukkan dapatan min keseluruhan bagi tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran Reka Bentuk dan Teknologi (RBT) secara keseluruhannya adalah lemah iaitu ( $M = 2.754$ ,  $SP = 0.444$ ). Tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran Reka Bentuk dan Teknologi (RBT) diukur berdasarkan empat elemen iaitu mengaplikasi, menganalisis, menilai dan mencipta. Elemen mengaplikasi memperoleh skor tertinggi dengan ( $M = 2.840$ ,  $SP = 0.423$ ), seterusnya elemen menganalisis dengan nilai skor ( $M = 2.791$ ,  $SP = 0.416$ ), manakala elemen mencipta dengan

nilai skor ( $M = 2.708$ ,  $SP = 0.411$ ) dan elemen menilai memperoleh skor terendah dengan skor ( $M = 2.680$ ,  $SP = 0.529$ ).

**Jadual 3 – Min dan sisihan piawai dalam elemen kemahiran berfikir beraras tinggi**

Pemboleh ubah	Min	SP
Elemen KBAT	2.754	0.444
Mengaplikasi	2.840	0.423
Menganalisis	2.791	0.416
Menilai	2.680	0.529
Mencipta	2.708	0.411

## 6.0 PERBINCANGAN

### Tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah

Berdasarkan dapatan kajian menunjukkan tahap pengetahuan isi kandungan guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT berada pada tahap lemah. Guru-guru tidak menguasai pengetahuan isi kandungan mata pelajaran RBT dan menyebabkan kesukaran untuk menerapkan kemahiran berfikir beraras tinggi dalam proses pengajaran dan pembelajaran. Guru bertanggungjawab sepenuhnya ke atas penglibatan intelektual di bilik darjah. Keadaan ini merujuk kepada *Model of Pedagogical Reasoning and Action* yang dibangunkan oleh Shulman (1987), menyatakan seseorang guru perlu bermula dengan memahami dan menguasai secara mendalam kandungan yang akan diajar bagi satu mata pelajaran.

Berdasarkan model ini, pemerolehan kefahaman baharu akan melalui proses-proses kefahaman, transformasi, pengajaran, penilaian, refleksi dan kefahaman baharu di mana guru dan murid akan memperoleh pemahaman lebih jelas berkaitan isi kandungan mata pelajaran tersebut. Shulman (1987) juga menyatakan bahawa guru bagi setiap opsyen perlu memahami dan menguasai setiap mata pelajaran yang diajarnya. Sehubungan itu, pengetahuan dan kemahiran yang mencukupi berkenaan kemahiran berfikir beraras tinggi juga perlu dititikberatkan oleh guru untuk menerapkan kemahiran berfikir aras tinggi dengan baik kepada murid.

Pernyataan tersebut menunjukkan setiap guru perlu mempunyai kefahaman tentang isi kandungan mata pelajaran bagi tujuan pengajaran. Dalam erti kata lain, guru perlu memikirkan bagaimana untuk membina jambatan antara kefahaman guru tentang isi kandungan dengan kefahaman pelajar berkenaan isi kandungan yang sama. Kajian juga mendapati pelaksanaan pengajaran guru yang dapat membangunkan kemahiran berfikir beraras tinggi murid berupaya meningkatkan pencapaian murid (Boaler & Staples, 2008; Franco, Sztajn & Ramalho, 2007).

Dalam konteks mengintegrasikan kemahiran berfikir beraras tinggi dalam setiap mata pelajaran di sekolah-sekolah Malaysia, guru-guru yang dilatih perlu memiliki perkara-perkara asas seperti ilmu pengetahuan tentang kandungan mata pelajaran, kemahiran untuk mengajar KBAT dan sikap serta persekitaran yang sesuai. Sebagai contoh di Institut Pendidikan Guru (IPG), penumpuan kepada persekitaran proses pengajaran dan pembelajaran berasaskan KBAT telah menjadi strategi utama sepanjang pengajian (Mohamad Nurul Azmi & Nurzatulshima, 2016).

Selain itu, terdapat juga kajian yang menunjukkan guru-guru mempunyai persepsi yang positif terhadap nilai dan kepentingan pengajaran berfikir (Rosnani & Suhailah, 2002; Sukiman et al., 2012). Kebanyakan guru bersedia dan sedar kepentingan kemahiran berfikir beraras tinggi dalam mewujudkan masyarakat yang mempunyai daya pemikiran beraras tinggi (Barathimalar, 2014). Kepentingan kualiti pengetahuan guru merupakan bahagian yang paling utama dalam perancangan pendidikan seterusnya kesediaan ini juga berkait rapat dengan bahan pengajaran, pengetahuan yang luas dalam pedagogi dan juga kemahiran dalam menerapkan kemahiran berfikir beraras tinggi.

### **Tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT sekolah rendah**

Dapatan kajian juga mendapati tahap kemahiran pedagogi guru terhadap penerapan kemahiran berfikir beraras tinggi bagi mata pelajaran RBT berada pada tahap kurang mahir. Guru-guru masih tidak dapat memastikan strategi dan kaedah yang sesuai digunakan dalam menerapkan kemahiran berfikir aras tinggi dalam proses pengajaran dan pembelajaran. Dapatan kajian ini juga selari dengan kajian Norzilawati et al. (2014) yang menyatakan sebahagian guru belum bersedia sepenuhnya atau masih kurang bersedia untuk melaksanakan proses pengajaran dan pembelajaran melalui integrasi kemahiran berfikir beraras tinggi. Begitu juga dengan kajian yang dijalankan oleh Sharifah, Nor Adibah, Mohd Mahzan & Aliza Ali (2012), mendapati guru tidak menguasai kemahiran dalam aspek strategi mengajar dan juga matlamat pembaharuan kurikulum yang dilakukan.

Daripada kajian yang dijalankan juga mendapati guru-guru tidak didedahkan dengan secara spesifik berkaitan strategi dan kaedah kemahiran berfikir beraras tinggi yang sesuai dan keadaan ini menyebabkan guru-guru melaksanakan pengajaran berdasarkan apa yang difahami. Situasi ini selari dengan dapatan kajian oleh Mohd Nazri Hassan et al. (2017) yang menyatakan proses pengajaran dan pembelajaran hanya bergantung pada kreativiti guru itu sendiri memikirkan berkenaan penerapan kemahiran berfikir beraras tinggi dan ada kalanya tidak memberikan sebarang kesan ke atas peningkatan penguasaan kemahiran berfikir beraras tinggi dalam kalangan murid.

Namun demikian, dapatan kajian juga menunjukkan guru-guru mata pelajaran RBT dijangka dapat melaksanakan pengajaran RBT melalui integrasi kemahiran berfikir beraras tinggi. Guru-guru RBT menyatakan kesediaan untuk meningkatkan kefahaman berkenaan penerapan kemahiran berfikir beraras tinggi dalam proses pengajaran dan pembelajaran. Keadaan ini juga selari dengan dapatan kajian yang menunjukkan wujud perhubungan antara persepsi guru terhadap pengajaran dan amalan berfikir (Sukiman, et. al., 2012). Selain itu, guru-guru mempunyai persepsi positif kepada pengajaran berfikir serta mengamalkan pengajaran kemahiran berfikir dalam bilik darjah. Pendapat ini juga disokong dengan kajian Nor Hasmaliza (2015) yang menjelaskan tahap kemahiran guru menerapkan kemahiran berfikir beraras tinggi semasa proses pengajaran berada pada tahap yang tinggi secara keseluruhannya.

Selain itu, berdasarkan dapatan kajian oleh Sukiman et al. (2012) juga menjelaskan bahawa guru-guru mempunyai kemahiran yang cukup untuk mengembangkan kemahiran berfikir dalam kalangan murid. Pemilihan kaedah dalam pengajaran kemahiran berfikir bergantung kepada beberapa faktor iaitu objektif pembelajaran, kemudahan prasarana, saiz kelas, dan taraf kebolehan murid. Pendekatan pengajaran yang paling efektif dapat diwujudkan apabila pengajaran yang disampaikan dapat diterima dengan baik, difahami dan diingati serta dapat diaplikasikan dalam kehidupan seharian murid (Morrisson, Ros, Kalman & Kemp, 2011).

### **Tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran RBT sekolah rendah**

Kajian yang dijalankan terhadap elemen kemahiran berfikir beraras tinggi merangkumi kemahiran kognitif mengaplikasi, menganalisis, menilai dan mencipta. Dapatan kajian yang dijalankan menunjukkan tahap elemen kemahiran berfikir beraras tinggi guru dalam proses pengajaran dan pembelajaran mata pelajaran RBT secara keseluruhannya masih berada dalam tahap lemah. Elemen KBAT paling tinggi yang digunakan oleh guru mata pelajaran RBT ialah elemen mengaplikasi. Seterusnya diikuti oleh tahap elemen menganalisis, elemen mencipta dan paling kurang digunakan ialah elemen menilai.

Keadaan ini menunjukkan guru-guru keupayaan guru RBT masih berlegar pada tahap elemen kemahiran berfikir beraras tinggi mengaplikasi berbanding dengan tahap elemen kemahiran berfikir beraras tinggi yang lain. Merujuk kepada Lembaga Peperiksaan, elemen mengaplikasi menerangkan keadaan menggunakan maklumat dalam situasi yang baharu (Kementerian Pendidikan Malaysia, 2013b). Secara tak langsung dapatan ini selari dengan laporan oleh Perunding *Kestrel Education* dari England dan *21<sup>st</sup> Century School* dari Amerika Syarikat pada tahun 2011 yang menyatakan bahawa

pemikiran aras tinggi dalam kalangan guru dan murid masih berada pada tahap rendah. Begitu juga dengan kajian yang dilakukan oleh Md. Yunos et al. (2010) mendapati tahap penguasaan kemahiran berfikir beraras tinggi dalam kalangan murid sekolah pada tahap yang rendah.

Daripada kajian ini juga mendapati tidak semua guru mengetahui dan memahami berkenaan aras taksonomi Bloom sebagai asas kemahiran berfikir aras tinggi (KBAT). Guru-guru masih kabur tentang penggunaan aras-aras ini dalam proses pengajaran dan pembelajaran. Seperti yang sedia maklum Taksonomi Bloom (1956) dan Taksonomi Bloom Semakan Semula (2001) menjadi kerangka utama kemahiran berfikir aras tinggi (KBAT) Kementerian Pendidikan Malaysia (Kementerian Pendidikan Malaysia, 2013b). Selain itu, Krathwohl (2002) juga menjelaskan bahawa Bloom (1956) menegaskan fungsi taksonomi kognitif melebihi daripada hanya sebagai alat pengukuran. Selain itu, penggunaannya juga boleh dijadikan alat yang berkesan untuk membantu guru dalam membina reka bentuk pengajaran dan tugas mereka (Radmehr & Alamolhodaei, 2010).

Malahan Rajendran (2008) menjelaskan penekanan kemahiran berfikir beraras tinggi ini perlu diselesaikan bukan dengan aplikasi biasa. Penekanan kemahiran berfikir beraras tinggi ini dicetus apabila seseorang individu menggunakan kemahiran-kemahiran berfikir untuk menghadapi situasi yang kompleks, baharu dan mencabar (Rajendran, 2008; Halimah, 2009; Yee et al., 2010). Menurut Miri et al. (2007), jika guru secara konsisten mempraktikkan strategi-strategi kemahiran berfikir beraras tinggi, menggalakkan aplikasi masalah kehidupan seharian, menggalakkan perbincangan kelas secara 'open-ended' dan menjalankan eksperimen berorientasikan inkuiri, maka terdapat peluang yang lebih luas untuk perkembangan keupayaan pemikiran kritikal atau pemikiran aras tinggi. Oleh itu, pengetahuan, kemahiran dan kesediaan yang mencukupi berkenaan kemahiran berfikir beraras tinggi merupakan aspek utama yang perlu dititikberatkan oleh para guru.

## 7.0 RUMUSAN

Isu membudayakan kemahiran berfikir ini tidak perlu dipertikaikan lagi malahan penyelesaian yang lebih konkrit perlu dilakukan. Hal ini kerana kemahiran berfikir merupakan asas dalam proses pembelajaran dan pembudayaan kemahiran berfikir yang berkesan semasa proses pengajaran dan pembelajaran akan mempengaruhi keupayaan murid dalam menjana idea dan menyelesaikan pelbagai masalah dalam kehidupan seharian. Guru-guru RBT perlu memantapkan pengetahuan isi kandungan dan meningkatkan kepelbagaian kemahiran pedagogi dalam membudayakan kemahiran berfikir beraras tinggi dalam proses pembelajaran kepada murid. Sehubungan itu, dapatan daripada kajian rintis ini boleh memberikan input bagi menjalankan kajian yang lebih menyeluruh dalam menyediakan strategi dan kaedah terbaik bagi meningkatkan pengetahuan isi kandungan dan kemahiran pedagogi serta dijadikan pencetus dalam membangunkan modul terhadap penerapan kemahiran berfikir beraras tinggi dalam kalangan guru mata pelajaran Reka Bentuk dan Teknologi (RBT) di sekolah rendah.

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## **Penerapan Teori Kaunseling Semasa Internship Dalam Kalangan Pelajar Master Bimbingan Dan Kaunseling**

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### **ABSTRAK**

*Perkhidmatan kaunseling yang berkesan ialah perkhidmatan yang bersandarkan kepada teori. Kefahaman dan amalan yang berlandaskan teori dapat memberi keyakinan dan hala tuju kepada kaunselor dalam menjalankan tugas dan peranannya. Teori merupakan asas yang membolehkan kaunselor berupaya memberikan sesuatu pengalaman perkhidmatan kaunseling dengan lebih terperinci. Pemahaman serta amalan teori yang tepat akan dapat membantu mengawal pemikiran dan tindakan kaunselor agar dapat membuat penerokaan dan penilaian proses kaunseling dengan lebih berkesan. Internship kaunseling merupakan medium yang sangat baik untuk mengukur tahap pengetahuan, pemahaman, dan pengaplikasian teori kaunseling semasa sesi kaunseling sedang berlangsung. Semasa mengendalikan sesi kaunseling, pelajar Master Bimbingan dan Kaunseling akan menggunakan pelbagai kemahiran asas dan lanjutan dalam kaunseling. Oleh itu, kertas cadangan ini ditulis bertujuan untuk mencadangkan satu kajian kes interpretatif untuk meneliti sejauh manakah pemilihan, pemahaman, dan pengaplikasian teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling di seting seperti sekolah, institusi pengajian tinggi awam serta jabatan-jabatan kerajaan. Tempoh internship merupakan platform terbaik untuk mengukur sejauh manakah peserta kajian mengaplikasi teori kaunseling dalam tempoh latihan sekaligus memberikan gambaran terkini tentang kemampuan mereka memilih, memahami, dan mengaplikasi teori kaunseling dalam perkhidmatan kaunseling.*

### **1.0 PENDAHULUAN**

Pengetahuan tentang teori kaunseling sangat signifikan kepada kaunselor dalam mengkonsepsualisasikan permasalahan klien (Sharf, 2000). Sekiranya kaunselor memberikan perkhidmatan tanpa berlandaskan teori, kaunselor berkenaan sedang beroperasi tanpa turutan peristiwa dan tidak bersandarkan kepada kerangka kerja yang sistematik. Keadaan ini akan menghasilkan intervensi kerja yang tidak teratur dan terlalu subjektif. Oleh itu, kaunselor memerlukan teori sebagai kerangka rujukan yang akan memandu arah sepanjang proses kaunseling. Teori dapat menjelaskan kemungkinan penyebab kepada mengapa klien bertingkah laku, berperasaan dan berfikirannya sebagaimana yang diserlahkan. Sesuatu intervensi dapat dibuat dengan menggunakan teknik- teknik yang tepat sekiranya kaunselor mempunyai pengetahuan tentang teori kaunseling yang mencukupi.

Pendekatan teori merupakan elemen paling integral dan penting di dalam sesebuah proses kaunseling yang terapeutik. Menurut Burwell-Pender, (2009) pengaplikasian teori dalam proses kaunseling merupakan langkah yang sangat penting yang merupakan prasyarat kepada sesi kaunseling yang terapeutik. Pendekatan yang digunakan oleh kaunselor akan menjamin tahap terapeutik sesuatu sesi yang dijalankan. Teori psikoterapi menyediakan satu rangka kerja yang akan memandu pemikiran, tingkah laku, dan emosi untuk membantu kaunselor untuk menganalisa perjalanan hidup klien daripada mendiagnosis dan mengenal pasti masalah klien sehinggalah ke proses intervensi dan susulan.

Seseorang kaunselor perlu menguasai pengetahuan yang mendalam terhadap teori- teori kaunseling kerana teori merupakan landasan dan asas pemikiran semasa mengendalikan sesebuah sesi kaunseling. Kefahaman terhadap teori akan membantu kaunselor untuk memahami masalah manusia dengan lebih analitis. Seterusnya kaunselor akan menyediakan pelan intervensi, sekaligus memudahkan kaunselor memilih pendekatan yang paling sesuai dengan masalah yang dihadapi klien. Namun begitu, terdapat sebahagian kaunselor lebih suka memilih jalan yang selamat dengan memilih pendekatan eklektik sebagai jalan keluar kerana kurangnya pengetahuan tentang teori- teori kaunseling. Realitinya, setiap orientasi teori kaunseling mempunyai keunikannya yang tersendiri. Walau bagaimanapun, proses

untuk menjelmakan dan merealisasikan inti pati dan konsep teori itu sendiri dalam sesi kaunseling menjadi satu cabaran yang sentiasa dihadapi oleh seseorang kaunselor.

Perkhidmatan kaunseling telah diiktiraf sebagai perkhidmatan profesional dengan termaktubnya Akta Kaunselor 1998 (Akta 580). Oleh itu, amalan kaunseling perlu dikawal selia bagi menentukan perkhidmatan yang diberikan memenuhi standard profesional yang ditentukan dan mencapai piawaian yang tinggi. Menurut Piawaian dan Kelayakan Latihan Kaunselor (2012), terdapat beberapa garis panduan yang harus dipatuhi dan diberikan perhatian bagi mencapai piawaian internship. Internship ialah pengalaman klinikal pasca praktikum yang diselia dengan tujuan untuk membolehkan pelajar menghalusi, meningkat dan memantapkan pengaplikasian pengetahuan dan kemahiran kaunseling di tempat latihan professional. Latihan internship hendaklah dilaksanakan di dalam premis di mana perkhidmatan kaunseling profesional dijalankan.

Pelajar internship ialah pelatih yang telah menyempurnakan kesemua kursus dan praktikum yang ditetapkan dalam program ijazahnya. Pelajar juga harus mendaftar dalam kursus internship. Tempat dan lokasi bagi internship hendaklah dijalankan di organisasi, institut atau klinik yang menyediakan khidmat kaunseling profesional seperti pusat perkhidmatan kaunseling di institut pengajian tinggi, hospital, sekolah, pusat komuniti, pusat pemulihan, penjara, jabatan kebajikan masyarakat, pusat diagnostik, jabatan sumber manusia, jabatan agama, badan korporat dan institusi/organisasi lain.

Menurut Othman Mohamed (2008), praktikum kaunseling memberi ruang kepada kaunselor pelatih untuk mengaplikasi serta menerap pendekatan kaunseling yang selesa diguna pakai oleh dirinya. Semasa praktikum juga, kaunselor pelatih berpeluang untuk mempraktikkan segala konseptualisasi abstrak dan pengalaman refleksi yang dilalui semasa pembelajaran kursus teori kaunseling untuk digunakan dan direalisasikan menjadi satu kenyataan dalam bentuk tindakan dan pengalaman yang konkrit semasa sesi kaunseling yang dijalankan. Othman Mohamed (2008) juga menyatakan bahawa bagi memastikan jaminan kualiti seseorang kaunselor pelatih, maka terdapat lapan fokus yang diperlukan dalam sesuatu proses penyeliaan. Semasa proses penyeliaan, seseorang penyelia harus peka untuk mengukur kompetensi kaunselor pelatih yang membabitkan hubungan terapeutik di antara kaunselor pelatih dan kliennya. Antara elemen yang perlu dikesan adalah penerapan teori kaunseling, kecekapan kemahiran asas kaunseling, konseptualisasi kes kaunseling, diagnosis kaunseling, perancangan rawatan kaunseling, kecekapan penggunaan teknik kaunseling, laporan rekod kaunseling serta kemandirian proses sejati. Ini menunjukkan bahawa penerapan teori kaunseling merupakan salah satu faktor yang sangat penting bagi menjamin kualiti kepada seseorang kaunselor pelatih yang perlu diukur tahap kompetensinya. Ini menunjukkan penerapan teori kaunseling sebagai kayu pengukur kepada kompetensi dan kelayakan seorang kaunselor pelatih.

Sebagai seorang kaunselor ataupun kaunselor pelatih, tersedia peluang untuknya untuk menerap penggunaan teori dan teknik kaunseling untuk membantu klien. Namun, usahanya untuk menerap teori kaunseling dan memilih teknik kaunseling haruslah disertakan dengan kefahaman yang mendalam tentang teori dan teknik kerana sekiranya kaunselor atau kaunselor pelatih mengaplikasi teori dan teknik yang boleh memudaratkan klien (*nonmaleficent*), maka kaunselor atau kaunselor pelatih tidak menjalankan sesi kaunseling dengan beretika. Oleh itu adalah menjadi satu kepentingan untuk mengkaji sejauh manakah kaunselor pelatih memahami, mengaplikasi dan menerap teori kaunseling semasa mereka menjalani internship yang menyediakan ruang untuk mereka melaksanakan amalan terbaik dalam perkhidmatan kaunseling.

## 2.0 TINJAUAN LITERATUR

Pemilihan, kefahaman, pengaplikasian dan penerapan teori oleh kaunselor dalam suatu proses kaunseling amat signifikan dalam memastikan keberkesanan perkhidmatan kaunseling yang diberikan. Penerapan teori kaunseling oleh kaunselor dalam hubungan membantu ini sangat mempengaruhi tahap terapeutik proses kaunseling yang berlangsung (Bruwell-Pender, 2009). Terdapat beberapa kajian lepas yang telah memfokuskan permasalahan kaunselor yang kurang menekankan aspek teori dalam pengamalan kaunseling mereka. Kajian yang telah dijalankan oleh Zakaria Mohamad, Asyraf Abd Rahman dan Wan Ibrahim Wan Ahmad (2011) menyentuh pengamalan kaunseling di Malaysia yang

kurang menekankan aspek teori kaunseling.

Pemilihan teori kaunseling merupakan langkah pertama dalam membuat keputusan membantu klien bagi seseorang kaunselor. Kajian yang dijalankan oleh Zakaria Mohamad (2010) menunjukkan bahawa terdapat hubungan yang lemah di antara pengetahuan dan kefahaman teori kaunseling dalam kalangan kaunselor di Malaysia. Malahan, terdapat juga kaunselor yang beroperasi memberikan perkhidmatan kaunseling tanpa berlandaskan teori. Selain itu, kajian ini juga menyerlahkan bahawa terdapat pelajar kaunseling yang menjalani internship kaunseling memilih dan mengaplikasikan teori kaunseling secara kaedah cuba jaya tanpa merujuk kepada model serta teknik tertentu.

Kajian pendidikan dan latihan kaunselor di Institut Pengajian Tinggi Awam Malaysia oleh Lembaga Kaunselor (Malaysia) pada tahun 2000 melaporkan bahawa latihan kaunseling di Malaysia kurang menekankan aspek teori. Kesannya, perkhidmatan kaunseling di negara ini telah menerima graduan kaunseling yang lemah pengetahuan dan penguasaan teori kaunseling.

Kajian oleh Powell dan Newgent (2011) telah membuktikan bahawa terdapat beberapa kriteria yang menjadi penyebab kepada kaunselor untuk memilih teori kaunseling yang terbaik untuk mereka. Pengkaji juga mencadangkan agar kajian berterusan dilakukan bagi menilai faktor trait dan personaliti kaunselor yang sepadan, yang mungkin boleh menjadi indikator bagi pemilihan orientasi teori kaunseling.

Satu kajian yang lebih terkini juga telah dijalankan oleh Aina Razlin Mohammad Roose, Siti Norazilah Mohd Said dan Edris Aden (2013). Pengkaji ini telah membincangkan tentang faktor-faktor yang mempengaruhi pelajar dalam proses pembuatan keputusan pemilihan teori. Kajian ini telah menghasilkan beberapa faktor yang menjadi penyebab kepada pemilihan teori dalam kalangan pelajar kaunseling di universiti awam tempatan. Model Pemilihan Teori Kaunseling yang dihasilkan melalui kajian dapat menjadi panduan kepada pemilihan teori untuk diaplikasikan dalam sesi kaunseling.

Wan Marzuki bin Wan Jaafar (2016) yang mengkaji tentang tahap efikasi swadiri kaunselor dalam kemahiran kaunseling, penggunaan teori dan teknik kaunseling, penggunaan kaedah intervensi kaunseling serta penulisan rekod kaunseling dan pelan rawatan menunjukkan trend yang sama di dalam dapatan kajian Zakaria Mohamad dan Asyraf Hj Ab. Rahman (2011), iaitu trend pemilihan teori Pemusatan Perorangan adalah yang paling tinggi.

## **2.1 OBJEKTIF KAJIAN**

Terdapat tiga objektif bagi kajian ini:

4. Mengetahui secara lebih mendalam proses pemilihan teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling,
5. Mengetahui secara lebih mendalam tahap kefahaman teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling, dan
6. Mengetahui secara lebih mendalam kebolehan mengaplikasikan teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling,

## **2.2 PERSOALAN KAJIAN**

Kajian Zakaria Mohamad, Asyraf Abd Rahman dan Wan Ibrahim Wan Ahmad (2011) yang menyentuh tentang penguasaan kaunseling di Malaysia yang kurang menekankan aspek teori kaunseling membuktikan bahawa satu kajian perlu dijalankan bagi mengukur bagaimanakah para pelajar Master Bimbingan dan Kaunseling memilih, memahami, dan mengaplikasikan teori kaunseling semasa menjalani internship kaunseling? Kajian kes interpretatif akan dijalankan bagi mengukur dengan lebih mendalam pengalaman sejauh manakah peserta kajian memilih, memahami, seterusnya mengaplikasikan teori kaunseling semasa menjalani internship.

## **2.3 KEPENTINGAN KAJIAN**

Kajian ini diharapkan akan dapat memberikan cadangan penambahbaikan kepada para pensyarah kaunseling untuk mengenal pasti dan mengatur teknik dan strategi peningkatan pedagogi

pengajaran dan pembelajaran bagi kursus Teori Kaunseling. Dapatan kajian ini juga diharapkan akan dapat membantu para pelajar Master Bimbingan dan Kaunseling untuk mengetahui dan mempelajari teknik dan strategi yang lebih berkesan untuk meningkatkan kemampuan memilih, memahami, dan mengaplikasi teori kaunseling semasa menjalani internship kaunseling. Seterusnya dapatan kajian ini diharapkan akan mampu memberikan gambaran terkini kepada Lembaga Kaunselor (Malaysia) dan Kementerian Pengajian Tinggi Malaysia tentang pemilihan, pemahaman, dan pengaplikasian teori kaunseling oleh para pelajar Master semasa menjalani internship. Melalui kajian ini juga suatu gambaran sebenar akan dapat dilihat berkaitan trend pemilihan teori kaunseling dalam kalangan pelajar Master Bimbingan dan Kaunseling semasa mereka menjalani internship.

### 3.0 METODOLOGI KAJIAN

Kajian kualitatif ini menggunakan kajian kes interpretasi bagi meneroka, memahami, menerang dan mentafsir bagaimana proses pemilihan, pemahaman, dan pengaplikasian teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling. Kajian kualitatif merupakan suatu bentuk pertanyaan sosial yang memfokuskan kepada cara interpretasi manusia dan logikal terhadap pengalaman serta persekitaran di mana mereka tinggal. Kaedah kualitatif ini juga membantu responden menjelaskan sesuatu perkara atau situasi dari sudut pandangan mereka sendiri. Selain itu, ianya bertujuan untuk mendapatkan maklumat yang lebih tepat dan menyeluruh tentang sesuatu fenomena (Kumar, 2005). Selain itu, kajian kualitatif juga digunakan kerana di dalam alam dunia sebenar, banyak perkara tidak dapat diperjelas hanya dengan merujuk kepada data numerika dalam penyelidikan kuantitatif sahaja. Terdapat kes khas yang memerlukan pemerhatian yang lebih teliti dan memerlukan data kualitatif dipungut melalui kaedah temubual atau pemerhatian secara lebih mendalam. Banyak unsur seperti emosi, motivasi dan empati yang berkaitan dengan keadaan semulajadi individu atau kumpulan tertentu adalah lebih sesuai diselidik melalui kajian kualitatif kerana unsur-unsur ini tidak dapat dihuraikan berdasarkan angka-angka dalam data kuantitatif (Chua, 2006).

Untuk memahami fenomena yang dikaji, penyelidik akan mengkaji konteks dan pelbagai sumber data termasuk nota yang dicatat semasa pemerhatian di lapangan, dokumentasi peserta kajian terpilih, dan hasil temu bual dengan peserta kajian terpilih. Penyelidik akan memberikan tumpuan kepada satu persoalan kajian: Bagaimanakah para pelajar Master Bimbingan dan Kaunseling memilih, memahami, mengaplikasi dan menerap teori kaunseling semasa menjalani internship kaunseling?

Dalam kajian ini pengkaji akan menggunakan temu bual separa berstruktur iaitu soalan yang dikemukakan semasa temubual disusun dan dijadualkan tetapi peserta kajian diberikan kelonggaran semasa memberikan jawapan. Pengkaji akan membuat temubual selama dua jam bersama peserta kajian dan akan merujuk kepada peserta kajian semula untuk menyemak ketepatan maklumat kajian yang telah diproses oleh pengkaji. Pengkaji juga akan membuat pemerhatiannya secara terus dengan melihat kepada sesi kaunseling yang dijalankan oleh peserta kajian. Pengkaji akan membuat pemerhatian terhadap sesi kaunseling yang dijalankan oleh peserta kajian dengan kliennya. Semasa proses pemerhatian dilakukan pengkaji akan melihat dengan teliti sejauh manakah peserta kajian menerap teori kaunseling semasa sesi kaunseling. Pengkaji juga akan membuat analisa dokumen untuk memastikan kesahan data yang diperolehi. Setiap kali sesi kaunseling dijalankan oleh seseorang kaunselor, mereka haruslah membuat laporan terhadap sesi kaunseling yang telah dijalankan. Oleh itu, dokumen yang akan dianalisa oleh pengkaji adalah laporan sesi kaunseling yang dihasilkan oleh peserta kajian setelah menjalankan sesi kaunseling. Nama klien serta butir-butir demografik diri klien akan dikaburkan demi menjaga etika kerahsiaan di antara peserta kajian dan kliennya.

Ujian kebolehpercayaan dan kesahan dilaksanakan untuk memastikan data sesuatu kajian boleh dipercayai dan sah mengikut penyelidikan saintifik. Kaedah kesahan yang pertama digunakan oleh pengkaji adalah melalui komitmen jangka masa panjang berpandukan pemerhatian yang komprehensif terhadap peserta kajian sepanjang kajian dilakukan. Hubungan *rapport* di antara pengkaji dan peserta kajian juga memainkan peranan penting di mana pengkaji telah mengenali peserta kajian dan nilai percaya mempercayai serta kerjasama telah terbina dengan utuh di antara mereka serta mempermudah proses untuk mendapatkan informasi dan maklumat yang tulen, sah dan berintegriti serta terhindar daripada bias. Kedudukan pengkaji adalah sebagai pelajar dan bukanlah sebagai pakar

kerana pengkaji ingin mengetahui sebanyak mungkin maklumat untuk menjawab persoalan kajian.

Kaedah kesahan yang kedua adalah kaedah triangulasi. Triangulasi merupakan salah satu kaedah yang boleh meningkatkan kebolehpercayaan sesuatu penyelidikan kualitatif (Merriam, 1998). Kaedah triangulasi yang digunakan oleh pengkaji adalah triangulasi data iaitu untuk mengesahkan maklumat temu bual adalah melalui kaedah pemerhatian dan analisa dokumen. Kaedah kesahan yang ketiga digunakan oleh pengkaji adalah melalui semakan verbatim dan interpretasi data oleh peserta kajian secara telus (*member check*).

Bagi memantapkan kreadibiliti dapatan kajian, pengkaji menggunakan teknik jejak audit (*audit trail*). Merriam 2009 menyatakan bahawa jejak audit di dalam kajian kualitatif menerangkan dengan lengkap bagaimana data dipungut, bagaimana kategori dihasilkan serta bagaimanakah keputusan dibuat bagi setiap proses menganalisa data. Pengkaji menyediakan jurnal, memo atau buku log yang mengandungi refleksi, persoalan-persoalan yang muncul di sepanjang proses mengumpul data serta tindakan-tindakan yang dilakukan bagi menjawab persoalan-persoalan yang berlaku semasa mengumpul data. Jejak audit merupakan penerangan yang lengkap dan menyeluruh tentang bagaimana kajian telah dijalankan serta bagaimanakah analisa data dibuat. Oleh itu, di dalam kajian ini, pemeriksaan laporan dan semua dokumen yang terlibat akan diselidik oleh seorang pembaca bagi mengesahkan aktiviti pengumpulan data yang dilaksanakan oleh pengkaji.

### **3.1 Peserta Kajian**

Peserta kajian merupakan lapan orang kaunselor pelatih yang terpilih iaitu para pelajar Master Bimbingan dan Kaunseling yang mengikuti kursus CPE5802 Kaunseling Internship. Dalam kajian ini, lokasi kajian yang pengkaji pilih adalah di sekolah, institusi pengajian tinggi awam, institusi pengajian tinggi swasta dan jabatan kerajaan. Kajian ini akan dijalankan di sekolah, institusi pengajian tinggi awam, institusi pengajian tinggi swasta dan jabatan kerajaan yang berada di sekitar Lembah Kelang di mana para pelajar Master Bimbingan dan Kaunseling menjalani internship mereka. Pengkaji juga akan memastikan lokasi dan tempat kajian yang dipilih dapat menjawab objektif dan persoalan kajian.

### **3.2 Instrumentasi**

(1) Borang Maklumat Demografi: Peserta kajian akan diminta untuk menyatakan maklumat demografi berkaitan umur, jantina dan kaum bagi memudahkan proses pengumpulan data peserta kajian agar maklumat peserta kajian dapat dianalisa dengan lebih teliti

(2) Penyelidik: Dalam kajian kualitatif, penyelidik merupakan instrumentasi utama untuk pengumpulan data dan analisis data. Objektif utama penyelidikan kualitatif adalah untuk menjana pemahaman dan menghasilkan penerangan yang mendalam kepada fenomena yang dikaji. Maka, penyelidik dijangka akan: (a) mengutip data melalui komunikasi secara lisan dan bukan lisan bersama peserta kajian, (b) memproses maklumat yang diperolehi daripada peserta kajian dengan segera bagi menjelaskan dan merumuskan dokumentasi yang dikumpul, (c) memeriksa maklumat bersama peserta kajian berkaitan ketepatan tafsiran dan (d) meneroka jawapan yang luar biasa atau tidak normal hasil daripada dapatan kajian sepanjang kajian ini berlangsung.

## **4.0 ANALISIS DATA**

Salah satu kaedah yang digunakan untuk menganalisis data adalah melalui kaedah (*constant comparative method*) iaitu apabila satu tema atau dimensi dibentuk, pengkaji membuat perbandingan antara tema daripada transkripsi temu bual yang dibuat dalam kalangan peserta kajian. Apabila pengkaji berjumpa tema yang serupa, pengkaji telah mengelompokkannya di bawah satu tema yang sama. Pengkaji cuba untuk membina tema secara berterusan sehingga data menjadi tepu dan tiada maklumat baru yang boleh dimasukkan ke dalam kategori tema (Conrad, 1978). Data daripada kajian ini akan dianalisis dengan menggunakan perisian NVivo 10 untuk mengimport dan menganalisis data media sosial, fail audio, gambar digital, dokumen, data bibliografi, dan dokumen teks biasa. Perisian ini dibina bagi memudahkan kajian berbentuk kualitatif untuk: (a) menguruskan maklumat yang tidak berstruktur; (b) mengkodkan teks bagi memanipulasi, mencari, dan melaporkan tentang teks yang berkod; (c) menjalankan analisis sebenar data dengan menyediakan peralatan untuk membantu penyelidik

memeriksa hubungan dalam data; dan (d) membangunkan teori dan menguji hipotesis. Pengkaji akan menggunakan kaedah Analisis Tema. Analisis Tema adalah cara mengidentifikasi menganalisa dan membina paten daripada tema-tema terpola dalam suatu fenomena. Tema-tema ini dapat diidentifikasi dan dikodkan secara induktif daripada data mentah seperti transkrip temubual, rakaman video dan sebagainya, serta diidentifikasi secara deduktif ataupun daripada kajian terdahulu. proses ini akan melibatkan beberapa langkah seperti transkripsi data lisan, membuat koding, membina tema, analisa tema dan menghasikan laporan akhir.

## 5.0 KESIMPULAN

Teori Kaunseling merupakan panduan yang memandu seseorang kaunselor untuk mengenal pasti masalah klien sehinggalah membina pelan intervensi yang dapat mengurus masalah klien berpandukan teknik-teknik kaunseling yang terkandung di dalam teori kaunseling tersebut. Adalah menjadi satu keperluan untuk mengukur tahap kefahaman teori kaunseling dalam kalangan kaunselor pelatih serta sejauh manakah kaunselor pelatih mengaplikasi penggunaan teori semasa sesi kaunseling dijalankan agar satu gambaran yang mendalam dapat dihasilkan melalui kajian kes ini. Diharapkan hasil kajian ini juga akan memberikan input kepada usaha untuk menambah nilai amalan terbaik perkhidmatan bimbingan kaunseling di Malaysia.

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## Strategi Pembudayaan Aktiviti Keusahawanan Sosial di Kalangan Pelajar Sekolah Menengah

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### ABSTRAK

*Pendidikan keusahawanan sosial pada hari ini sangat penting untuk diambil perhatian oleh setiap pihak khususnya Kementerian Pendidikan Malaysia, pihak Kementerian Pendidikan perlu mengambil langkah awal untuk memupuk pelajar dengan memberi peluang dan potensi kepada pelajar sekolah menengah untuk menjadi seorang usahawan. Rentetan itu, aktiviti keusahawanan sosial dapat memupuk kesedaran sosial dengan menjadikan Malaysia ke arah menjadi negara maju dan boleh mengurangkan statistik pengangguran yang berlaku di Malaysia. Kementerian Pendidikan Malaysia telah memperkenalkan komponen keusahawanan dalam subjek Kemahiran Hidup Bersepadu di Sekolah Menengah Rendah. Hal ini kerana keusahawanan merupakan bidang kerjaya yang sangat penting di negara ini. Kerajaan bermatlamat menjadikan bidang keusahawanan sosial terutamanya sektor industri kecil dan sederhana sebagai penyumbang utama peluang pekerjaan baru, dan seterusnya membantu perkembangan ekonomi negara. Namun begitu elemen Keusahawanan Sosial masih kurang jelas dinyatakan di peringkat sekolah menengah dan ramai pelajar masih tersalah anggap tentang konsep keusahawanan sosial pada hari ini. Oleh itu, kertas konsep ini bertujuan untuk membincangkan tentang strategi pembudayaan keusahawanan sosial dalam kalangan pelajar sekolah menengah.*

**KATA KUNCI** : Aktiviti keusahawanan sosial, strategi pembudayaan, usahawan sosial, pelajar sekolah menengah.

### 1.0 PENGENALAN

Keusahawanan merupakan satu perkataan yang biasa didengari. Namun demikian, keusahawanan sosial adalah satu terma yang jarang diperkatakan dan difahami. Keusahawanan sosial secara amnya melibatkan seorang usahawan yang inovatif dalam menyelesaikan masalah sosial secara lebih kreatif. Usahawan yang terlibat dengan keusahawanan sosial suka mencari peluang yang digunakan oleh orang lain dan menggunakan prinsip-prinsip keusahawanan yang ada dalam diri mereka untuk membangun dan menguruskan perniagaan dengan tujuan untuk mencapai matlamat sosial. Matlamat sosial yang ingin dicapai oleh golongan ini adalah kesejahteraan masyarakat dari segi sosial dan ekonomi. Mereka tidak hanya mengharapkan kerajaan untuk menyelesaikan sesuatu masalah tetapi mereka cuba untuk mencari idea kreatif untuk menyelesaikannya dan juga menyebarkan idea tersebut untuk diikuti oleh pihak yang lain. Keunikan golongan ini adalah mereka memahami isu sosial yang sedang dihadapi dan seterusnya mencari formula untuk menyelesaikan isu tersebut dengan cara yang lebih inovatif.

Dalam konteks ini, perkara yang paling utama adalah usahawan sosial merupakan seorang yang memiliki minat yang tinggi dalam isu yang ingin diselesaikan. Selain itu usahawan sosial juga perlu bijak merancang strategi seperti mendapatkan bantuan kewangan, dana, tenaga serta sokongan daripada pihak-pihak tertentu untuk mencapai matlamat. Jika dilihat kebanyakan perniagaan diseluruh dunia lebih tertumpu kepada menghasilkan produk atau perkhidmatan demi menjana keuntungan. Namun begitu, kebanyakan syarikat-syarikat besar sama ada di Malaysia atau di luar negara sudah mula berfokus kepada sumbangan mereka kepada masyarakat dari segi sumbangan sosial, ekonomi, pendidikan dan sebagainya. Memandangkan isu sosial merupakan satu isu yang sangat kompleks dan tidak mampu untuk ditangani secara menyeluruh, maka konsep keusahawanan sosial yang diperkenalkan dan dijalankan oleh usahawan sosial perlu bersifat inovatif dalam menyelesaikannya. Melalui definisi dan konsep keusahawanan sosial yang pelbagai daripada ramai ilmunan dan pengkaji, keusahawanan sosial dilihat sebagai satu konsep yang mempunyai hubungan antara inovasi,

keusahawanan dan penciptaan nilai dalam usaha mewujudkan transformasi perkhidmatan yang dilaksanakan. Peranan seorang usahawan yang membawa ciptaan baru dan perubahan ke dalam pasaran. Oleh itu, inovasi dan keusahawanan adalah dua konsep yang berkait rapat (Nur Sa'adah & Khairul Akmaliah, 2013).

Menurut Nur Sa'adah dan Khairul Akmaliah (2013) keusahawanan sosial wujud pada kontinum berdasarkan kepada tahap inovasi sosial, dimana sekiranya tahap inovasi sosial itu lebih tinggi maka semakin tinggi keusahawanan sosial itu dijalankan didalam organisasi. Pada masa yang sama masyarakat merupakan yang terlibat secara aktif dalam mencipta nilai kongsi dengan organisasi, yang akhirnya memberi kesan kepada pembangunan dan kesejahteraan masyarakat. Nilai-nilai yang dikongsi bersama masyarakat dan organisasi adalah penting dalam menyampaikan perkhidmatan transformatif. Kerajaan juga dalam usaha untuk memberi pengiktirafan yang lebih baik kepada sektor perusahaan sosial yang dikira masih baru di pasaran Malaysia. Antara inisiatif yang dijalankan oleh kerajaan dengan kerjasama Pusat Inovasi dan Kreativiti Global Malaysia (MAGIC) ialah memberi pensijilan keusahawanan sosial dan memberi insentif pemerolehan sosial yang mana program tersebut akan menyediakan manfaat dan insentif serta penghormatan untuk usahawan sosial.

Demi mencapai hasrat kerajaan yang mensasarkan kewujudan 1000 usahawan sosial di Malaysia menjelang tahun 2018 (MaGIC 2015), program memperkenalkan dan membudayakan keusahawanan sosial perlu diterapkan kepada semua peringkat termasuklah di peringkat sekolah. Hal ini, dilihat perlu bagi memberi pemahaman dan kesedaran kepada pelajar-pelajar terutamanya di peringkat sekolah menengah mengenai kepentingan keusahawanan sosial, seterusnya menyediakan program-program di sekolah dalam usaha membudayakan keusahawanan sosial di peringkat sekolah menengah.

## **2.0 PERNYATAAN MASALAH**

Pelbagai pihak pada hari ini telah sedar akan kepentingan keusahawanan sosial kepada negara. Kementerian Pendidikan Malaysia khususnya, antara pihak yang berusaha untuk membudayakan keusahawanan sosial dalam kalangan pelajar pada peringkat sekolah. Budaya keusahawanan mula disemai seawal sekolah rendah dengan memperkenalkan unsur-unsur keusahawanan dalam mata pelajaran Matematik. Pembudayaan keusahawanan terus diterapkan di sekolah menengah rendah melalui mata pelajaran Kemahiran Hidup Bersepadu bermula tahun 1991. Usaha membudayakan keusahawanan diteruskan di peringkat sekolah menengah atas apabila pelajar diberi peluang untuk memilih mengikuti Pendidikan Perdagangan dan Keusahawanan melalui mata pelajaran elektif Vokasional dan Teknologi. Namun begitu, pendedahan dan aktiviti berkaitan keusahawanan sosial kurang dititikberatkan.

Matlamat pendidikan keusahawanan sekolah ialah untuk membentuk pelajar sebagai pencipta pekerjaan yang berpotensi dan bukan sebagai pencari kerja. Keputusan untuk menubuhkan sesuatu perniagaan adalah berasaskan pemahaman seseorang terhadap aktiviti keusahawanan. Bekerja sendiri dan memiliki perniagaan adalah satu opsyen yang realistik untuk pelajar yang mempunyai kemahiran vokasional dan teknikal (Kent, 1990). Malangnya, kebanyakan orang tidak melihat keusahawanan sebagai satu alternatif kerjaya yang wajar diceburi (Radin Siti Aishah 2017). Oleh yang demikian, adalah penting untuk membentuk sikap yang positif terhadap keusahawanan. Menurut Kadir et al, (2017) pengalaman, potensi, ciri keusahawanan, sikap, hobi, persepsi keusahawanan sendiri dan idea perniagaan adalah pengaruh yang kuat terhadap aspirasi keusahawanan.

Tumpuan pendidikan keusahawanan jelas kelihatan pada komponen teras Perdagangan dan Keusahawanan yang diperuntukan sebanyak 25% daripada waktu pengajaran Kemahiran Hidup Bersepadu. Komponen perdagangan dan keusahawanan ini diperkenalkan dengan objektif untuk membolehkan pelajar menjalankan kerja sendiri, menyelenggara dan membaik pulih sekali gus menyedari potensi ke arah menjadi usahawan. Walau bagaimanapun, input penting bagi menjadikan keusahawanan sosial sebagai pendekatan pembangunan sosial di sekolah ialah pelajar yang komited kepada kerja sosial dan kebajikan. Ini kerana tidak semua individu mampu menjadi usahawan sosial. Sifat usahawan sosial masih selari dengan sifat usahawan perniagaan yang biasa (konvensional). Gerak keusahawanan sosial memerlukan pengasas atau usahawan sosial yang memiliki keberanian dan

sanggup menanggung sejumlah risiko yang diperhitungkan untuk melakukan sesuatu yang tidak diminati kebanyakan orang, atau tidak memberi sebarang keuntungan kepada diri mereka. Kejayaan dasar pendidikan keusahawanan dan keusahawanan sosial yang diperkenalkan di sekolah menengah sangat bergantung kepada pelaksanaan sesuatu rancangan pendidikan. Umpamanya program pendidikan keusahawanan ini akan dianggap berjaya sekiranya pelajar dapat mengubah sikap, mempunyai tahap ciri-ciri keusahawanan yang tinggi serta mempunyai aspirasi yang positif terhadap keusahawanan dan mempunyai kesedaran sosial yang baik.

### **3.0 KONSEP KEUSAHAWANAN SOSIAL**

Keusahawanan merupakan satu perkataan yang sering kali didengari dan dikaitkan dengan dunia perniagaan. Menurut Johnson (1990), keusahawanan merupakan satu proses penerokaan idea di mana idea tersebut diubah kepada produk atau servis dan berusaha membawa produk atau servis tersebut ke pasaran. Keusahawanan juga bermaksud proses penghasilan barangan baharu daripada sumber bahan mentah baharu, kaedah pengeluaran dan membentuk organisasi baharu (Schumpeter 1934). Sementara Ab. Aziz Yusof & Zakaria Yusof (2004) juga berpendapat bahawa keusahawanan merupakan proses pembangunan yang didorong oleh keinginan dalaman yang berlaku secara dirancang atau tidak dirancang. Manakala usahawan pula merupakan seorang yang berkelakuan inovasi dalam perniagaan atau masyarakat di mana mereka dapat mengenal dan merebut peluang, menukar peluang kepada idea yang boleh dipasarkan, menambah nilai melalui masa, usaha, wang atau kemahiran, mengambil risiko daripada persaingan di pasaran untuk melaksanakan idea ini dan menerima ganjaran daripada usaha yang dijalankan (Howard Frederick 2013). Namun begitu definisi usahawan adalah satu tugas yang rumit, kerana menurut Norasmah (2013), sehingga kini belum ada definisi yang khusus dan profil usahawan yang dipersetujui umum.

Aktiviti keusahawanan yang dijalankan oleh usahawan selalunya bertujuan untuk menjana keuntungan dan memberi pulangan kepada pengusaha, namun sebaliknya jika usahawan tersebut menjalankan aktiviti keusahawanan sosial. Menurut Nur Sa'adah dan Khairul Akmaliah (2013), keusahawanan sosial sebagai penggunaan kaedah perniagaan yang inovatif untuk menyelesaikan masalah sosial. Sementara Susana et al, (2015) mengatakan keusahawanan sosial adalah satu cara untuk menyediakan jawapan kepada masalah sosial berdasarkan mencari penyelesaian inovatif bagi masalah sosial yang terkenal kompleks dan bertujuan untuk memberi mereka jawapan yang mampan. Objektif utama kegiatan keusahawanan sosial adalah untuk pembangunan sosio-ekonomi masyarakat. Melalui kegiatan ini, ia dapat meningkatkan taraf hidup masyarakat secara amnya. Di Malaysia, kegiatan keusahawanan sosial semakin mendapat tempat dan menggalakkan, Dalam usaha meningkatkan taraf hidup dan sosio-ekonomi rakyat, Perdana Menteri Malaysia YAB Dato' Seri Mohd Najib bin Abdul Razak bersama bekas Presiden Amerika Syarikat, Barack Obama telah melancarkan penubuhan Pusat Inovasi dan Kreativiti Global Malaysia (MaCIG) pada 27 April 2014. Sebagai sebahagian daripada pelancaran itu, MaGIC telah menandatangani memorandum persefahaman dengan Universiti Stanford dan UP Global untuk memupuk dan membangunkan permulaan ekosistem di Malaysia dan seterusnya di peringkat yang lebih tinggi. Unit Keusahawanan Sosial di bawah Pusat Inovasi dan Kreativiti Global Malaysia (MaGIC) telah pun diwujudkan. Ini adalah satu tindakan yang dapat menyokong keusahawanan sosial dan menjadi pusat rujukan setempat untuk usahawan sosial memberi inspirasi kepada generasi muda supaya menjadi masyarakat yang aktif, selain meluaskan capaian usahawan sosial sedia ada termasuk menyediakan kemudahan pembiayaan dan kemahiran dalam melahirkan usahawan muda dalam sektor keusahawanan.

Ciri-ciri usahawan sosial adalah seorang yang lebih berdaya saing dan bermotivasi dalam melibatkan penyelesaian masalah sosial dan masyarakat. Ia seharusnya disokong oleh motivasi dan keazaman yang tinggi, semangat, keyakinan dan kepercayaan yang kukuh dalam mencipta idea untuk melaksanakannya demi kepentingan masyarakat dan orang lain tidak kira apa jua masalah yang wujud. Usahawan sosial juga perlu menjadi lebih idealis, bertolak ansur dan bersifat penyayang. Misi keusahawanan sosial ini dikukuhkan lagi dengan mewujudkan nilai-nilai sosial, mengesan peluang baru yang lebih inovatif demi pembangunan dan perubahan positif dalam masyarakat (Veronika Biskeet al. 2014).

Keusahawanan sosial seakan menjadi satu fenomena dimana perkembangan keusahawanan sosial yang dijalankan di seluruh dunia semakin mendapat tempat dan pengiktirafan daripada pelbagai pihak. Jika dilihat perkembangan keusahawanan sosial di seluruh dunia, di Bangladesh misalnya, seorang usahawan sosial bernama Muhammad Yunus telah mengusahakan Bank Grameen. Bank ini berfungsi untuk memberi pinjaman kewangan kepada kaum wanita miskin yang memerlukan bantuan kewangan untuk memulakan perniagaan secara kecil-kecilan. Selain itu, chef terkenal Jamie Oliver juga menjalankan kegiatan keusahawanan sosial dengan mewujudkan Fifteen Restaurant di mana projek ini secara khususnya memberi latihan dan kemahiran kepada belia yang tidak mempunyai pekerjaan dan mempunyai masalah sosial sehingga golongan ini berjaya menjadi tukang masak mahir dan mampu mengubah cara hidup mereka. Berdasarkan dua contoh ini, terbukti bahawa golongan usahawan yang menjalankan kegiatan keusahawanan sosial memilih golongan tertentu, diberi kemahiran dan dibantu menggunakan kaedah yang tertentu agar akhirnya golongan tersebut mampu untuk merubah cara hidup terutamanya tingkat sosio-ekonomi diri dan keluarga mereka.

#### **4.0 STRATEGI MEMBUDAYAKAN AKTIVITI KEUSAHAWANAN SOSIAL DALAM KALANGAN PELAJAR SEKOLAH MENENGAH**

Di dalam kertas konsep ini, terdapat beberapa cadangan untuk membudayakan keusahawanan sosial di peringkat sekolah menengah. Cadangan ini dibuat berdasarkan aktiviti-aktiviti keusahawanan sedia ada diberikan sentuhan penambahbaikan untuk memastikan pelajar dapat memahami tentang ilmu keusahawanan sosial di samping dapat menerapkan di dalam diri masing-masing tentang kepentingan keusahawanan sosial kepada diri mereka sendiri dan jua negara.

##### **4.1 Seminar/Bengkel Keusahawanan Sosial**

Seminar atau bengkel sedia ada yang telah dijalankan kepada peserta-peserta program keusahawanan di sekolah menengah, pengisian bengkel tersebut perlu dimasukkan juga elemen-elemen aktiviti keusahawanan sosial. Hal ini kerana keusahawanan dan keusahawanan sosial saling berkait rapat dari pelbagai aspek termasuk dari segi pelaksanaannya. Peserta program sudah semestinya faham tentang ilmu keusahawanan, malah mereka juga telah berjaya menerapkan ciri-ciri keusahawanan dalam diri masing-masing. Namun, dalam membudayakan keusahawanan sosial, mereka perlu didedahkan terlebih dahulu tentang konsep keusahawanan sosial, dan ini boleh dibuat dengan menganjurkan seminar atau bengkel berkaitan keusahawanan sosial kepada pelajar sekolah menengah. Seminar atau bengkel keusahawanan sosial boleh dilaksanakan dengan kerjasama pihak sekolah dengan kelab-kelab keusahawanan sosial sedia ada seperti SEED, ENACTUS, 1Malaysia for Youth (IM4U), MaGIC dan sebagainya.

##### **4.2 Latihan Bersifat Hands-on Untuk Aktiviti Keusahawanan Sosial**

Proses membudayakan keusahawanan sosial tidak boleh dijalankan secara satu hala sahaja. Selain daripada menerima dan memahami konsep itu, pelajar perlu tahu cara untuk mengaplikasikan keusahawanan sosial di dalam pasaran sebenar. Selain itu, pelajar atau peserta program perlu didedahkan dengan latihan sebenar pelaksanaan aktiviti keusahawanan sosial secara hands-on supaya mereka dapat pengalaman untuk mengendalikan aktiviti keusahawanan sosial. Hal ini, dapat membantu mereka untuk lebih menghayati dan menjiwai matlamat keusahawanan sosial itu dijalankan. Guru penasihat atau pentadbir sekolah perlu menyokong cadangan ini dan menyediakan platform untuk para pelajar mendapatkan latihan bersifat hands-on untuk membudayakan keusahawanan sosial dalam diri masing-masing. Setelah mendapat pendedahan tentang konsep keusahawanan sosial di samping latihan-latihan yang mencukupi, pelajar-pelajar ini perlu diberi pengalaman sebenar tentang bagaimana untuk melaksanakan keusahawanan sosial. Di sekolah-sekolah misalnya, terdapat program-program yang dianjurkan seperti Hari Kantin, Hari Koperasi dan Hari Keusahawanan. Pihak sekolah juga boleh menganjurkan aktiviti pertandingan inovasi sosial yang mana pelajar boleh mencipta sesuatu yang lebih kreatif dan inovatif serta mempunyai ciri-ciri inovasi sosial. Melalui program-program ini, guru penasihat boleh menggalakkan syarikat-syarikat yang ditubuhkan di bawah program Tunas Bistari,

Usahawan Muda, MOSTI Social Innovation (MOSTI) untuk menjalankan perniagaan yang bermatlamatkan sosial dan bukan keuntungan semata-mata. Sekiranya mereka faham dan sedar akan kepentingan keusahawanan sosial demi kesejahteraan masyarakat, mereka akan bekerja keras dan menjana lebih keuntungan kerana hasil yang mereka akan dapat nanti lebih bersifat empati.

#### **4.3 Menerapkan Konsep Keusahawanan Sosial Dalam Kurikulum Keusahawanan Sedia Ada**

Usaha Kementerian Pendidikan Malaysia membudayakan keusahawanan sosial di peringkat sekolah menengah melalui kurikulum adalah sesuatu yang sangat penting bagi mendedahkan pelajar dalam dunia keusahawanan. Walaupun pada dasarnya bukan mudah untuk membuat perubahan dasar dan kurikulum pendidikan negara, tetapi ianya merupakan satu usaha yang perlu diambil kira oleh kerajaan terutamanya Kementerian Pendidikan Malaysia (KPM). Hal ini juga selari dengan matlamat kerajaan untuk melahirkan lebih ramai lagi usahawan sosial di Malaysia. Tetapi matlamat ini tidak akan dapat dicapai sekiranya kurikulum dan silibus yang berkaitan dengan keusahawanan atau perdagangan tidak diubah memandangkan kurikulum sedia ada sudah terlalu lama dan mungkin tidak lagi relevan untuk masa kini. Pihak KPM perlu menggubal semula buku teks Kemahiran Hidup dan memasukkan silibus berkenaan keusahawanan sosial yang menerangkan tentang konsep dan teori keusahawanan sosial sebagai asas kepada pelajar mengapa mereka perlu faham dan melaksanakan aktiviti keusahawanan sosial.

#### **4.4 Kerjasama Pihak Sekolah Dengan Usahawan Sosial (Program Mentor Mentee)**

Kementerian Pelajaran Malaysia berusaha melahirkan rakyat Malaysia yang berilmu pengetahuan, berkejuruan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri dan seimbang JERI. Justeru pihak sekolah perlu memainkan peranan untuk mendedahkan pelajar di peringkat menengah untuk memupuk semangat keusahawanan dalam diri mereka dengan cara bekerjasama dengan usahawan sosial yang berpengalaman dan boleh dicontohi dari pencapaian mereka serta memberi teladan kepada pelajar. Contohnya membuat satu program mentor mentee, di mana program ini merupakan satu proses interaksi antara usahawan sosial dengan pelajar melibatkan tindakan seperti membimbing, menyokong dan memberi nasihat. Mentor (usahawan sosial) bukan sahaja menitikberatkan perhubungan psikologi dengan mentee (pelajar), tetapi juga membimbing, memberi penghargaan, kasih sayang dan mengasah kemahiran-kemahiran keusahawanan sosial serta kemahiran lain seperti membuat keputusan, menghadapi masalah atau mengatasi tekanan dan berusaha membimbing menteenya menjadi individu yang berguna kepada masyarakat dan negara. Program ini dapat mencetuskan kesedaran, kelemahan dan kekurangan diri supaya dapat melaksanakan perubahan ke arah kehidupan yang lebih baik dan sempurna. Selain itu, membina elemen pembangunan jatidiri, kepimpinan, patriotisme, bertanggungjawab untuk membangunkan kesejahteraan negara. Di samping, membuka peluang kepada pelajar untuk menceburi bidang kemahiran dan keusahawanan yang diminati sebagai langkah ke arah perubahan sikap yang lebih positif dan pelajar mampu untuk melihat kerjaya hidup yang lebih cemerlang.

#### **4.5 Kerjasama dengan NGO dan Khidmat Perundingan Perusahaan Sosial**

Kronologi keusahawanan sosial semakin berkembang dan menjadi agenda kerajaan dalam memastikan sosio-ekonomi warganya terjamin melalui pendekatan inovatif. Melalui peranan pendidikan, pelajar bukan sahaja didedahkan dengan ilmu akademik semata-mata malah mereka perlu menguasai kemahiran insaniah antaranya keusahawanan bagi mencungkil bakat sedia ada secara optimum (Radin Siti Aishah et al. 2017). Kementerian Pendidikan perlu mengambil inisiatif lain seperti berkolaborasi dengan Badan Bukan Kerajaan (NGO) seperti Youth On Unity (YOU) atau Persatuan Sukarelawan Malaysia untuk mewujudkan kesedaran lebih ramai pelajar yang berminat untuk menjadi usahawan sosial yang berjaya. Pelajar yang mempunyai idea menarik untuk dikembangkan akan dibantu manakala pelajar yang menunjukkan prestasi yang terbaik dijadikan sebahagian daripada ahli tetap agensi tersebut. Objektif kerjasama ini adalah untuk melahirkan minat pelajar kearah menjadi

usahawan sosial yang mewakili negara dalam pasaran antarabangsa dan memupuk semangat pelajar sekolah untuk terus terjerumus kearah aspirasi keusahawanan sosial. Selain itu pihak sekolah boleh mendapatkan khidmat perundingan tentang keusahawanan sosial daripada Institut Keusahawanan Negara (INSKEN), Pusat Inovasi dan Kreativiti Global Malaysia (MaGIC), ENACTUS, Pusat Pembangunan Usahawan Malaysia, Majlis Amanah Rakyat (MARA), Institusi Piwaian dan Penyelidikan Perindustrian Malaysia (SIRIM Berhad) dan sebagainya. Khidmat perundingan ini adalah sebagai garis panduan kepada pihak sekolah untuk merancang strategi yang lebih efektif bagi menarik minat pelajar untuk menjadi usahawan sosial.

## **5.0 IMPLIKASI**

Usahawan sosial bertindak sebagai agen perubahan kepada masyarakat terpinggir. Kesedaran masyarakat tentang wujudnya usahawan sosial ini perlu ditingkatkan melalui pelbagai medium terutamanya medium media sosial yang lebih pantas untuk sampai kepada mereka. Setiap usahawan menyumbang kepada kemajuan sesebuah negara. Usahawan sosial dapat membantu negara untuk melahirkan lebih ramai usahawan pada masa hadapan. Dengan memupuk dan membudayakan keusahawanan sosial dalam kalangan pelajar sekolah menengah, secara tidak langsung dapat menerapkan elemen orientasi sosial dalam aktiviti perniagaan di sekolah, selain menarik minat para pelajar untuk menceburi bidang keusahawanan yang dapat membantu negara dari segi pengurangan kadar pengangguran, mengurangkan kadar kemiskinan, meningkatkan taraf hidup rakyat serta dapat mengembangkan aktiviti keusahawanan sedia ada dengan meningkatkan sosio-ekonomi komuniti. Pelajar merupakan aset negara yang paling berharga. Oleh itu, keusahawanan sosial sangat penting untuk didedahkan kepada pelajar bagi melahirkan lebih ramai usahawan yang berdaya saing pada masa hadapan, disamping memupuk pemahaman terhadap konsep keusahawanan sosial yang boleh diaplikasi dengan baik. Ciri-ciri personaliti seorang usahawan sosial seperti kreatif, inovatif, berdaya maju, berani mengambil risiko dapat dipupuk lebih awal di peringkat sekolah menengah agar negara mampu melahirkan rakyat yang berkualiti pada masa hadapan.

## **6.0 CADANGAN PENAMBAHBAIKAN**

Para pelajar sekolah menengah seharusnya mempunyai minat untuk menceburi bidang keusahawanan. Semua pihak termasuklah Kementerian Pendidikan Malaysia (KPM), pihak sekolah dan ibu bapa perlu bersatu memainkan peranan sebagai pendorong kepada para pelajar yang ingin menceburkan diri dalam bidang keusahawanan di sekolah. Sebagai contoh, buku teks bagi mata pelajaran Perdagangan yang digunakan di sekolah-sekolah menengah seluruh Malaysia merupakan terbitan sejak tahun 2002. Sewajarnya buku teks tersebut diperbaharui dan ditambah baik sesuai dengan perkembangan teknologi yang semakin tular pada hari ini. Banyak perkara pada masa kini yang telah berubah jika hendak dibandingkan dengan tahun 2002 yang lalu. Contoh yang terdapat dalam buku tersebut juga tidak sesuai lagi dengan masa sekarang. Perkara seperti ini seharusnya tidak boleh dipandang mudah oleh pihak Kementerian Pendidikan Malaysia jika ingin melahirkan usahawan muda di negara kita.

Pihak sekolah dan guru juga perlu mengambil tanggungjawab untuk menggalakkan para pelajar menceburkan diri dalam bidang keusahawanan. Banyak aktiviti yang boleh dirancang oleh pihak sekolah dalam memupuk minat keusahawanan ini seperti mengadakan Hari Kedai Koperasi dan Hari Keusahawanan. Dalam aktiviti seperti ini, penglibatan para pelajar haruslah diwajibkan dimana para pelajar boleh belajar kaedah mengendalikan perniagaan dengan betul di bawah tunjuk ajar para guru. Ibu bapa boleh memberi galakan kepada anak-anak dengan memberi mereka semangat, tunjuk ajar serta memberikan modal sekiranya anak mereka benar-benar ingin menceburkan diri dalam bidang keusahawanan. Selain itu, ibu bapa juga boleh membawa anak-anak mereka ke ekspo-ekspo yang berkonsepkan perdagangan dan keusahawanan untuk menambah minat dan memberi pengetahuan kepada anak-anak terhadap keusahawanan dan timbul pelbagai idea keusahawanan.

## 7.0 KESIMPULAN

Peluang pekerjaan di Malaysia semakin terhad dan boleh dilihat melalui kadar pengangguran yang sering berubah. Maka dengan itu, pelajar perlu diberikan pendedahan yang maksimum tentang dunia keusahawanan sejak dari awal lagi terutama dalam memahami konsep keusahawanan sosial. Pendidikan keusahawanan sosial perlu diberi perhatian sepenuhnya, terutama dalam memperkenalkan ciri-ciri keusahawanan agar guru dapat mencungkil potensi keusahawanan pelajar. Kandungan kurikulum dan kokurikulum di sekolah tidak semestinya bergantung tentang kaedah mengendalikan dan menguruskan perniagaan tetapi juga untuk membangunkan minat terhadap aktiviti keusahawanan sosial dan memupuk ciri-ciri keusahawanan pelajar. Program pembangunan keusahawanan seperti Program Usahawan Muda dan Tunas Bistari yang sedia ada perlu diperluaskan kepada semua jenis sekolah menengah dan menjadi persatuan tetap di setiap sekolah serta program-program tersebut perlu mengupas lebih banyak tentang konsep keusahawanan sosial agar pelajar lebih jelas dan faham mengenai keusahawanan sosial. Guru yang mengajar subjek keusahawanan perlu mempunyai pengetahuan dan pengalaman yang luas dalam bidang ini, agar dapat memberi tunjuk ajar secara maksimum kepada pelajar. Selain itu, mereka perlu diberikan latihan dan pendedahan tentang bidang keusahawanan dari semasa ke semasa. Hal ini kerana sebagai guru, mereka turut memainkan peranan penting dalam membangunkan keusahawanan dan mewujudkan komuniti usahawan di sekolah. Pengetahuan dan kemahiran keusahawanan yang ada pada seorang guru secara tidak langsung boleh dijadikan inspirasi kepada pelajar demi menghasilkan usahawan sosial yang berkualiti. Oleh yang demikian, KPM, Program Pembangunan Usahawan, Pejabat Pendidikan, agensi-agensi yang berkaitan dan pihak sekolah perlu bekerjasama dalam usaha untuk membangunkan keusahawanan sosial dalam kalangan pelajar.

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## Tahap Kemahiran Insaniah Pelajar Kursus Asas Keusahawanan dan Inovasi dalam Kalangan Pelajar IPT

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### ABSTRAK

*Abad ke-21 merupakan era di mana kemahiran insaniah diberikan pengiktirafan dalam sistem pendidikan untuk membangunkan modal insan yang seimbang dan holistik dari segi intelek, rohani, emosi dan jasmani. Kemahiran insaniah dikenali sebagai kemahiran intrapersonal dan interpersonal dalam membangunkan peribadi seseorang. Pelaksanaan modul kemahiran insaniah dan modul keusahawanan pada sesi akademik 2007/2008 adalah bertujuan untuk meningkatkan kemahiran insaniah pelajar dan menerapkan nilai-nilai keusahawanan. Kajian ini dijalankan bagi mengenal pasti tahap kemahiran insaniah pelajar yang telah mengambil kursus Asas Keusahawanan dan Inovasi berdasarkan jantina dan aliran pengajian. Tujuh aspek kemahiran yang dilibatkan ialah (1) kemahiran komunikasi; (2) pemikiran kritis dan kemahiran menyelesaikan masalah; (3) kemahiran keusahawanan; (4) kemahiran berpasukan; (5) kepimpinan; (6) pembelajaran sepanjang hayat dan pengurusan maklumat serta (7) moral dan etika profesional. Seramai 400 orang pelajar dipilih secara rawak untuk menjawab soal selidik yang mempunyai indeks kebolehpercayaan antara 0.747 hingga 0.952. Data dianalisis menggunakan statistik deskriptif dan inferensi bagi menentukan tahap kemahiran insaniah pelajar serta perbezaannya berdasarkan jantina dan aliran pengajian. Secara keseluruhannya, tahap kemahiran insaniah pelajar yang mengambil kursus Asas Keusahawanan dan Inovasi adalah berada pada tahap yang tinggi di mana pelajar berupaya untuk menguasai kemahiran insaniah. Hasil kajian juga mendapati bahawa tidak terdapat perbezaan yang signifikan tahap kemahiran insaniah pelajar berdasarkan jantina manakala terdapat perbezaan yang signifikan tahap kemahiran insaniah pelajar berdasarkan aliran pengajian.*

**KATA KUNCI:** Kemahiran insaniah, Kursus Asas Keusahawanan dan Inovasi, jantina, aliran pengajian

### 1.0 PENGENALAN

Pembangunan modal insan yang mempunyai pengetahuan, kemahiran dan akhlak yang baik merupakan agenda penting dalam sistem pendidikan di sesebuah negara. Penekanan terhadap sistem pendidikan di Malaysia yang berkualiti adalah untuk melahirkan modal insan yang mampu menyesuaikan diri dengan persekitaran global yang berubah-ubah dan kompetitif (Unit Perancang Ekonomi, 2015). Kejayaan pelajar untuk menempatkan diri dalam pasaran kerja selepas menamatkan pengajian dijadikan sebagai indikator bagi menentukan kebolehpasaran graduan. Namun begitu, peranan Institusi Pendidikan Tinggi (IPT) dalam membentuk modal insan yang mempunyai pengetahuan dan berupaya mengaplikasikan kemahiran insaniah dianggap masih tidak dapat memenuhi keperluan dan tuntutan pasaran kerja sektor swasta (Makhbul, Yussof & Awang, 2015).

Kebolehpasaran graduan adalah bergantung kepada beberapa faktor seperti bidang ilmu yang diambil, pencapaian akademik, kemahiran insaniah dan keperibadian yang ditonjolkan oleh pelajar (Ahmad, Ali & Hamzah, 2011). Isu kebolehpasaran graduan timbul apabila majikan lebih mengutamakan graduan yang mempunyai kemahiran insaniah untuk dilantik sebagai pekerja mereka, (Ahmad, Ishak, Ismail & Selamat, 2010; Rahman, Mokhtar, Yasin & Hamzah, 2011; Vos, Hauw & Van der Heijden, 2011) tetapi graduan tidak dapat memenuhi keperluan majikan dari aspek penguasaan kemahiran dan kebolehkerjaan (Zamri & Ahmad, 2017). Maka, wujud ketidakpadanan (*mismatch*) antara keperluan majikan dengan prestasi sebenar graduan yang memohon pekerjaan di mana graduan tidak dapat memenuhi harapan majikan dari aspek pembuatan keputusan dan kemahiran menyelesaikan masalah, kemahiran berfikir, kemahiran komunikasi dan kemahiran interpersonal (Ismail, 2012).

Penguasaan kemahiran insaniah adalah berkait rapat dengan kejayaan seseorang dalam kehidupan dan pekerjaan (Gibb, 2014). Pelaksanaan modul kemahiran insaniah di IPT telah bermula

pada sesi akademik 2007/2008 untuk membantu pelajar meningkatkan kemahiran insaniah. Terdapat tujuh elemen kemahiran insaniah yang digariskan oleh Kementerian Pendidikan Tinggi Malaysia (KPT) iaitu (1) kemahiran komunikasi; (2) pemikiran kritis dan kemahiran menyelesaikan masalah; (3) kemahiran kerja berpasukan; (4) pembelajaran sepanjang hayat dan pengurusan maklumat; (5) kemahiran keusahawanan; (6) kemahiran kepimpinan serta (7) etika dan moral profesional (Kementerian Pendidikan Tinggi Malaysia, 2006). Jadual 1 memberi penerangan bagi setiap elemen kemahiran insaniah.

**Jadual 1. Keterangan Bagi Setiap Elemen Kemahiran Insaniah**

Bil	Kemahiran	Keterangan
1	Komunikasi	Mengukur kebolehan pelajar berkomunikasi secara lisan dan bertulis dalam Bahasa Melayu dan Bahasa Inggeris.
2	Pemikiran kritis dan penyelesaian masalah	Mengukur kebolehan pemikiran kritikal, kreatif, inovatif dan analitikal pelajar serta bagaimana pelajar menyelesaikan masalah yang dihadapi.
3	Pembelajaran sepanjang hayat dan pengurusan maklumat	Mengukur kebolehan pelajar untuk memupuk pembelajaran sepanjang hayat serta keupayaan pelajar untuk mengakses dan mengurus maklumat yang diperoleh daripada pelbagai sumber.
4	Kerja berpasukan	Mengukur kebolehan pelajar untuk bekerja dalam kumpulan yang terdiri daripada pelbagai latar belakang serta keupayaan pelajar untuk membina hubungan, berinteraksi dan bekerja dengan berkesan ke arah mencapai matlamat yang ditetapkan dalam kumpulan.
5	Keusahawanan	Mengukur kesedaran pelajar terhadap bidang keusahawanan yang merangkumi keupayaan untuk menentukan sifat-sifat, prinsip-prinsip dan nilai-nilai etika seorang usahawan.
6	Moral dan etika profesional	Mengukur kecenderungan pelajar mengaplikasikan prinsip etika dan profesional. Ia termasuklah kesedaran terhadap masyarakat, budaya dan alam sekitar.
7	Kepimpinan	Mengukur keupayaan kepimpinan pelajar dari aspek merancang, menyelia, memantau dan memimpin.

Sumber: Kementerian Pendidikan Tinggi Malaysia, 2006

Di samping itu, pengenalan modul keusahawanan pula adalah untuk menerapkan nilai-nilai keusahawanan supaya pelajar lebih berdikari dari segi kerjaya mereka (Ahmad, Abu Bakar, Arshad & Khalid, 2015). Keusahawanan dijadikan sebagai salah satu teras utama kurikulum berkredit untuk membantu pelajar meningkatkan kemahiran insaniah (Kementerian Pendidikan Tinggi Malaysia, 2016). Pelbagai program dan aktiviti pendidikan keusahawanan yang telah dilaksanakan seperti pengenalan kepada kursus asas keusahawanan, penyediaan program keusahawanan serta aktiviti kokurikulum bagi meningkatkan minat pelajar terhadap bidang keusahawanan (Othman & Poo, 2012). Kemahiran yang diperoleh melalui pendidikan keusahawanan seperti kemahiran berkomunikasi, berdaya saing dan berdaya tahan serta nilai kepimpinan yang tinggi adalah bertujuan untuk melahirkan modal insan yang berkualiti, inovatif dan kreatif (Kementerian Pendidikan Tinggi Malaysia, 2008).

Sehubungan itu, Universiti Kebangsaan Malaysia (UKM) telah mewajibkan semua pelajar Tahun 1 untuk mengambil Kursus Asas Keusahawanan dan Inovasi yang ditawarkan pada semester 2 bagi setiap sesi. Pelaksanaan kursus ini adalah untuk memberi pengetahuan asas keusahawanan kepada pelajar serta merangsang minat pelajar untuk menjadi usahawan sebagai laluan kerjaya alternatif mereka (Citra UKM, 2016). Maka, kajian ini dijalankan untuk mengenal pasti tahap kemahiran insaniah pelajar yang telah mengambil kursus Asas Keusahawanan dan Inovasi berdasarkan jantina dan fakulti.

## 2.0 PERSOALAN KAJIAN

Terdapat tiga persoalan kajian yang telah diutarakan dalam kajian ini iaitu:

- a) Apakah tahap kemahiran insaniah pelajar yang mengambil Kursus Asas Keusahawanan dan Inovasi?

- b) Adakah terdapat perbezaan tahap kemahiran insaniah pelajar yang mengambil Kursus Asas Keusahawanan dan Inovasi antara lelaki dengan perempuan?
- c) Adakah terdapat perbezaan tahap kemahiran insaniah pelajar yang mengambil Kursus Asas Keusahawanan dan Inovasi antara aliran pengajian?

### **3.0 KEMAHIRAN INSANIAH PELAJAR DI IPT**

Kemahiran insaniah adalah penting dalam membentuk modal insan cemerlang yang mempunyai pengetahuan dan produktiviti serta sikap daya saing (Amiruddin, Ngadiran, Zainudin & Ngadiman, 2016). Graduan perlu mempunyai ciri-ciri dan sikap yang positif, kecerdasan emosi, kebolehan mencipta, berkebolehan dalam menyelesaikan masalah, boleh bekerja dalam kumpulan dan berupaya menyesuaikan diri dalam apa jua keadaan (Othman & Amiruddin, 2010). Penerapan kemahiran insaniah di IPT adalah untuk menyediakan pelajar dengan persekitaran yang dinamik supaya pelajar mampu memberikan sumbangan secara optimum kepada pembangunan diri sendiri dan organisasi. Kurikulum di IPT sepatutnya mengambil peranan untuk menggilap kemahiran insaniah pelajar selain daripada penekanan terhadap akademik sahaja. Pembangunan kognitif, afektif dan psikomotor yang ditekankan dalam aras taksonomi perlulah diaplikasikan dalam sesi pembelajaran (Kementerian Pengajian Tinggi Malaysia, 2006).

Pendekatan pengajaran dan pembelajaran (PdP) secara tradisional untuk mendidik pelajar telah ditransformasi dengan menggunakan pendekatan yang berpusatkan pelajar serta memberi penekanan kepada penerapan kemahiran insaniah. Sehingga tahun 2010, semua IPT dikehendaki mematuhi pelaksanaan kurikulum yang memberi tumpuan kepada pembelajaran berpusatkan pelajar sepertimana yang telah ditetapkan oleh Agensi Kelayakan Malaysia (MQA) (Karim, Abdullah, Rahman, Noah, Jaafar, Othman, Borhan, Badushah, & Said, 2012). Keupayaan IPT dalam membentuk pelajar yang mampu mengaplikasikan kemahiran insaniah dan berpengetahuan tinggi dapat menentukan keberhasilan IPT tersebut dalam melahirkan modal insan yang berkualiti. Hal ini boleh dilihat daripada kebolehpasaran graduan dalam menunjukkan kemahiran, pengetahuan, sikap dan pemahaman mendalam terhadap sesuatu bidang yang membolehkan graduan menyumbang secara positif terhadap matlamat organisasi setelah mereka diambil bekerja (Mason, Williams & Cranmer, 2009).

Pembangunan modal insan yang holistik merangkumi penguasaan dalam bidang akademik, kemahiran, berkekrativiti dan inovatif, bersikap progresif dan berfikiran kritis telah menimbulkan isu berkaitan kemahiran insaniah yang sering dibahaskan di peringkat global (Hinchliffe & Jolly, 2011). Pelaksanaan modul kemahiran insaniah di IPT telah menyebabkan banyak kajian dijalankan bagi mengetahui keberhasilan modul ini dalam kalangan pelajar. Antaranya ialah kajian berkaitan kepentingan dan penguasaan kemahiran insaniah melalui pembelajaran berasaskan masalah (Warman, Zahari, Esa, & Mustafa, 2010), kepentingan penerapan kemahiran insaniah (Hassan, Ahmad, & Bahari, 2008), kemahiran insaniah dalam proses PdP (Esa, Padil, & Selamat, 2013) dan analisis perbezaan tahap kemahiran insaniah antara jantina (Amin, Jaafar, Hood, Saad, & Amin, 2013).

Kajian oleh Warman et al. (2010) mendapati bahawa pelajar sedar akan kepentingan penguasaan kemahiran insaniah, namun pensyarah menyatakan bahawa tahap kemahiran insaniah pelajar adalah pada tahap sederhana. Pelajar lebih suka mengamalkan kaedah konvensional dalam menyelesaikan masalah. Dalam kajian Sikor, Razali, Hassan, & Madar (2010), temu bual bersama pensyarah mendapati kemahiran berpasukan pelajar adalah pada tahap yang baik berbanding kemahiran komunikasi dan menyelesaikan masalah secara kritis. Namun begitu, pelajar lelaki didapati lebih menguasai kemahiran insaniah berbanding pelajar perempuan. Dalam kajian Esa et al. (2013), pengaplikasian kemahiran insaniah dilaksanakan secara langsung dan tidak langsung melalui mata pelajaran kemahiran insaniah dan kursus kejuruteraan. Pelajar beranggapan bahawa masih terdapat beberapa aspek yang boleh diperbaiki untuk membantu pelajar meningkatkan kemahiran insaniah. Kajian Amin et al. (2013) pula mendapati bahawa pelajar kurang menguasai kemahiran berkomunikasi kerana pelajar masih kurang yakin untuk memberikan idea dan pandangan serta tidak mampu memberikan maklumat dengan jelas kepada majikan.

#### 4.0 METODOLOGI

Kajian ini dijalankan secara tinjauan melalui pendekatan kuantitatif dengan menggunakan soal selidik sebagai instrumen kajian. Soal selidik mempunyai tiga bahagian iaitu Bahagian A: Demografi responden, Bahagian B: Persepsi pelajar terhadap kursus Asas Keusahawanan dan Inovasi dan Bahagian C: Kemahiran insaniah pelajar. Item-item bagi Bahagian B dan C adalah diubahsuai daripada pelbagai kajian iaitu daripada kajian Mustafa, Daud, Senon, & Ismail (2013), Warman et al. (2010) dan Sikor et al. (2010). Item di Bahagian A adalah dalam bentuk nominal manakala item-item di Bahagian B dan C terdiri daripada soalan berbentuk skala Likert 1-5 mata. Secara keseluruhannya, soal selidik mengandungi 76 item. Berdasarkan maklumat yang diperolehi daripada Pusat Pengurusan Akademik UKM, populasi pelajar prasiswazah yang mengambil kursus Asas Keusahawanan dan Inovasi adalah seramai 4079 orang pelajar Tahun 1 di semua fakulti. Maka, berdasarkan jadual Krejcie dan Morgan (1970), saiz sampel yang sesuai bagi populasi ini adalah seramai 351 orang. Pengkaji telah mengedarkan 400 soal selidik kepada pelajar dan mendapat pulangan soal selidik sebanyak 381. Daripada 381 soal selidik yang diperolehi, hanya 350 sahaja yang boleh diguna pakai kerana tidak mempunyai sebarang keraguan dari segi jawapan yang ditandakan oleh pelajar. Sebanyak tiga aliran pengajian telah dilibatkan dalam kajian ini iaitu (1) aliran Sastera dan Kemanusiaan [Fakulti Ekonomi dan Pengurusan (FEP), Fakulti Sains Sosial dan Kemanusiaan (FSSK), Fakulti Undang-undang (FUU), Fakulti Pendidikan (FPEND) dan Fakulti Pengajian Islam (FPI)]; (2) aliran Sains Teknologi dan Kejuruteraan [Fakulti Teknologi Maklumat dan Komunikasi (FTSM), Fakulti Sains dan Teknologi (FST) dan Fakulti Kejuruteraan dan Alam Bina (FKAB)]; serta (3) aliran Perubatan dan Kesihatan [Fakulti Sains Kesihatan (FSK), Fakulti Perubatan (FPER), Fakulti Farmasi (FFAR) dan Fakulti Pergigian (FGG)]. Kaedah persampelan secara rawak kluster telah dijalankan ke atas sampel kajian. Sebanyak 55 set telah ditawarkan kepada semua pelajar Tahun 1 bagi Kursus Asas Keusahawanan dan Inovasi. Setiap set ini diletakkan nombor dari 1 hingga 55. Kemudian, jadual nombor rawak digunakan untuk memilih n item ke dalam sampel. Bagi setiap n item yang dipilih untuk set kursus, semua pelajar dalam kursus tersebut dipilih secara rawak mudah dengan memberikan nombor 1 hingga n bagi senarai nama pelajar dan jadual nombor rawak digunakan.

Kajian awal telah dijalankan kepada pelajar prasiswazah Tahun 2 FEP untuk menentukan kesahan dan kebolehpercayaan setiap item dalam soal selidik. Pelajar daripada fakulti ini dipilih kerana mereka menjurus kepada bidang perniagaan dan keusahawanan di mana mereka mempunyai latar belakang yang berkaitan dengan kursus Asas Keusahawanan dan Inovasi. Seramai 32 orang pelajar telah dipilih secara persampelan mudah untuk menjawab soal selidik dan purata masa yang diambil oleh seorang pelajar adalah dalam 10-15 minit. Bagi menentukan kebolehpercayaan item dalam soal selidik, nilai alpha mestilah melebihi 0.6 (De Vellis & Dancer, 1991) dan nilai korelasi item yang diperbetulkan dengan jumlah skor (*Corrected Item-Total Correlation*) pula mestilah melebihi 0.3 (Pallant, 2001) bagi ujian kesahan. Berdasarkan kajian awal yang dijalankan, nilai alpha yang diperolehi untuk setiap konstruk adalah antara 0.747 hingga 0.952, manakala nilai kesahan pula adalah antara 0.327 hingga 0.849 setelah dihapuskan beberapa item yang kurang daripada 0.30 bagi nilai korelasi yang diperbetulkan dengan jumlah skor. Terdapat empat item yang kurang daripada 0.30 bagi nilai korelasi item yang diperbetulkan dengan jumlah skor iaitu item bernombor 41 (pemikiran kritis dan kemahiran menyelesaikan masalah), item 58 dan 61 (kemahiran berpasukan) serta item 80 (moral dan etika profesional).

#### 5.0 PROFIL RESPONDEN

Seramai 350 pelajar prasiswazah Tahun 1 daripada tiga aliran pengajian yang mengambil kursus Asas Keusahawanan dan Inovasi telah dilibatkan dalam kajian ini. Berdasarkan Jadual 3, dapat dilihat bahawa pelajar perempuan yang dilibatkan adalah lebih ramai berbanding pelajar lelaki dengan perbezaan sebanyak 14.2%. Majoriti pelajar adalah terdiri daripada bangsa Melayu (66.0%) diikuti oleh bangsa Cina (17.7%), India (12.0%) dan lain-lain (4.3%) bangsa. Bilangan pelajar daripada aliran pengajian Sastera dan Kemanusiaan adalah paling ramai terlibat dalam kajian ini iaitu 48.9%. Bagi aliran pengajian Sains Teknologi dan Kejuruteraan serta Perubatan dan Kesihatan pula, jumlah pelajar

adalah hampir sama iaitu 91(26.0%) dan 88(25.1%) dengan perbezaan pelajar seramai 3 orang sahaja.

Jadual 2. Profil Responden Kajian

Demografi		Kekerapan	Peratus (%)
Jantina	Lelaki	150	42.9
	Perempuan	200	57.1
Bangsa	Melayu	231	66.0
	Cina	62	17.7
	India	42	12.0
	Lain-lain	15	4.3
Aliran pengajian	Sastera dan Kemanusiaan	171	48.9
	Sains Teknologi dan Kejuruteraan	91	26.0
	Perubatan dan Kesihatan	88	25.1

## 6.0 DAPATAN DAN PERBINCANGAN

### A. Apakah tahap kemahiran insaniah pelajar yang mengambil Kursus Asas Keusahawanan dan Inovasi?

Jadual 3 menunjukkan keputusan skor min dan sisihan piawai bagi setiap kemahiran yang dilibatkan. Dapatan kajian memperoleh bahawa secara keseluruhannya kemahiran insaniah pelajar adalah pada tahap yang tinggi mengikut interpretasi Sanger, Spilker, Williams, & Belau (2007) dengan nilai min 3.907 dan sisihan piawai 0.404. Hal ini menunjukkan bahawa pelajar mahir untuk mengaplikasikan kemahiran insaniah semasa sesi PdP bagi Kursus Asas Keusahawanan dan Inovasi. Penguasaan pelajar terhadap kemahiran insaniah memerlukan usaha yang berterusan bagi meningkatkan lagi kemahiran ke tahap yang lebih tinggi. Daripada ketujuh-tujuh kemahiran insaniah, etika dan moral profesional mempunyai skor min yang paling tinggi (min=4.091, s.p=0.494) di mana menunjukkan pelajar sangat mahir untuk mengaplikasikan kemahiran ini. Penguasaan pelajar dari aspek etika dan moral profesional menunjukkan bahawa pelajar mengamalkan standard moral yang tinggi dalam kehidupan mereka dan sedar terhadap kepentingan amalan beretika dan moral profesional. Kajian daripada Amiruddin et al. (2016) juga memperoleh min yang tinggi bagi kemahiran etika dan moral profesional di mana kemahiran ini dilihat sebagai sesuatu yang penting untuk menghadapi alam pekerjaan kerana ia dapat mempamerkan sikap dan tingkah laku pelajar. Seseorang yang mempunyai etika dan moral profesional kebiasaannya mengamalkan mutu kerja yang berkualiti tinggi, bersifat jujur serta mempamerkan personaliti yang kemas dari segi pemakaian yang sewajarnya semasa di tempat kerja (Crawford, Lang, Fink, Dalton, & Fielitz, 2011).

Kemahiran keusahawanan pula menunjukkan skor min yang paling rendah (min=3.765, s.p=0.507). Skor min ini juga menunjukkan tahap kemahiran keusahawanan pelajar berada pada tahap tinggi di mana pelajar mahir untuk mengaplikasikan kemahiran ini. Dapatan ini menunjukkan bahawa walaupun kursus ini mendedahkan pelajar terhadap bidang keusahawanan, tetapi skor min bagi kemahiran keusahawanan pelajar adalah yang paling rendah berbanding skor min untuk kemahiran-kemahiran yang lain. Hal ini adalah disebabkan pembelajaran kursus keusahawanan bagi menerapkan kemahiran keusahawanan sepatutnya dilaksanakan secara pembelajaran berasaskan pengalaman (Politis, 2005) di mana pelajar didedahkan dengan pengalaman sebenar dalam bidang keusahawanan. Di samping kursus keusahawanan yang perlu diambil oleh pelajar bagi memenuhi syarat keperluan program pengajian, aktiviti-aktiviti atau program-program keusahawanan yang lain perlu dilaksanakan oleh institusi pengajian untuk menerapkan kemahiran keusahawanan (Rahman, Sabri & Nadzri, 2015). Perkara ini adalah untuk memastikan supaya pelajar dapat dilengkapi dengan pengetahuan dan kemahiran keusahawanan yang lebih mantap selain daripada pengetahuan dalam bidang pengajian yang mereka ikuti sahaja. Tenaga pengajar pula perlu bijak dalam menggabungkan kegiatan keusahawanan dengan aspek kemahiran insaniah bagi membentuk minat dan motivasi pelajar untuk menguasai kursus keusahawanan secara teori dan praktikal (Hassan, Hassan, & Buang, 2010).

Jadual 3. Skor Min bagi Tahap Kemahiran Insaniah Pelajar

Pembolehubah/konstruk	Skor min	Sisihan piawai	Interpretasi
Kemahiran komunikasi	3.875	0.495	Tinggi
Pemikiran kritis dan kemahiran menyelesaikan masalah	3.875	0.495	Tinggi
Kemahiran keusahawanan	3.765	0.507	Tinggi
Kemahiran berpasukan	4.069	0.527	Tinggi
Kemahiran kepimpinan	3.894	0.522	Tinggi
Pembelajaran sepanjang hayat dan pengurusan maklumat	4.041	0.486	Tinggi
Etika dan moral profesional	4.091	0.494	Tinggi
Kemahiran insaniah pelajar	3.907	0.404	Tinggi

B. Adakah terdapat perbezaan tahap kemahiran insaniah antara pelajar lelaki dengan perempuan?

Jadual 4 menunjukkan keputusan ujian-t bagi mengenal pasti perbezaan tahap kemahiran insaniah pelajar berdasarkan jantina. Kemahiran insaniah pelajar telah dianalisis mengikut setiap konstruk secara berasingan.

Secara keseluruhannya, skor min kemahiran insaniah pelajar berada pada tahap tinggi bagi lelaki (3.93) dan perempuan (3.89). Hal ini menunjukkan bahawa secara umumnya, pelajar mampu mengaplikasikan kemahiran insaniah semasa mengikuti kursus Asas Keusahawanan dan Inovasi. Dapatan kajian juga menunjukkan tidak terdapat perbezaan yang signifikan tahap kemahiran insaniah pelajar antara lelaki dengan perempuan ( $t=0.76$ ,  $p>0.05$ ). Maka, dapatan ini selari dengan kajian Amin et al. (2012) yang mendapati tidak terdapat perbezaan yang signifikan tahap kemahiran insaniah pelajar lelaki dan perempuan yang sedang menjalani latihan industri. Kajian daripada Amiruddin et al. (2016) juga mendapati tidak terdapat perbezaan yang signifikan kemahiran insaniah pelajar lelaki dan perempuan semasa menjalani proses PdP di Institut Kemahiran Mara, Johor Baharu. Hal ini menunjukkan bahawa tahap penguasaan kemahiran insaniah pelajar tidak dibezakan dengan faktor jantina.

Jadual 4. Skor Min dan Keputusan Ujian-t

Kemahiran	Lelaki		Perempuan		Nilai t	Sig
	Min	Sisihan piawai	Min	Sisihan piawai		
Kemahiran komunikasi	3.92	0.50	3.85	0.49	1.34	0.18
Pemikiran kritis dan kemahiran menyelesaikan masalah	3.92	0.50	3.85	0.49	1.37	0.18
Kemahiran keusahawanan	3.78	0.50	3.75	0.52	0.54	0.59
Kemahiran berpasukan	4.09	0.53	4.05	0.53	0.62	0.54
Kemahiran kepimpinan	3.91	0.49	3.88	0.54	0.46	0.65
Pembelajaran sepanjang hayat dan pengurusan maklumat	4.04	0.46	4.04	0.50	0.11	0.91
Etika dan moral profesional	4.08	0.51	4.10	0.48	-0.48	0.63
Kemahiran insaniah pelajar	3.93	0.40	3.89	0.40	0.76	0.45

Signifikan pada aras 0.05

C. Adakah terdapat perbezaan tahap kemahiran insaniah pelajar antara aliran pengajian?

Ujian ANOVA telah dijalankan bagi menentukan perbezaan tahap kemahiran insaniah pelajar antara aliran pengajian yang terdiri daripada tiga kumpulan iaitu Sastera dan Kemanusiaan, Sains Teknologi dan Kejuruteraan serta Perubatan dan Kesihatan. Jadual 5 menunjukkan bahawa terdapat perbezaan yang signifikan tahap kemahiran insaniah pelajar bagi ketiga-tiga kumpulan di mana  $F(2,347)=3.38$ ,  $p<0.05$ .

Jadual 5. Keputusan ANOVA bagi Tahap Kemahiran Insaniah Pelajar Antara Aliran Pengajian

	Jumlah kelas dua	Darjah kebebasan	Min kuasa dua	F	Sig
Antara kumpulan	2302.97	2	1151.48	3.38	0.04
Dalam kumpulan	118121.89	347	340.41		
Jumlah	120424.86	349			

Jadual 6. Ujian Post Hoc LSD

Program pengajian (I)	Program pengajian (J)	Perbezaan min (I-J)	Ralat piawai	Sig
Sastera dan Kemanusiaan	Sains Teknologi dan Kejuruteraan	5.175*	2.394	0.031
	Perubatan dan Kesihatan	-1.491	2.421	0.538
Sains Teknologi dan Kejuruteraan	Sastera dan Kemanusiaan	-5.175*	2.394	0.031
	Perubatan dan Kesihatan	-6.666*	2.758	0.016
Perubatan dan Kesihatan	Sastera dan Kemanusiaan	1.491	2.421	0.538
	Sains Teknologi dan Kejuruteraan	6.666*	2.758	0.016

\*. Perbezaan min signifikan pada aras 0.05

Seterusnya, ujian *Post Hoc Least Square Difference* (LSD) dijalankan untuk mengenal pasti perbezaan yang wujud secara lebih terperinci seperti yang ditunjukkan dalam Jadual 6. Keputusan ujian *Post Hoc* LSD menunjukkan bahawa terdapat perbezaan signifikan ( $p < 0.05$ ) antara kumpulan Sains Teknologi dan Kejuruteraan dengan kumpulan Sastera dan Kemanusiaan dengan perbezaan min 5.175, serta terdapat perbezaan signifikan bagi kumpulan Perubatan dan Kesihatan dengan Sains Teknologi dan Kejuruteraan dengan perbezaan min 6.666. Bagi kumpulan Perubatan dan Kesihatan dengan Sastera dan Kemanusiaan, tidak terdapat perbezaan signifikan ( $p > 0.05$ ) dan mempunyai perbezaan min sebanyak 1.491.

Perbezaan tahap kemahiran insaniah dalam kalangan pelajar mengikut aliran pengajian mungkin disebabkan oleh pendedahan pelajar terhadap persekitaran PdP yang berbeza dalam melaksanakan tugas yang diberikan pensyarah mengikut bidang yang mereka ikuti. Sebagai contoh, pelajar aliran Sains Teknologi dan Kejuruteraan mempunyai ekosistem pembelajaran yang berbeza dengan pelajar aliran Sains Sosial dan Kemanusiaan. Ekosistem menekankan pendekatan menyeluruh dari aspek tingkah laku, hubungan dan interaksi serta persekitaran untuk membentuk sesuatu hasil yang berkesan (Rahimi, Rasul, & Yassin, 2016). Penguasaan kemahiran insaniah dalam kalangan pelajar adalah dipengaruhi oleh domain pengetahuan dan strategi pembelajaran yang diaplikasikan oleh tenaga pengajar dan pelajar itu sendiri. Maka, kaedah pembelajaran bagi pelajar aliran pengajian yang berbeza adalah berlainan antara satu sama lain yang menyebabkan penguasaan pelajar terhadap bidang kemahiran juga adalah berbeza.

## 7.0 KESIMPULAN

Dapatan dan analisis kajian menunjukkan pelajar yang mengambil Kursus Asas Keusahawanan dan Inovasi dapat mengaplikasikan dan menguasai kemahiran insaniah semasa sesi pembelajaran. Kajian ini dapat memberi manfaat kepada pihak UKM untuk menambahbaik sistem PdP Kursus Asas Keusahawanan dan Inovasi kerana dapat memberikan gambaran tentang pelaksanaan kursus ini dalam membantu pelajar meningkatkan kemahiran mereka. Kajian ini juga membantu tenaga pengajar di UKM untuk mengetahui tahap kemahiran insaniah pelajar sekaligus boleh menginovasikan kaedah dan pedagogi pembelajaran. Perancangan yang rapi dan sistematik perlu dilaksanakan oleh pelbagai pihak yang mempunyai kaitan dengan pelajar untuk menerapkan elemen kemahiran dalam PdP. Maka, penekanan terhadap kurikulum yang seimbang dari aspek akademik dan kemahiran insaniah adalah sangat wajar supaya pelajar dapat memenuhi keperluan dan kehendak industri sekaligus menyumbang dalam meningkatkan produktiviti negara.



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## Tret Personaliti dan Pemilihan Kerjaya Pelajar Sekolah Menengah Teknik

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### ABSTRAK

*Personaliti dan pemilihan kerjaya sering berkait rapat antara satu sama lain. Kajian ini bertujuan untuk mengenal pasti tret personaliti paling dominan dan pemilihan kerjaya pelajar sekolah menengah teknik. Reka bentuk kajian ini ialah kajian deskriptif korelasi bertujuan melihat hubungan antara personaliti dan pemilihan kerjaya pelajar sekolah menengah teknik. Dua alat ukuran digunakan iaitu Inventori Personaliti Big Five dan Soal Selidik Minat Kerjaya(SDS). Responden kajian terdiri daripada 240 orang pelajar tingkatan empat yang dipilih secara rawak daripada sembilan buah Sekolah Menengah Teknik di Malaysia. Data yang diperolehi daripada soal selidik akan dianalisis melalui komputer dengan menggunakan perisian Statistical Packages for Social Sciences (SPSS) versi 23.0. Data dianalisis menggunakan dua kaedah statistik iaitu statistik deskriptif dan statistik inferensi. Analisis deskriptif melibatkan frekuensi, min dan peratusan sementara analisis statistik inferensi menggunakan ujian korelasi Pearson.*

**KATAKUNCI:** Personaliti *Big Five*, Pemilihan Kerjaya, Inventori *Self-Directed Search*, Pelajar SMT

### 1.0 PENGENALAN

Proses membuat keputusan kerjaya bukanlah satu proses yang mudah kerana sebarang kesilapan dalam membuat keputusan penting ini akan memberi kesan sama ada secara langsung atau tidak langsung terhadap masa depan seseorang individu (Sidek, 2002). Proses pemilihan kerjaya bukanlah satu proses yang berlaku dalam sekelip mata, malah pemilihan kerjaya bermula dari sekolah rendah lagi di mana kanak-kanak mula menunjukkan kecenderungan minat terhadap sesuatu pekerjaan atau kerjaya (Creed et al, 2006). Proses in berterusan sepanjang kehidupan kanak-kanak tersebut (Creed et al, 2006). Walaupun begitu, tidak semua pelajar dapat membuat keputusan pemilihan kerjaya dengan mudah, dan kebanyakan daripada mereka ragu-ragu dan menghadapi kesukaran dalam membuat keputusan sebelum dapat memulakan laluan kerjaya mereka (Fouad, 1994).

Kesulitan yang ditempuhi dalam membuat keputusan kerjaya merupakan sebahagian daripada kemahiran membuat keputusan (Saka & Gati, 2007). Kebimbangan dalam pemilihan kerja dalam konteks kajian ini adalah berkaitan dengan kesukaran yang menghalang individu daripada membuat keputusan kerjaya dan merupakan salah satu topik yang sering dikaji oleh ahli psikologi (Santos, 2001; Slaney, 1988). Kebimbangan pemilihan kerjaya juga merupakan salah satu masalah biasa yang sering dikemukakan oleh pelajar melalui sesi kauceling bersama kaunselor atau pakar psikologi (Kelly & Pulver, 2003).

### 1.1 Latar Belakang Kajian

Kekurangan pengetahuan berkaitan cabang kerjaya menyebabkan lepasan sesebuah institusi kurang arif dalam memilih kerjaya yang bersesuaian dengan diri mereka (Farhati, 2010). Pemilihan kerjaya yang tidak serasi dengan personaliti dan minat akan menimbulkan pelbagai masalah dan ketidakpuasan dalam bekerja (Holland, 1985).

Majoriti pelajar di Malaysia membuat pilihan kerjaya tanpa perancangan awal yang sistematik (Normala, 2013). Faktor seperti kurangnya ilmu pengetahuan berkaitan skop kerja dan tidak mahu mengenali pilihan kerjaya baru mendorong pelajar memilih kerjaya dalam lingkungan persekitaran mereka sahaja (Arthur & Hashim, 1987). Azizi et al. (2005) menyatakan pemilihan kerjaya yang tidak tepat bakal menimbulkan konflik diri seterusnya memberi impak yang besar dalam kehidupan mereka pada masa akan datang. Sering bertukar-tukar pekerjaan, terbeban dengan kerja dan bosan dengan pekerjaan adalah kesan daripada pemilihan kerjaya yang kurang bersesuaian (Normala, 2013).

Individu yang dapat mengenal kecenderungan personaliti diri dapat membantu dalam pemilihan kerjaya yang tepat (Normala, 2013). Personaliti pelajar perlu diketahui supaya pemilihan kerjaya mereka bersesuaian dengan personaliti mereka (Farhati, 2010).

## 1.2 Objektif Kajian

Kajian ini dijalankan bertujuan bagi mengenal pasti tret personaliti dan laluan kerjaya pelajar Sekolah Menengah Teknik (SMT). Objektif khusus bagi kajian ini adalah seperti berikut:

- i. Mengetahui personaliti paling dominan pelajar Sekolah Menengah Teknik.
- ii. Mengetahui pemilihan kerjaya pelajar Sekolah Menengah Teknik.
- iii. Menentukan sama ada terdapat hubungan antara tret personaliti dengan pemilihan kerjaya pelajar Sekolah Menengah Teknik.

## 1.3 Kepentingan Kajian

Kajian yang akan dijalankan ini dapat memberikan sumbangan kepada pihak-pihak tertentu khususnya kepada para pelajar, guru dan pihak Kementerian Pendidikan Malaysia (KPM). Antara kepentingan kajian ini kepada pelajar ialah pelajar dapat mengetahui tret personaliti masing-masing yang berbeza bagi setiap individu. Melalui pengetahuan tentang tret personaliti memudahkan pelajar mengambil keputusan dalam pemilihan kerjaya serta menentukan profesion yang ingin diceburi pada masa akan datang. Setelah mengetahui profesion yang akan diceburi, pelajar bolehlah merangka perancangan dalam pemilihan subjek dan jurusan yang bersesuaian semasa di IPT bagi mencapai cita-cita mereka.

Bagi guru pula, kepelbagaian tret personaliti pelajar dapat membantu mereka merancang strategi, pendekatan dan kaedah pengajaran yang bersesuaian dan efektif bagi setiap pelajar. Melalui pengalaman pengajaran yang lebih fleksibel, pelajar akan lebih mudah menerima input dan ilmu yang diberikan oleh guru. Selain itu, guru dapat membantu menyalurkan kecenderungan dan minat pelajar terhadap kerjaya tertentu. Guru juga boleh menjadi pakar rujuk pelajar dalam pemilihan kerjaya yang bersesuaian dengan personaliti mereka.

Kajian ini diharap dapat membantu pihak sekolah dalam mengetahui personaliti pelajar dalam setiap jurusan. Sebelum ini, pihak sekolah hanya menerima permohonan pelajar berdasarkan jurusan yang dipohon, namun kini pihak sekolah dapat mengetahui keserasian atau kongruen pemilihan jurusan dengan personaliti pelajar tersebut. Di samping itu, pihak sekolah akan menyediakan persekitaran pembelajaran yang bertepatan dengan personaliti pelajar seterusnya membantu dalam proses pengajaran dan pembelajaran yang kondusif.

## 2.0 SOROTAN LITERATUR

Dua teori utama telah dikenal pasti di dalam kajian ini iaitu Model lima faktor (*Five Factor Model*) oleh Costa dan McCrae (1985) dan Teori Pemilihan Kerjaya Holland (1973). Model Personaliti *Big Five* merupakan pendekatan yang digunakan dalam psikologi untuk melihat keperibadian manusia melalui tret yang tersusun dalam lima buah domain keperibadian. Model ini menerangkan sistem keperibadian personaliti secara umum supaya lebih mudah difahami (John & Sriastava, 1999). Teori Pemilihan Kerjaya Holland pula merupakan hasil kajian Holland terhadap personaliti yang menekankan aspek keselarasan antara jenis personaliti dengan persekitaran di samping menjelaskan bagaimana personaliti terbentuk dan berkembang (Sidek, 2002).

### 2.1 Inventori Personaliti *Big Five*

Perbezaan individu membawa kepada perbezaan personaliti (Holland, 1973; Noriati et al, 2009). Personaliti mampu meramal tindakan yang akan diambil oleh pelajar dalam pembelajaran mereka (Hoffer et al., 2012) serta boleh memberi pengaruh yang tinggi dalam pembelajaran pelajar (Abdah Ishak, 2015). Inventori personaliti *Big Five* oleh Costa & McCrae, (1992) adalah antara model personaliti yang digunakan secara meluas bagi mengkaji tret personaliti individu (Lounsbury et al., 2005). Model ini mengandungi lima jenis tret personaliti di mana setiap individu dikelaskan kepada beberapa tret personaliti: (a) personaliti *Extraversion* menerangkan individu yang mudah bergaul, aktif,

dan mudah menzahirkan emosi yang positif (Costa & McCrae, 1992). (b) personaliti *Agreeableness* mementingkan hubungan interpersonal. Individu yang mempunyai personaliti ini boleh dipercayai, bersikap empati dan mudah bekerjasama. (McCrae & Costa, 1992). (c) personaliti *Conscientiousness* pula merupakan individu yang konsisten, sistematik, berdisiplin, mempunyai kompetensi yang tinggi serta boleh diharap (Costa & McCrae, 1989; Hogan & Ones, 1997). (d) *Neuroticism* merujuk kepada individu yang cenderung mengalami tekanan psikologi (Costa & McCrae, 1992) serta ketidakstabilan emosi (Costa & McCrae, 1989). (e) personaliti *Openness* bersikap terbuka terhadap pengalaman baru, imaginatif dan artistik, bersikap ingin tahu, serta berterus terang dan tidak berselindung (Costa & McCrae, 1992).

## 2.2 Teori Pemilihan Kerjaya Holland

Holland (1973) mengelaskan personaliti kerjaya kepada enam dimensi : (a) personaliti Realistik minat pada kerja-kerja manual, elektrik, mekanikal dan pertanian. Individu Realistik bersikap materialistik, mempunyai kestabilan emosi, kurang bersosial dan suka bekerja dengan objek. (b) personaliti Investigatif pula merujuk kepada individu gemar kepada kerja-kerja penyelidikan, sistematik, analitikal, rasional, bersikap ingin tahu dan introvert. (c) Artistik menerangkan individu yang suka pada kebebasan dalam berfikir, tidak sistematik, kreatif, dan mempunyai daya imaginasi yang tinggi. (d) personaliti Sosial suka berinteraksi dengan orang lain, mudah bekerjasama, berkomunikasi, suka menolong orang dan bertanggungjawab. (e) personaliti Enterprising ialah individu yang mempunyai sifat ahli perniagaan. Mereka boleh mempengaruhi, mengurus, memimpin, dan mengarah individu lain. (f) personaliti Konvensional lebih konservatif, praktikal, sistematik, serta terperinci. Individu Konvensional gemar bekerja dengan nombor dan data.

## 2.3 Hubungan antara Personaliti dengan Pemilihan Kerjaya

Faktor personaliti mempunyai pengaruh yang kuat dalam pemilihan kerjaya seseorang individu (Weiqiao Fan et al., 2012). Kajian lepas membuktikan kewujudan hubungan antara lima tret personaliti dan juga pemilihan kerjaya. Individu yang berpersonaliti *Neuroticism* dan juga *Openness* mampu meramal laluan kerjaya (Reed et al., 2004). Dalam kajian lain oleh Nauta (2007), individu yang mempunyai personaliti *Openness* mempunyai hubungan yang positif dengan pemilihan kerjaya. Tahap personaliti *Openness* yang tinggi memudahkan proses dalam membuat pilihan kerjaya (Lounsbury et al., 2005). Page et al. (2008), pula mendapati tiada hubungan yang signifikan antara personaliti *Openness* dan juga kebimbangan pemilihan kerjaya.

Individu yang keliru, ragu-ragu dan belum membuat keputusan dalam pemilihan kerjaya mempunyai tahap *Neuroticism* yang lebih tinggi dan tahap *Extraversion* yang rendah (Page et al., 2008) Kajian lain pula mendapati tahap *Agreeableness* yang tinggi berkait rapat dengan kurangnya kebimbangan dalam pemilihan kerjaya (Lounsbury et al., 2005). Nauta (2007) juga mendapati enam dimensi Holland iaitu Realistik, Investigatif, Artistik, Sosial, Enterprising dan Conventional (RIASEC) mempunyai hubungan yang signifikan dengan pemilihan kerjaya.

Selain itu, wujud hubungan antara elemen minat kerjaya Holland dengan personaliti *Big Five* berdasarkan kajian yang telah dijalankan oleh Larson et al. (2002); Zhang (2008); dan De Fruyt & Mervielde (1997). Kewujudan hubungan tersebut adalah seperti dalam Jadual 1 di bawah.

Jadual 1. Hubungan antara Elemen minat Kerjaya Holland dengan Tret Personaliti *Big Five*

Dimensi Minat Kerjaya Holland	Personaliti <i>Big Five</i>
Artistik	<i>Openness</i>
Enterprising	<i>Extraversion</i> ,
Investigatif	<i>Openness</i>
Sosial	<i>Agreeableness</i>
Konvensional	<i>Conscientiousness</i>

Sumber : Larson et al. (2002); Zhang (2008); dan De Fruyt & Mervielde (1997)

### 3.0 METADOLOGI KAJIAN

#### 3.1 Reka bentuk kajian

Reka bentuk kajian merupakan keseluruhan rangka kerja kajian bagi menjawab objektif kajian. Kajian ini merupakan kajian kuantitatif berbentuk deskriptif-korelasi. Kajian deskriptif adalah kajian yang menggunakan instrumen seperti soal selidik untuk mengumpul maklumat daripada kumpulan-kumpulan subjek kajian (Ary et al., 2014). Kajian korelasi pula bertujuan menjelaskan pemahaman tentang fenomena penting dengan mengenal pasti hubungan antara pemboleh ubah (Frankael et al., 2012). Pengkaji menggunakan kaedah tinjauan bagi mengumpul data kajian. Kaedah tinjauan merupakan kaedah deskriptif yang kerap digunakan dalam penyelidikan pendidikan (Cohen et al., 2000). Kaedah tinjauan juga adalah bersesuaian bagi soalan kajian berkaitan dengan kepercayaan, sikap, pendapat atau tingkah laku sendiri (Neuman, 2000).

#### 3.2 Populasi Kajian

Populasi kajian terdiri daripada 2418 orang pelajar tingkatan empat dari sembilan buah SMT di seluruh Malaysia. Pelajar tingkatan empat dipilih kerana pemilihan pekerjaan mula berlaku pada peringkat penerokaan iaitu bagi individu yang berumur dalam lingkungan 15 hingga 24 tahun (Sidek, 2002). Pelajar tingkatan empat sedang melalui proses transisi iaitu peralihan daripada peringkat menengah rendah kepada menengah atas. Pada peringkat ini individu membuat pilihan berdasarkan minat, mula memikirkan kesesuaian kerjaya dengan diri dan bersedia ke arah realiti dalam memilih kerjaya berdasarkan cita-cita mereka (Muhamad Mansur & Siti Nordinar, 1989).

Jumlah populasi bagi kajian ini diperolehi melalui panggilan telefon ke setiap sekolah. Bilangan sampel kajian pula diperolehi menggunakan rumus pengiraan yang dicadangkan oleh Bartlett, Kotrlík, & Higgins (2001) yang menggunakan formula Cochran (1997) adalah seperti berikut:

$$n = \frac{no}{(1 + no / N)}$$

Di mana,

$$no = \frac{(t)^2 \times (s)^2}{(d)}$$

t = 1.96 (sumber dari Bartlett et. al, 2001)

s = 1.25 (anggaran sisihan varian untuk skala 5)

d = 0.15 (ralat margin yang diterima = 0.03 x 5)

N = 2418 (jumlah populasi)

Oleh itu berasaskan rumus ini saiz sampel yang diperlukan adalah dikira atau ditetapkan seperti berikut:

$$\begin{aligned} n &= \frac{266.78}{1 + \frac{266.78}{2418}} \\ &= 240.27 \\ &= 240 \end{aligned}$$

Hasil pengiraan mendapati seramai 240 orang responden diperlukan bagi kajian ini.

Jadual 2 menunjukkan bilangan sampel pelajar bagi setiap SMT. Pengiraan bilangan sampel adalah bagi setiap SMT adalah menggunakan rumus di bawah:

$$\text{Bil. Sampel bagi setiap SMT} = \frac{\text{Bil Populasi pelajar bagi setiap SMT}}{\text{Jumlah Populasi Pelajar Tingkatan 4}} \times \text{jumlah keseluruhan sampel}$$

Jadual 2. Bilangan Sampel Pelajar Mengikut SMT

SMT	Bilangan Populasi	Bilangan Sampel
SMT Kuala Lumpur	314	31
SMT Johor Bahru	300	30
SMT Tuanku Jaafar	296	29
SMT Melaka	294	29
SMT Kuantan	212	21
SMT Tunku Abdul Rahman Putra	273	27
SMT Terengganu	282	28
SMT Alor Setar	280	28
SMT Sejingkat	167	17
<b>Jumlah</b>	<b>2418</b>	<b>240</b>

### 3.3 Instrumen Kajian

Bagi mencapai objektif penyelidikan, penyediaan instrumen adalah penting bagi mendapatkan maklumat dan data daripada responden (Mohd Majid, 2005). Dalam kajian ini, instrumen yang digunakan ialah Inventori Personaliti Big Five dari John & Srivastava (1999) dan Soal Selidik Minat Kerjaya (SDS) Holland yang telah dialih bahasa oleh Sidek (1998) diguna pakai untuk mengenal pasti tret personaliti dan pemilihan kerjaya pelajar SMT. Soal selidik terbahagi kepada tiga bahagian yang dilabelkan sebagai bahagian A, bahagian B dan bahagian C seperti dalam Jadual 3.

Jadual 3. Pembahagian Soal Selidik Kajian

Bahagian	Perkara	Item	Jumlah
A: Demografi	Demografi Responden	5	5
B: Inventori Personaliti Big Five	Extraversion	8	44
	Neuroticism	8	
	Openness	10	
	Agreeableness	9	
	Conscientiousness	9	
C : Soal Selidik Minat Kerjaya (SDH)	Realistik	32	192
	Investigatif	32	
	Artistik	32	
	Sosial	32	
	Enterprising	32	
	Conventional	32	

### 3.4 Kajian Rintis

Kajian rintis dilaksanakan bertujuan bagi mendapat pengesahan terhadap kebolehpercayaan soal selidik supaya hasil dapatan kajian adalah sah dan boleh dipercayai (Merriam, 2001). Kebolehpercayaan merujuk kepada konsistensi atau kestabilan data yang diperolehi melalui pengumpulan data yang dijalankan (Johson & Christensen, 2000). Tahap kebolehpercayaan ujian juga bergantung kepada konstruksi dan kandungan item dalam soal selidik. Item yang disahkan kebolehpercayaannya boleh digunakan tanpa sebarang keraguan (Mohd Majid, 2005). Kesahan pula

merujuk kepada penilaian yang dilaksanakan bagi menilai kesesuaian dalam terjemahan dan tindakan yang dilakukan terhadap skor-skor ujian (Johson & Christensen, 2000).

Soal selidik Minat Kerjaya (SDS) telah diguna pakai oleh beberapa pengkaji seperti Amir Awang (1975), Amla Mohd Salleh (1993), dan Ahmad Rozelan (2013). Ahmad Rozelan (2013) telah mendapati soal selidik SDS mempunyai nilai kebolehpercayaan  $r = .0.783$ ,  $p < 0.05$ . Bagi Inventori Personaliti *Big Five*, Azilah (2010) mendapati darjah kebolehpercayaan instrumen tersebut adalah di antara 0.62 hingga 0.77 bagi setiap domain personaliti. Nilai pekali kebolehpercayaan yang sesuai adalah .60 dan ke atas (Mohd Majid, 2005).

### 3.5 Prosedur Kajian

Sebelum menjalankan kajian dan mengedarkan soal selidik kepada responden, kebenaran perlu diperolehi daripada pihak berwajib bagi menjalankan kajian ini. Kelulusan menjalankan kajian perlu dipohon daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (BPPDP/ EPRD) dan Bahagian Pendidikan Teknik & Vokasional (BPTV). Setelah mendapatkan kelulusan, soal selidik akan diedarkan kepada sampel kajian daripada setiap sekolah.

### 3.5 Analisis Data

Data yang diperolehi daripada soal selidik akan dianalisis melalui komputer dengan menggunakan perisian Statistical Packages for Social Sciences (SPSS) versi 23.0. data dianalisis menggunakan statistik deskriptif dan statistik inferensi berdasarkan objektif kajian yang dikemukakan.

Jadual 3. Kaedah Analisis Statistik Mengikut Persoalan Kajian

Persoalan Kajian	Kaedah Statistik
Apakah tret personaliti paling dominan pelajar SMT?	Peratus, min dan sisihan piawai
Apakah kerjaya pilihan pelajar SMT?	Peratus, min dan sisihan piawai
Adakah terdapat hubungan yang signifikan antara tret personaliti dengan pemilihan kerjaya?	Korelasi Pearson

## 4.0 PERBINCANGAN

Antara tujuan kajian ini adalah untuk mengkaji kewujudan hubungan antara enam minat kerjaya Holland (1973) dengan lima domain personaliti Big Five oleh Costa & McCrae (1992).

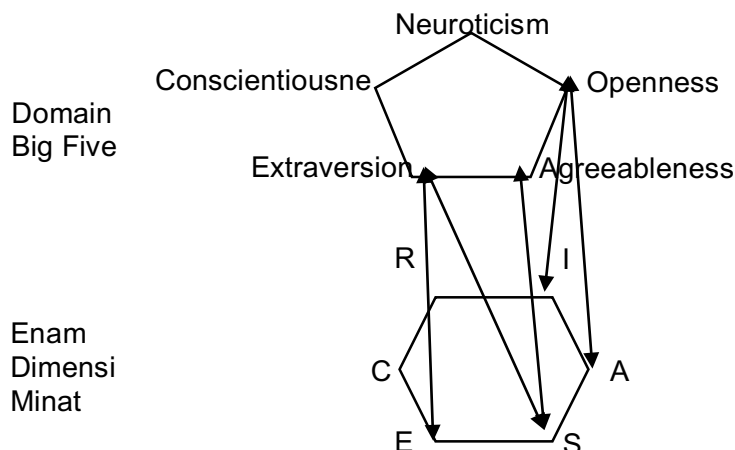
### 4.1 Jangkaan Hubungan antara Minat Kerjaya dan Personaliti *Big Five*

Pengasas kepada teori Minat Kerjaya Holland dan juga Model Personaliti Big Five mendapati terdapat perkaitan antara kedua-dua teori ini (Larson et al. (2002). Tokar et al. (1995) mendapati wujudnya hubungan yang sederhana konsisten antara kedua-dua model ini.

Rajah 1 menunjukkan rumusan hubungan yang wujud antara enam dimensi personaliti Holland dengan lima domain personaliti *Big Five* berdasarkan kajian yang telah dijalankan oleh pengkaji-pengkaji terdahulu. Pertama, minat artistik mempunyai hubungan yang signifikan tetapi sederhana antara .40 hingga .50 dengan personaliti Openness (Costa et al., 1984; De Fruyt & Mervielde, 1997; Gottfredson et al., 1993; Tokar & Swanson, 1995). Kedua, wujud hubungan antara minat Enterprising iaitu .20 hingga .50 dengan domain Extraversion (Costa et al., 1984; De Fruyt & Mervielde, 1997; Holland et al., 1994; Tokar & Swanson, 1995). Ketiga, minat Sosial mempunyai hubungan yang sederhana .30 hingga .40 dengan domain Extraversion (Costa et al., 1984; De Fruyt & Mervielde, 1997; Holland et al., 1994; Tokar & Swanson, 1995). Keempat, minat Investigatif mempunyai kekuatan hubungan antara .20 hingga .60 dengan personaliti Openness (Costa et al., 1984; Gottfredson et al., 1993; Holland et al., 1994; Tokar & Swanson, 1995). Seterusnya, minat Sosial mempunyai hubungan signifikan tetapi rendah ( $r = .20$ ) dengan domain Agreeableness (De Fruyt &



Mervielde, 1997; Tokar & Swanson, 1995).



Rajah 1: Jangkaan hubungan antara minat kerjaya dan domain *Big Five*

## 5.0 KESIMPULAN

Berdasarkan kajian-kajian lepas, dapat dirumuskan bahawa personaliti yang dominan akan mempengaruhi pemilihan bidang pekerjaan seseorang individu (Holland, 1973). Kesimpulannya, kesedaran terhadap pentingnya keselarasan personaliti dengan persekitaran kerjaya perlu ditekankan sejak di bangku sekolah lagi. Proses pemilihan kerjaya adalah perkara yang penting dan kritikal bagi seorang pelajar. Melalui pendidikan serta bimbingan diharapkan dapat membantu pelajar merancang hala tuju kerjaya di masa depan dengan lebih teratur dan terperinci. Walaupun keputusan dalam memilih sesuatu kerjaya bukanlah satu proses yang enteng, pelajar haruslah dididik bagi mengintegrasikan maklumat berkenaan diri dengan pemilihan pekerjaan (Sidek Mohd Noah, 2000).

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