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EXTENDED ABSTRACT

‘Fake News’ Amidst the COVID-19 Pandemic: A Study of the Elements of Fake COVID-19 News in Malaysia

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Abstract

The COVID-19 pandemic has resulted in more than 740,000 deaths and has affected more than 200 countries to date. However, it seems that fake news travels even faster than the virus itself. Misinformation, misleading rumours and conspiracy theories about the virus has amplified the anxiety and panic felt by the people. A greater concern is that it can hamper the authorities’ efforts in handling the situation and responding to the outbreak. Therefore, it is vital to identify the elements of fake COVID-19 news in order for the people to accurately respond to the crisis. This study aims to explore the elements of fake news with samples extracted from sebenarnya.my and sinchew.com at the peak of the pandemic. The findings revealed that most fake COVID-19 news shared the following similarities: 1) Poor lexical structure, 2) Sensationalisation, 3) Oversimplification of ideas/messages, 4) Lack of proper sources. Considering the fact that COVID-19 is a current issue and there is an increasing demand for information, the findings of this study are significant and could serve as a guideline for addressing non-authentic content. It could raise public awareness so that people are more cautious when receiving and sharing any COVID-19 information online.

Keywords

COVID-19, Fake News, Misinformation, Element

1. Introduction

The Coronavirus disease (henceforth COVID-19) is the infectious disease caused by the recently discovered severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) (Abdul Hafeez, et. al. 2020). The source of the virus has yet to be confirmed although it is believed to have originated from the Chinese city of Wuhan, Hubei at the early stage, from the consumption of wild animals (Birtles, 2020). The pandemic has caused more than 20,000,000 infections and more than 740,000 deaths to date (Worldometers, 2020, 13 August).

Amidst the fight against COVID-19, an excessive amount of misinformation and misleading content regarding the pandemic have emerged as barriers for timely and accurate public responses to the situation, even driving people to extreme measures as a result. Viral posts on Facebook, Whatsapp and Twitter showing Malaysian military vehicles patrolling the streets and military helicopters dropping disinfectant from the sky throughout the country has triggered panic buying at supermarkets, the promotion of false cures and scams that took millions of ringgits away from buyers desperate to get their hands on surgical masks (Leong, 2020).

In an interview with the News Straits Times, Senior Minister for Security Datuk Seri Ismail Sabri Yaakob stated that so far, the Malaysian Communications and Multimedia Commission (MCMC) have opened 268 investigations papers on cases of fake news related to the COVID-19 pandemic (Nuradzimmah, 2020). MCMC Chief Compliance Officer Mr Zulkarnain Mohd Yasin has even remarked that “the biggest challenge for us has been to stop people from spreading fake news” (Leong, 2020). It is therefore obvious that the ability to filter news is crucial, particularly at this critical moment, as every piece of truthful information is important to enable appropriate public responses to the crisis.

This study intends to provide some insights into the phenomenon with two research objectives: 1) to study the purpose of fake COVID-19 news in Malaysia found on social media during the peak of the COVID-19 pandemic and 2) to identify the elements of fake news in Malaysia during the peak of COVID-19 pandemic with reference to Choy and Chong's LeSIE framework.

2. Literature Review

2.1. An overview of Fake News

Fake news has been a hotly debated topic among scholars. MCMC's Network Security, New Media Monitoring, Compliance and Advocacy Sector Chief Officer Dr. Fadhlullah Suhaimi Abdul Malek defined it as "unverified and inaccurate news which serves to deliberately misinform or cause harm to one's reputation" (Sarah, 2018). Many scholars have associated it with the following keywords: misinformation, hoax, vague, speculative, exaggerated, contradictory, conspiracy, satire or parody, manipulated content, misleading and imposter content (Purohit, 2020; Tan, Lee and Chae, 2015; Wardle, 2017). Nevertheless, it is hard to distinguish between the real and the fake as the latter may turn into the former in the future.

2.2. Individual Role & Fake News

Pangrazio (2017) rightly pointed out that the role of individuals as gatekeepers of information on social media should not be underestimated. Individuals should be central to the efforts of dealing with misinformation on social media. This is because people are not only playing a role in receiving information, but they are also playing an active role in sharing the information online. Vosoughi, Roy and Aral (2018) who found that political news spread faster and farther on Twitter by its users further prove this. The fact that social media users are proven to be more effective and fruitful than algorithms in tackling misinformation is also highlighted in Bode and Vraga (2017) and Pangrazio (2017).

3. Theoretical Framework

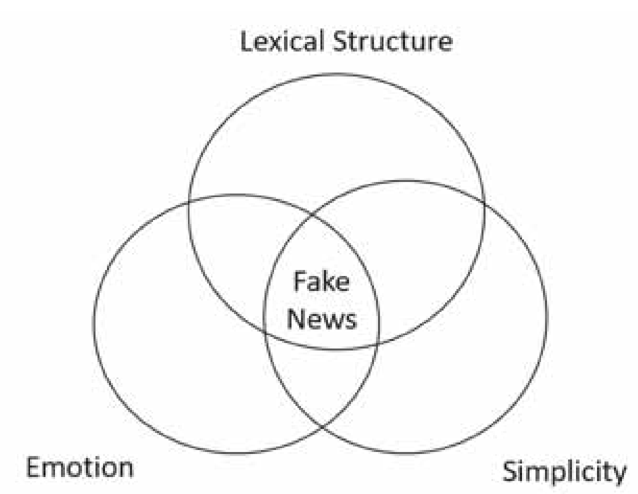

Figure 1. LeSIE Framework

This study employed the Framework of Choy and Chong (2018) to examine fake news about COVID-19 in Malaysia by identifying the three distinctive elements shared by them. According to the authors, fake articles often have problems with the lexical structure of sentences such as incorrect use of language (e.g. grammatical errors). Besides that, fake news tends to be short and simple, as deceivers tend to tell less complex stories because the process of creating a false story requires additional cognitive resources. The use of exaggerated and highly emotional words is another element of a fake article. Contents that convey strong emotions such as anger and anxiety are believed to spread faster among audiences. While it is not included in the diagram, this framework by Choy and Chong (2018) also includes the validation of news sources as one of the criteria to identify fake news. They maintained that false articles always include information without indicating the source. Therefore, this study also attempts to examine the presence or absence of the source of information in fake articles.

4. Methodology

A content analysis was conducted to study the elements of COVID-19 fake news on social media during the one-month peak period of the pandemic in Malaysia. A total of 117 fake news articles from sebenarnya.my and 53 articles from sinchew.com starting from the end of February to 4 April 2020 were obtained. Both websites are well-known platforms in the country for online news verification, especially sebenarnya.my that is founded by the MCMC to combat fake news (Malaysian Communications and Multimedia Commission, 2017).

5. Findings

RO1: To study the purpose of fake COVID-19 news in Malaysia found on social media during the peak of the COVID-19 pandemic.

It was found that approximately 77% of the fake articles intend to spark fear and panic among citizens. Such articles or texts are mostly related to patients tested positive for COVID-19 having escaped from hospital. Some articles also attempted to create an impression that certain areas have been classified as a red zone or that someone has died from the disease. Other purposes of the fake articles include providing false remedies, exploiting the sale of surgical masks as well as pushing certain political agendas.

RO2: To identify the elements of fake news in Malaysia during the peak of the COVID-19 Pandemic.

This research revealed that approximately 97% of the fake articles has problems with lexical structure. These include punctuation errors, problematic sentence construction/structure as well as improper arrangement of ideas/thoughts that leads to confusion.

Figure 2. Sample of poor lexical structure

Furthermore, this research also found that most fake articles have simple and direct messages (approximately 75%). These articles provide neither a background to the message nor a source of information. Besides that, these articles were also found to have the intention of arousing emotions (approximately 71%) to incite fear and panic among social media users. These articles try to sensationalize the content using big, bold and highlighted fonts, or to grab the attention of readers using emojis. In addition, these fake articles (approximately 76%) also failed to state their source of information. These articles usually start with expressions such as "I heard that", "someone told me" or go straight the point without citing any source.

Figure 3. Sample of fake articles that fulfill elements of simplicity, emotion and lack of proper sources

6. Discussion and Conclusion

The main findings of the study revealed that most of the fake COVID-19 articles attempt to spark fear and panic. This is corroborated by many past researchers who also found that fake contents tend to relate to negative emotions as they could spread more rapidly than neutral contents with positive emotions (Wu, Tan, Kleinberg & Macy, 2011; Berger &Milkman, 2012; Kim, 2015; Shariatmadari, 2019). Besides that, the fake articles also contain the three elements suggested by Choy and Chong (2018) – poor lexical structure, oversimplification of ideas/messages and emotion triggering. These articles also lack proper sources.

Overall, this study has contributed to the effort of combating fake news by identifying the elements of fake news on COVID-19 in Malaysia. A point worth reiterating is that social media users could play a more active role in combating fake news. The researchers hope that by identifying the elements of fake news, the public will have a greater awareness of the issue and a means of filtering false information. This is significant as fake news can have negative effects on the public consumption of news and poses a threat to a country's economy and politics.

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Eye Motion Tracking Using Image Processing To Improve Computer User

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Abstract

Looking at a digital screen can have different experience than viewing a written or printed paper. Spending a long time looking at a computer screen can strain the eyes and causing what is known as Computer Vision Syndrome, a health condition that cannot be corrected with eyeglasses or contact lenses. In order to overcome this issue, authors came up with an Eye Motion Tracking System. The objective of this system is to improve users' experience when looking at the computer or laptop screen by provide suggestions on brightness settings or breaks based on the detected user's eye behavior. The system was developed using Python, OpenCV, Dlib's face detector and eye aspect ratio (EAR) as eye blink detection algorithm based on waterfall methodology. This system introduces an inexpensive and simple installation for most computer platforms. Several performance tests were done with different volunteer users. Based from the result, the volunteers are satisfied where the system able to improve the user's experience when looking at the screen by providing reminders.

Keywords

Eye blink, eye detection algorithm, EAR, user experience.

1. Introduction

In the current era, computers become an important part of human daily life. Many tasks cannot be efficiently performed without the help of computers. As such humans become heavily reliant on computers. According to KPCB's report, which aggregates data from market research company eMarketer, the average adult user in 2017 spent 5.9 hours with digital media. This includes smartphones, desktops and laptops, and other connected devices including over-the-top (OTT) streaming devices and game consoles [1]. This has caused the number of people showing signs of eye diseases to skyrocket. Remedies have been made in the form of screen time management system, but it is not as effective as it seems. The main reason is that there is no effective medium to detect that the users are looking at the screen.

In this study, the goal is to design and implement eye tracking system based on number of eye blink by user. Then the system advice the user to take a break or adjust the computer settings such as brightness, level of contrast or word sizes.

2. Literature Review

A number of eye tracking intervention already exist in the field. There are mainly two kinds of eye trackers, screen-based (Figure 1) and devices- based (Fig.2) [2].

Figure 1. Screen-based**.**

Figure 2. Devices-based.

However, the intervention goes against computer user's intuition and it is not natural for user to communicate with computer smoothly. Therefore, in this paper we present an eye tracking based control system that not only supports the commercial low-cost eye trackers but also provides more natural and more convenient communication mechanisms for user-computer.

3. System Development Methodology

The system development methodology for this project will be spiral model development lifecycle as illustrated in Figure 3. The method is commonly used for risk management that combines the iterative development process model with elements of the waterfall mode [3].

The planning phase will identify the requirement and functions of the project. All the objectives and system requirement should be elaborated and analyzed. It includes estimating the cost, schedule, and resources for the iteration. Risk analysis involve the identification of potential risk and all possible solutions to find any vulnerabilities. Flowchart of the system will be produced in order to help the developer to identify the potential risk that might happened in every module. In the development phase, the prototype will be built based on the design and planning of previous stage. It includes testing, coding and deploying. The fourth phase which is evaluation, the test results of the testing phase is evaluated. The evaluation will provide better understanding of the new build to the developers and identify the changes that must be made based on the gathered feedback. This phase is important as it can dictate whether the final product meets the requirement.

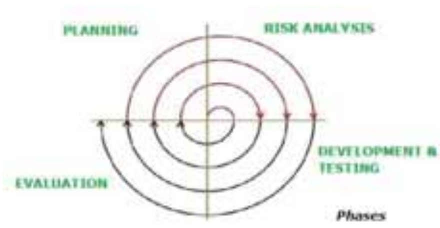

Figure 3. Spiral Model**.**

4. Implementation

To develop the proposed system, we must incorporate an image processing algorithm to help in detecting the human eye. The authors had chosen to use Python 3 as the main programming language to develop the system. Python have large amount of extended libraries that can be used to develop the intended proposed system. The libraries used in the project are NumPy, SciPy, OpenCV, dlib, imutils, and PySimpleGUI.

NumPy library are used for working with multi-dimension array, algebra, and matrices. SciPy library provides scientific computing and mathematical functions used for mathematical and numerical analysis through wide range of high-level command [4]. OpenCV is an open source library that provides algorithm related to computer vision, image processing and machine learning [5]. Dlib is a library originated from C++ but can also be used on Python. It is also for image processing and machine learning development. Imutils is an extension library made specifically for OpenCV, providing image processing functions such as rotation, resizing, contours, and detecting edges. PySimpleGUI is for creating simple user interfaces as shown in Figure 4.

5. Testing

To meet the project objective, the system must be tested to ensure it can detect the user's eye under different scenarios. Multiple tests are conducted to see whether the system can accurately detect the user's eye, detect user's blink (Figure 5), detect user with eyewear, and detect the user's eye under low light environment.

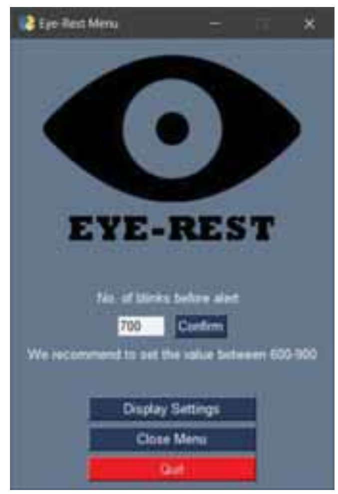

Figure 4. Menu interface

Test Case ID	T002
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system can detect the user's blink.
Expected Results	The system can correctly detect the user's blink count. Result between 8 to 12 counts as pass.
Test Procedures	1. Launch the system 2. Tester position himself in front of the webcam 3. Tester proceed to blink 10 times with 1 second interval 4. Record the results
Actual Results	The system successfully detects the tester's blink count of 10. 
Pass/Fail	Pass

Figure 5. Test case of Blink Test

After conducting the test, it can be concluded that the system can effectively detect the user's eye under normal circumstances and even when the user is wearing a spectacle.

The system can accurately detect the user’s eye blink. However, the system cannot detect the user’s eye under low light environment as the system could not accurately identify the user’s facial landmark. The system features like the reminder function and shortcut are working as intended.

6. Conclusion and Future Work

The project objectives are met as the combination of Dlib’s facial detector and eye aspect ratio are proven to be effective in detecting the user’s eye blink. With it a working prototype system are developed to utilize the algorithm and help improve the user’s experience when looking at the screen by providing reminders and accessibilities.

However, the system is far from perfect as it still has some limitations and room for improvement, given that the prototype was developed within limited time frame and resources.

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A Novel Augmented Reality Piano Learning Application For Beginner On Android Platform

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Abstract

Guidance is essential for novice to learning music instruments. Without proper guidance, it's hard for them to self-learned which will affect their performance of learning music instruments. Piano is one of the most familiar and most attractive music instrument to learn and play. However, for novice, it's hard because they have to look at every single notes in the sheet and same time they have to press the piano keys to play the song. To overcome this difficulty, this study has proposed and developed piano learning application in augmented reality (AR). AR which is a real time environment where computer generated elements are displayed on screen of device such as phone and the sensory input such as sound, video and graphics. AR enrich the piano learning application content to become interactive and fun which able to encourage the novice leaner. The main functionality of the application is detecting piano keyboard by using the image tracking with similar 3D model target of piano. These functions are used to activate the piano key note to drop down from the top of the piano to the piano key. While the key note visually drops, the novice only need to press the particular key and play the song. As a result, the novice able to play and master the basic piano keys. The application shows more advantages over the traditional learning and AR becoming a new platform for novice.

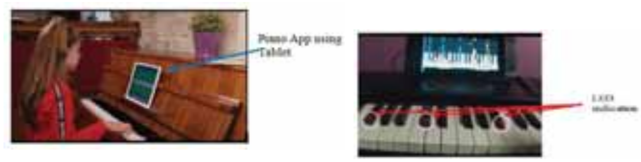
Keywords

augmented reality, novice, piano.

1. Introduction

Piano is a musical instrument which known as pianoforte. It was invented by Bartolomeo Cristofori in 1709. Playing piano and reading the musical notes are very complex which requires years of practice. Traditionally, piano was taught on a one-to-one basis with the guidance of an experienced musician. However, music students are unable to afford one to-one tuition [1].

Computer-aided piano training applications are subset of technology enhanced in musical education systems. The majority of computer-aided piano applications use a screen-based [2] or hardware-based [3] to guide users to the intended keys to play as shown in Figure 1a and b.



(a) **(b)**

Figure 1. Computer-Aided Piano Training Application

There are problems with both of these approaches. Traditional screen-based learning tools require users to visually transfer information from the device or screen to apply on the actual instrument. Hardware-based learning tools provide more direct guidance, but user engagement is diminished due to its limited display capabilities. As a solution, AR technology provides an ideal piano-learning environment.

2. System Development Methodology

Fountain model was adopted as system development methodology for this project. The model consists 7 phases which are

i) **Analysis** to determine the need and the requirement to develop an AR piano learning application. In this study, fact-finding techniques were used which are questionnaire and interview. 45 participants involved in the survey where 41 participants for questionnaire and 4 for interview sections. The result shows, the participants are willing to use the apps as their AR piano learning apps.

ii) **Requirement** - display the virtual object on the phone screen which have projectile toward the piano keyboard with the marker based to show the key chord drop down from the top of the piano keyboard. The AR piano system will then detect the user which key in the chord and the user finger pattern which while the user 2 handed on the keyboard will activate the systems.

iii) **Design** – Figure 2 illustrates the proposed system design. The design consists of the user interact the AR Piano Learning Application through hand phone. The hand phone used to scan the piano keyboard image using AR marker detector and request to display virtual object at the top of the AR marker.

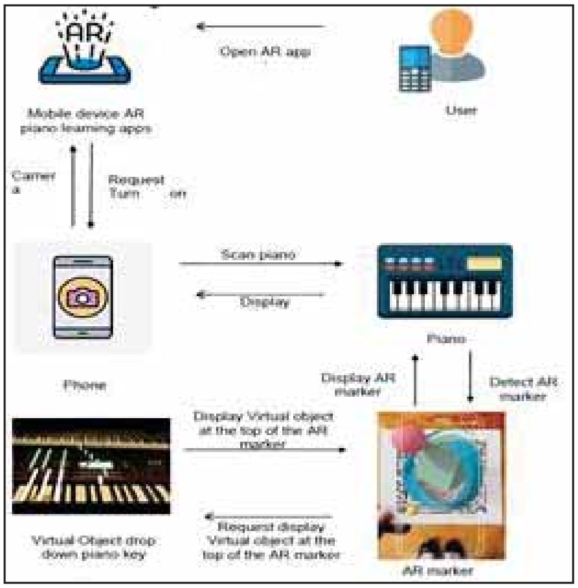


Figure 2. Rich Picture of Proposed System

iv) **Coding** - in order to develop the AR piano application Unity with Android Studio and Android SDK were used in Android platform. Model Target Generator from Vuforia development tools was used to trace the piano image. This tool used to generate the piano keyboard with different angle (X and Y axis). While Unity script which is Visual Studio C# to compile and debug. Figure 3 an example of C# code for video controller.

Figure 3. C# Code for Video Controller

v) **Development** – Figure 3a is a main menu of the system where the user can choses: 1) play button for difficulty level (Figure 3b); 2) option button for user manual and 3) exit button to quit from the system. The AR camera will show up the pattern of the 3D object which the user need to projectile the camera toward the similar pattern to activate the synthesis video player as shown in Figure 3d else the app cannot detect the image as shown in Figure 3c.

Figure 3. Proposed System

Figure 4 show is an easy mode, where the AR camera will display the virtual codes through the video player onto the piano keyboard. the video will be played in 0.5x speed so that the user can slowly learn the way to play the song

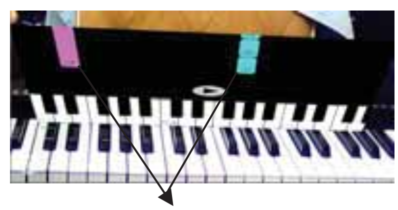


Figure 4. Easy Mode AR Piano Application

vi) **Testing -** 4 type of testing was conducted as listed in Figure 5. During the testing stage, the authors have identified some errors and able to rectified.

Feature ID	Description
F001	User Interface Button Function
F002	Performance of Augmented reality
F003	Tracking System Function
F004	Usability Testing of the system

Figure 5. System Testing

vii) **Usability Acceptance** - to determine whether the system is user-friendly for novice piano learner. The developed system tested with 10 participants. The overall feedback shows that the system is easy to use and able to learn the basic piano learn lessons anytime and anywhere.

3. Conclusion

In conclusion, the developed AR piano application had been considered fulfilling the project's objective. Now, the novice piano will have a simple and easy AR piano application to help them in learning piano. There are several songs for the user to learn from easy, normal and hard mode.

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Hospitality TVET Students' Attitude and Satisfaction towards Simulation-Based Learning

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Abstract

This study aims to examine the attitudes and satisfaction of hospitality TVET students towards the use of Front Office Tasks Simulator (FOTS) as an innovative teaching tool. In total, 22 students of the Hospitality Operations Program semester 3 participated in this study. The results found that students 'attitude of using FOTS as a whole was at a high level (M = 4.83, SD = .14) and students' satisfaction using FOTS as a whole was also at a high level (M = 4.66, SD = .52). Pearson Correlation Test found that there was a significant relationship between students' attitudes and satisfaction in using FOTS as an innovative teaching tool for Front Office subjects (r = .835, p <.01). In conclusion, the use of innovative teaching tools - Front Office Tasks Simulator (FOTS) can increase students' understanding and satisfaction of learning the procedures of Doorman, Bellmen, and Concierge, reservation, check-in, check-out, payment of guest bills. The researchers also suggested that the use of FOTS be introduced to institutions that offer the same program to improve the process and atmosphere of T&L, as well as further studies should also be conducted to see the compatibility of research findings when using other college respondents.

Keywords

Simulation-based learning, attitude, satisfaction, hospitality TVET students, Front Office Tasks Simulator.

1. Introduction

Nowadays, educators are advised to integrate technology and innovate in students' teaching skills to meet the educational needs for the student learning experience, as stated in the Malaysia Education Plan 2015-2025 (Higher Education) (Ministry of Education Malaysia, 2016). Various teaching pedagogies have been used in hospitality programs in previous studies such as business simulations (Pratt & Hahn, 2016), hotel simulations (Ampountolas et al., 2018), Second Life (SL) as 3D virtual worlds in hospitality teaching (Deale, 2013), and active learning (Chau & Cheung, 2017) to achieve specific course objectives. In hospitality classes in community colleges, traditional role-play is often used as one of the teaching and learning techniques. However, through the observation of researchers, the use of traditional role play is not very effective when students perform practical training for Front Office. Some problems have been identified as follows:

1.1. Problem Statement

As mentioned above, Sungai Petani Community College also often faces problems related to teaching and learning (T&L) for Front Office subjects. Among the problems encountered are as follows:

i. The use of traditional role-play is ineffective in teaching and learning in Front Office subjects (Dickson et al., N.d.).

ii. Circumstances or environments in lectures that do not reflect actual or unconducive work situations (Che Ahmad et al., 2016; Mat Saad et al., 2011).

iii. Lack of teaching aids in hospitality classes (Chijioke & Naade, 2018; Widiyatmoko & Nurmasitah, 2013).

Accordingly, an alternative method or approach needs to be created so that students can understand and implement the Front Office practical procedures. Therefore, a study needs to be conducted to study the perceptions of Front Office students on the use of Front Office Tasks Simulator (FOTS) as an innovative teaching tool for Front Office subjects in community colleges.

1.2. Objectives of the Study

This study aims to examine the attitudes and satisfaction of hospitality students towards the use of Front Office Tasks Simulator (FOTS) as an innovative teaching tool. In particular, this study has two objectives, namely:

i. To identify the attitudes and satisfaction of students using FOTS as an innovative teaching tool for Front Office subjects; and

ii. To determine the relationship between attitudes and student satisfaction using FOTS as an innovative teaching tool for Front Office subjects.

2. Literature Review

2.1. Unconducive of Learning Environment

According to Che Ahmad et al. (2016), the suitability of the learning environment is one of the determinants in the success of the learning process in the room. The findings state that the physical aspects of the room should be appropriate and meet the needs of teachers, students, and learning activities. This statement is supported by the study of Mat Saad et al. (2011), that learning facilities such as rooms for teaching and to implement adequate practical are seen to influence students' learning while they are pursuing their studies at the Polytechnic. Meanwhile, Minhat (2011) stated that a positive lecture room atmosphere will not only encourage fun learning but also provide space for students to more easily and quickly understand the lesson in a more effective way.

2.2. Lack of Teaching Aids

In a study conducted by Ilias et al. (2016), researchers stated that the use of teaching aids is important to improve students' memory of the lessons delivered. Meanwhile, Sharudin (2008) stated that the lack of tools and materials to do practical work will result in disrupted teaching and learning process.

2.3. Simulation-Based Learning

Training simulations are designed to reproduce or simulate processes, events, and situations that occur in a trainee’s work. Trainees can experience these events in a controlled manner within a designated area, where they can develop their skills or discover concepts that will enhance their performance (Ahammad, 2013). The purpose of the simulation method is to improve students' abilities and certain concepts in problem-solving. A simulation is a situation created to resemble a real situation but in a simplified form, summarized or minimized so that related problems or issues are easier to solve.

In the study of Pratt and Hahn (2015), they concluded that simulations provide a beneficial learning experience through teamwork development, offer fun learning methods, and combine their knowledge from other courses. Another study conducted by Douglas et al. (2008) adds to this finding that simulation has proven to be a useful tool for skill development essential for hospitality business management. In this study, the results show that the use of student simulation is positive.

2.4. Front Office Tasks Simulator (FOTS)

FOTS is used to create a real work situation/environment to perform practical. In particular, FOTS has combined four innovation ideas, namely:

i. VIRTEST plus 3D 4th version- Virtual guest room allows students to move the position of view and movement in the Virtual guest room. Students will see every item in the guest room, and this makes it easier for students to understand and explain items or facilities to guests.

ii. FOTOKIT (2 in 1) for Beginners (manual & online) 2nd version - Has two versions, namely manual (laminate) and online allows students to practice Front Office system simultaneously with Reservation, check-in, check-out, and guest billing procedures

iii. Front Office Simulation Tasks 2nd version - Is a Tasks Card to create real work environment situations that students will face for the scope of duties of Reservation Clerk, Receptionist, Cashier, Concierge, Doorman, and Bellman.

iv. Front Office Tasks Simulator Kit - This kit includes the manual for using this Simulator, specimen money, room key card, bills, receipts, and others to make it easier for lecturers and students to use.

Figure 1. Situation shows when FOTS is implemented

3. Methodology

This study is a descriptive study using a quantitative approach and data collected through questionnaires answered by respondents. Therefore, a total of 22 students were selected as a sample for this study. The questionnaire is divided into three parts, namely part A - demographic, part B - attitude (instrument has been adapted and modified from the study of Davis (1989) and Pratt and Hahn (2016), and part C - satisfaction (instrument has been adapted and modified from Davis study) (1989) and Pratt and Hahn (2016).

4. Findings

The mean value describes the propensity of each dependent variable and the independent variable. The classification analysis for the mean score and evaluation level was categorized into 3 levels, namely: 1.00-2.33 (low level), 2.34-3.67 (medium level), and 3.68-5.00 (high level/positive).

Table 1. Hospitality TVET Students' Attitudes Towards the Use of FOTS

Constructs	N	Mean	SD	Level
Attitude	22	**4.66**	**.52**	**Positive**

Based on Table 1, the level of attitude towards the Use of FOTS (M = 4.66, SD = 0.52) is at a positive level. Thus, it can be concluded that there is a willingness to use of FOTS as a Front Office learning platform among is at a positive level in this study.

Table 2. Hospitality TVET Student's Satisfaction in the Use of FOTS

Constructs	N	Mean	SD	Level
Satisfaction	22	**4.76**	**.36**	**High**

Based on Table 2, level of attitude towards the Use of FOTS (M = 4.76, SD = 0.36) is at a high level. Thus, it can be concluded that students are satisfied with the use of FOTS as a Front Office learning platform among students is at a high level in this study.

4.1. Relationship between Attitude and Student Satisfaction with the use of FOTS

The Pearson Correlation test was used to test the relationship between attitudes and student satisfaction with the use of FOTS. Table 3. shows that there is a significant relationship between attitudes and student satisfaction (r = .835, p <.01). This indicates that student attitudes will affect student satisfaction with the use of FOTS.

Table 3. Pearson correlation between attitudes and student satisfaction with usage

Variables		Satisfaction
Attitude	Pearson Correlation	.835**
	Sig. (2-tailed)	.000
	N	22

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

5. Discussion

The results show that the overall mean for students' attitudes is at a high level. From the findings of the study, it was found that all the question items studied showed a high mean interpretation. This shows that students have a positive attitude towards the use of FOTS. Thus, FOTS can provide a real learning experience; FOST is easy to use; FOTS can increase my focus on learning compared to traditional learning, and FOTS can maintain learning performance. Therefore, students' attitudes are positive due to the fact that FOTS can have an impact on students.

The results of this study also show that the overall mean for student satisfaction is at a high level of 4.76. This is because FOST is a practical method for understanding hotel operations; the use of FOTS can give students an understanding of the interdependence between departments; scenario-based simulation in FOTS is an effective learning experience, and FOTS can provide a real learning experience. Therefore, when students get satisfaction in the use of FOTS then the level of student satisfaction will also increase.

The results of the next study were to test the relationship between attitudes and student satisfaction with the use of FOTS. The results show that there is a significant relationship between attitudes and student satisfaction. This finding indicates that student attitudes will affect student satisfaction with the use of FOTS. When students' attitudes are at a high level, then student satisfaction will also increase. This finding shows that the use of FOTS as an innovative teaching tool in teaching and learning among hospitality students, especially in the field of Front Office is appropriate.

6. Conclusion

Overall, this study shows that students' attitude and satisfaction of the use of FOTS in Hospitality Teaching and Learning in Sungai Petani Community College is high. As this study is very beneficial to institutions in upgrading the T&L process, further research is very important and useful to assist the Hospitality Operations Unit of Sungai Petani Community College, especially in further improving the quality of T&L and students. It is hoped that the findings of this study will help the Hospitality Operations Unit in creating an attractive T&L environment, interactive and interesting teaching aids and increase the level of use of the latest technology in the T&L process to Sungai Petani Community College students so that students do not lag in this new era. The researchers suggest that these FOTS can be continued and improved to facilitate the T&L process. The researchers also suggested that the use of FOTS be introduced to institutions that offer the same program to improve the process and atmosphere of T&L, as well as further studies should also be conducted to see the compatibility of research findings when using other college respondents.

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A Study Of Software Quality Assurance Perspective On E-Commerce System Development

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Abstract

With the recent global pandemic, COVID-19 has tremendously accelerated the growth of E-commerce revenue and market size within a few months despite the hardships people are facing. Nevertheless, software quality of E-commerce systems has to be up to date to gain a competitive edge in this modern era. This study attempts to maximize feasibility and boost confidence throughout the development of small and medium-sized E-commerce systems. Moreover, this paper presents a comparison on different types of software development methodologies, including traditional and agile methodologies. This study also presents the related works on software development methodologies, comprising Extreme Programming, Scrum, and Kanban and a particular software quality model, named ISO/IEC 25010. Furthermore, their difficulties and advantages are discussed. Additionally, the sub-characteristics defined in the ISO/IEC 25010 quality model are constructively mapped with the necessary features incorporated into the E-commerce system. As a result, Scrum with high frequency of effective meetings is able to minimize technical debt, design failures, stress, miscommunication, and ambiguity and to improve shared vision, continuous feedback for verification, productivity, team morale, delivery predictability, project visibility, risk reduction, and engineering discipline. The ISO/IEC 25010 quality model contributes to overall success of the system development life cycle of the E-commerce system. Altogether, the findings contribute to achieving feasible outcomes, generating an adequate understanding, and adopting effective software development methodology and software quality model for practitioners.

Keywords

Software Development Methodology, Software Quality Model, Extreme Programming, Kanban, Scrum, ISO/IEC 25010, E-commerce

1. Introduction

The global pandemic has further proved its destruction on the business domestically and globally, which could be even severe to the business conditions and human life if there is not an existence of E-commerce for companies to generate revenue and people to purchase products online [11].

60% of respondents mentioned that their online purchases have increased tremendously compared to pre-COVID levels, and the promotions, sales of household items, and packaged food helped with great savings [1]. Remarkably, the Shopee E-commerce platform experienced 82% of growth just from quarter 1 to 2 in this year, 2020, and dominate the rankings because Shopee has made the most of consumers during the Covid-19 pandemic lockdown period [10]. Thus, the E-commerce platform which is heavily emphasized on software development prioritizes the enhancement of software performance and quality [13].

2. Software Development Methodology

2.1. Agile Methodology

The advantages include enabling the free flow of communication that embraces ideas from team members, increasing flexibility and adaptability of workflow for adjustment, actively involving customers to ensure success, preparing each module with the demonstration to allow the customer to receive project work incrementally with the correct direction, allowing a sense of shared ownership of project contribution, following the incremental dispatch of the product, and obeying organic structure that encourages cooperation with flexibility and participative that commonly utilized in the small and medium organization [14]. Also, certain techniques in the agile methodology can help crisis management during software development [17]. Any new agile practitioner appreciated the transition of adopting the agile approach that follows collaborative practices, and it helped to avoid stress as well as providing the practitioners a better overall project experience [7]. The top 5 reported benefits of adopting agile practices include (1) ability to manage changing priorities, (2) improve project visibility,

(3) enhance business or IT alignment, (4) reduce time-to-market, and (5) improve team morale [16].

2.2. Adoption of Scrum Methodology

From 2010 to 2016, the Scrum approach became the predominant agile methodology across all the distributed teams [15]. The Scrum methodology with at least 75% of respondents practicing Scrum and 58% of respondents' organizations were found that they have continuously used the Scrum agile methodology [16]. The benefits of Scrum approach include customer collaboration, shared vision, and continuous feedback for verification [8]. It detects the defects incrementally while the features are being delivered [9]. The incremental delivery method allowed the quality assurance team to evaluate the project in the early phase, so that the developers had the opportunity to fix the defects correspondingly [9]. In addition, the Scrum methodology provides finding and fixing errors in early phases, minimum risk of exposure to costly reworks, better concentration on quality improvement activities, and involvement in circumstance of sustainable pace [9]. Furthermore, it increases flexibility for straightforward handling by allowing any new requests being added into the product backlog, and they can be prioritized and implemented in the subsequent Sprints [9]. The use of the Scrum methodology also brings team's collaboration, perception of the team, the business value of the final product, reduction of time wasted on tasks, daily productivity, optimal distribution of efforts [9], prevention of highly stressful periods [9], [7], and better team spirit and relationships between team members [9]. Moreover, it improves team productivity, project predictability, and project risk reduction [6], [16].

3. Software Quality Model

3.1. Adoption of ISO/IEC 25010

The essence of ISO/IEC 25010 is meaningful to the comprehensive specification and evaluation of the quality of software-intensive computer system [4]. ISO/IEC 25000 series standards introduced in 2008 were the renewal version of ISO/IEC 9126 [3]. The improvements include compatibility, security factors, satisfactions, freedom of risk, context coverage, reusability, and restructuring capabilities that comprise interoperability and portability [3]. ISO/IEC 25010 is a more comprehensive software quality standard in use than that of ISO/IEC 9126 [2]. ISO/IEC 25010 are mainly used to evaluate a product during product development, product evaluation, and the use of the product [4]. A quality software product can be achieved if the quality of the process is being prioritized first and the product quality metrics estimation of the quality process second using ISO/IEC 25010 [13]. ISO/IEC 25010 also guides E-commerce system design, creation, and evaluation [12]. The design or ergonomics was rated as the top-quality domain for E-commerce systems [5].

The mapping of ISO/IEC 25010 quality goals, sub-characteristics, and recommendations are shown in the table.

Table 1. Mapping of Quality Goals, Sub-characteristics, and Recommendations

Quality goal	Sub-characteristics	Recommendation
Usability	Appropriateness recognizability	System or product appropriateness
	User-interface aesthetics	Satisfying design and interaction
	Learnability	Simplicity, effectiveness, efficiency, freedom of risk, and satisfaction
	Operability	Ease of operate, control, simplicity, efficiency
	User error protection	Constraints against errors
Functional Suitability	Functional completeness	Focus of specified tasks, and user objectives
	Functional correctness	Correct results with precision
	Functional appropriateness	Facilitation of accomplishment
Performance Efficiency	Time behavior	Throughput rate of system
	Capacity	Capacity limit of system

Reliability	Maturity	Reliability under normal operation
	Availability	Constant operation, and accessible when required
	Fault tolerance	Operate in the presence of faulty
	Recoverability	Re-establish desired state in the event of failure(s)
Security	Confidentiality	Data accessibility, and privacy concerns
	Integrity	Modification rights
	Non-repudiation	Proves of events, and transaction security
	Authenticity	Genuine products, and services
Maintainability	Modularity	Discrete components, and minimal impact on changes
	Analysability	Failure diagnosis, and impact assessment
	Modifiability	Stability, changeability, and minimal impact on modification
	Testability	Test criteria establishment, and test case for test criteria established

4. Conclusion

The Scrum software development methodology and software quality model should help the practitioners and developers to achieve feasible results, and generate an adequate understanding of the discussed effective approaches. We will discuss the adoption of Scrum software development methodology with a proper implementation that correlates with its defined agile practices along with justification from research studies Secondly, we will discuss the adoption of the ISO/IEC 25010 for developing modern E-commerce systems.

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Motivation Of Participating In Dance Exercise Among UiTM Shah Alam Students

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Abstract

The purpose of this study is to determine the motivation of participating in dance exercise among Universiti Teknologi Mara (UiTM) Shah Alam students which can improve to a physical and healthy life. Descriptive research design and a quantitative method are used in this study. Online survey method (Google Forms) is used by distributing the questionnaire to the respondents from Universiti Teknologi Mara (UiTM) Shah Alam students, who have been involved in dance exercise and the respondents answered the questions individually. There were 110 respondents from Universiti Teknologi Mara (UiTM) Shah Alam has been answered the online survey for this study. In this study, Positive Health has the highest mean value with score M=4.56 (SD=0.572), while the lowest mean is Health Pressures, with score 3.27 (SD=1.125). Furthermore, the results also show that the highest mean value for male and female is also Positive Health, with score 4.59 (SD=0.596) and 4.53 (SD=0.557). Based on overall factors, there is no significant difference in motivation factors for participating in dance exercise between gender with p-value is 0.459, p>0.05. *Based on the result, either males or female had the same motivation motivated in participating in dance exercise for a healthy lifestyle*.

Keywords

Dance Exercise, Motivation

1. Introduction

Dance is recognised as a physical activity which contributes to wellness and health. A thorough review of the evidence dancing has significantly enhanced health and wellbeing [4]. Some Malaysians are too busy with their lives and have neglected to look after their wellbeing. Dance can be taken as a form of recreation that can provide relaxation and also postmodern fitness techniques that can be used to restore weighed bodies through activities [2]. Besides, dance is also a distinct type of physical activity, due in particular to the expressiveness and extreme range of motion required by the performer [15].

Motivation is generally used synonymously with motivation, as is the case for the reasons provided by individuals to participate in physical activity. In the theory of self-determination, to allow for consideration of its many facets, motivation is described simply as "how people move themselves to act" [3]. Concerning participation motives, enjoying various types of dances can improve their dance skills because dance keeps them fit and safe (physical condition) and because it helps them to maintain social ties or even to form new ones (affiliation) [6]. Motivation described as those personality factors, social variables and cognitions that come into play when an individual undertakes a task for which he or she is judged, competes with others or attempts to achieve some level of excellence. Moreover, motivation was developed in a three-level model of exercise in which he theorised that dispositional motives, or goals of life, influence participatory motives and influencing behavioural regulations that influence participation [9]. The actual term 'aerobic' means 'with oxygen'. But when used as an adjective, it comes alive to identify a form of exercise that combines rhythmic dance-like movements with stretching and strength-training routines to improve flexibility, muscle strength and cardiovascular fitness. In Malaysia, people are more like using fun steps or more commonly referred to as step aerobics and Zumba fitness, the average amount of calories burned about 500-600 in an hour [7]. Dancing was not only the joy, and it was leading health and beauty for the resident. Thus, the dance of any form used as a treatment method since ancient times and is an integral part of all therapeutic rituals [17]. The objective of this study are i) identify the motivation factors in participating dance exercise among UiTM Shah Alam students ii) determine the motivation factors in participating dance exercise between gender iii) investigate the significant difference of motivation factors in participating dance exercise between gender

1.1. Motivation

The principle of motivation plays a crucial role in the study of human behaviour. Regarding participation in physical activities, its study, allows us to understand not just "why" one is involved, but also the mechanism by which people decide to engage in physical activities. Factors such as enjoyment and affiliation serve as an internal incentive for action, while factors such as physical condition are related to external motivation [6]. In psychology, a motive is commonly described as a condition of psychological arousal that affects people's behaviour. Psychological arousal, such as the need for love and companionship, will motivate people to connect with others [13]. There is clear evidence that women are more likely to exercise to lose weight, tone up, and improve their attractiveness than men. It may be because women are under greater pressure than men to achieve cultural beauty. One study of college-age women showed that exercising for purposes of body shape or appearance was correlated with adverse outcomes such as decreased body satisfaction, lower body esteem and lower self-confidence. Fitness motives can also be known as physical activity motives [16]. Several researchers have identified that the reasons for wanting to be involved can be divided into motivations of an intrinsic or extrinsic nature. Extrinsic motivations include enhancing one's appearance or health and social factors with physical activity [14].

1.2. Dance Exercise

Usually, aerobic dance exercises were conceived as an aerobic exercise to improve physical health, endurance and cardiovascular fitness. As a beneficial exercise to maintain health, low-impact aerobic dance exercise was recommended, especially in people with low fitness or in the elderly population. Aerobic dance exercises include several dance elements including various patterns, steps and moves. Often the dance routines are combined as a long choreographic sequence to improve the complexity and the enjoyment of performing the dance exercise [10].

Dance programs help to improve youth physical activity and also lead to the growth of creative skills, constructiveness, self-esteem and self-confidence. Some of the methods that can be used to reduce non-communicable diseases (NCDs) is physical activity programmes. However, traditional programs of physical activity such as running, walking and playing professional sports are not popular with everyone. Dance is accessible to all, regardless of gender, age, education, physical and mental health or fitness levels. Also, dance transcends language barriers, brings maximum relaxation and reduces tension. It is recognised as an active type of physical activity to improve physical and mental wellbeing within population subgroups that often have lower rates of physical activity participation [19].

1.3. Motivation for Participating in Dance Exercise between Genders

Dance is a favourite of young people's physical activity, particularly girls. Dance can be one of the necessary means of growing young people's physical activity levels. Significantly more women engage in dance intervention in adults than men, since dance leads to increased physical activity and the prevention of non-communicable diseases (NCDs) and stress reduction [19]. The girls typically expressed their curiosity, excitement and satisfaction with dancing, while the boys indicated lack of interest and dissatisfaction because they preferred to play sport. These findings are consistent with similar research studies which showed that girls prefer the dance content to a greater extent [1].

More specifically, the EMI-2 scale was used to test the exercise motivation of college students. Results from this study showed that males were more likely motivated by intrinsic factors and females by extrinsic factors. The results indicated that female students were highly induced to agree on eight items, which included four items from 'Weight Management' subscale, and one item each from 'Enjoyment', 'Health Pressures', 'Ill- Health Avoidance', and 'Nimbleness' subscales. The survey results indicated that female students were more likely to be biased in agreeing on issues related to extrinsic factors such as health issues and weight management. Conversely, nine items were more favourable for male students. They included four items from the 'Competition' subscale, and one item each from 'Revitalisation', 'Challenge', 'Affiliation', 'Strength & Endurance' and 'Nimbleness' subscales. This result showed that male students were biased to respond to the questions that were related to intrinsic factors such as competition [8].

2. Research Methodology

2.1. Research Design

In this study, the researcher applied the descriptive research design and quantitative method. Online survey method (Google Forms) is used to distribute the questionnaire to the respondents from Universiti Teknologi Mara (UiTM) Shah Alam students, who have been involved in dance exercise and the respondents answered the questions individually.

2.2. Sample of Study

In this study, the target population is male and female who studying at Universiti Teknologi Mara (UiTM) Shah Alam. The total sample used is 100 respondents. Although the sample size between 30 and 500 at 5% confidence level is generally sufficient for many researchers, the decision on the size should reflect the quality of the sample in this wide interval [5]. Convenience sampling of non-probability sampling technique is applied for this study. The Google Forms are sent by email and WhatsApp to the respondent who involved in dance exercise.

2.3. Instrument

In this study, the questionnaire is used as the research instrument. A questionnaire instrument was constructed to measure the demographic profile along with other important variables. A set of questionnaires was adopted from the previous study was used to gather data. The structure of the questionnaire consists of two sections, as follows:

2.3.1. Section A: Demographic Profile

This section consisted of six questions. The questions are gender, age, education level, how many days per week and how many minutes on average have you exercised in the past one month, how important is an exercise to the respondent, and how would respondent rate their physical fitness overall.

2.3.2. Section B: Exercise Motivations Inventory (EMI-2)

Section B consisted of a question regarding measuring exercise motivation level (51 items); it is from the previous study. The name of this questionnaire is the exercise motivations inventory – 2 (emi-2) [12]. It initially consists 14 factors of dimension which are (1) stress management, (2) revitalisation, (3) enjoyment, (4) challenge, (5) social recognition, (6) affiliation, (7) competition, (8) health pressures, (9) ill-health avoidance, (10) positive health, (11) weight management, (12) appearance, (13) strength and endurance, and (14) nimbleness. The 51 items consist of motivation level questions in dance exercise. The items Measure using five-point likert scale (1 = very not true for me to 5 = very true for me).

2.4. Data Analysis

The data was collected and analysed using the Statistical Package for Social Science (SPSS) version 26.0. Descriptive method is used to measure the level motivation in dance exercise among Universiti Teknologi Mara (UiTM) Shah Alam students. The independent T-test is used to comparing the gender of Universiti Teknologi Mara (UiTM) Shah Alam students.

3. Findings

Table 1. Respondents demographic profile

Rank	Dimensions	Mean	Std. Deviation
1	Positive Health	4.56	.572
2	Strength and Endurance	4.37	.730
3	Ill-Health Avoidance	4.36	.708
4	Appearance	4.32	.856
5	Nimbleness	4.30	.745
6	Revitalisation	4.27	.613
7	Affiliation	4.24	.739
8	Enjoyment	4.22	.647
9	Weight Management	4.21	.772
10	Stress Management	4.20	.611
11	Challenge	4.11	.740
12	Competition	3.80	.952
13	Social Recognition	3.50	.983
14	Health Pressures	3.27	1.125

Table 1 shows the findings for the demographic profile. The data shows the gender involves 62 female respondents (56.4 %) and 48 male respondents (43.6%). The most age group of respondents is between the age of 23 – 24 years old, with 67 respondents (60.9%). Followed by the age group between 21 – 22 years old with 29 respondents (26.4%). Next, 8 respondents representing the age group between 19 – 20 years old (7.3%) and the least respondents is above 25 years old with 5.4%. For the level of education, it shows the most respondents are Degree students with 99 respondents (90%). Followed by Diploma students, with only 11 respondents (10%). Meanwhile, there were no respondents among Master and PhD students. Table 1 also shows that most respondents exercise on days or week, representing 92 respondents (83.6%). Meanwhile, only 18 respondents exercise on minutes or each time in the past one month with 16.4%. Besides, 59 respondents answered exercise is extremely important with 53.6%, which are the most respondents. Followed by 48 respondents answered somewhat (43.6%) and only 3 respondents are representing not at all answer with 2.8%. Meanwhile, most respondents choose their physical overall at an average rate with 78 respondents (70.9%). Followed by an excellent rate with 22 respondents (20%) and only 10 respondents representing poor rate with 9.1%.

Table 2. Motivation factors in participating dance exercise among UiTM Shah Alam students

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	48	43.6
	Female	62	56.4
Age	19 – 20 years old	8	7.3
	21 – 22 years old	29	26.4
	23 – 24 years old	67	60.9
	Above 25 years old	6	5.4
Education level	Diploma	11	10
	Degree	99	90
	Master	0	0
	PhD	0	0
How many exercised	Days or week	92	83.6
	Minutes or each time	18	16.4
Importance of exercising	Extremely	59	53.6
	Somewhat	48	43.6
	Not at all	3	2.8
Physical fitness overall	Excellent	22	20
	Average	78	70.9
	Poor	10	9.1

Table 2 shows the highest mean value that motivates UiTM students participating in dance exercise is Positive Health, with a score of 4.56 (SD=0.572). While the lowest mean value is Health Pressures with the score 3.27 mean (SD=1.125).

Table 3: Motivation factors in participating dance exercise between gender

Dimensions	Group	n	Mean	SD
Stress Management	Male	48	4.28	.627
	Female	62	4.13	.594
Revitalization	Male	48	4.29	.688
	Female	62	4.25	.554
Enjoyment	Male	48	4.26	.702
	Female	62	4.19	.606
Challenge	Male	48	4.15	.853
	Female	62	4.08	.646
Social Recognition	Male	48	3.62	1.162
	Female	62	3.40	.816
Affiliation	Male	48	4.23	.836
	Female	62	4.25	.660
Competition	Male	48	4.02	.915
	Female	62	3.62	.952
Health Pressures	Male	48	3.45	1.139
	Female	62	3.14	1.105
Ill-Health Avoidance	Male	48	4.41	.643
	Female	62	4.32	.758
Positive Health	Male	48	4.59	.596
	Female	62	4.53	.557
Weight Management	Male	48	4.31	.702
	Female	62	4.13	.819
Appearance	Male	48	4.30	.823
	Female	62	4.33	.887
Strength and Endurance	Male	48	4.51	.668
	Female	62	4.26	.763
Nimbleness	Male	48	4.37	.797
	Female	62	4.24	.704
Overall	Male	48	4.20	.606
	Female	62	4.06	.496

Table 3 shows that the highest mean value that motivates male and female of UiTM students participating in dance exercise is also Positive Health with score 4.59 (SD=0.596) and 4.53 (SD=0.557). Furthermore, the lowest mean value is Health Pressures for both genders with a score for the male group is 3.45 (SD=1.139) and the female group is 3.14 (SD=1.105)

Table 4. Significance difference in motivation factors for participating in dance exercise between gender

Dimensions	p value	T
Stress Management	.864	1.310
Revitalization	.291	.342
Enjoyment	.347	.577
Challenge	.310	.472
Social Recognition	.015	1.153
Affiliation	.915	-.109
Competition	.190	2.176
Health Pressures	.775	1.422
Ill-Health Avoidance	.941	.689
Positive Health	.483	.476
Weight Management	.336	1.184
Appearance	.344	-.141
Strength and Endurance	.193	1.785
Nimbleness	.663	.927
Overall	.459	1.299

**p<0.05 (2 tailed)

Table 4 shows that based on overall factors, there is no significant difference in motivation factors for participating in dance exercise between gender, which the p-value is 0.459, p>0.05. Social Recognition is the only factor had a significant difference of motivation factors in participating dance exercise between gender which the p-value is 0.015, p<0.05 and it indicates that Social Recognition factor has low p values compare to other factors.

4. Discussion

These findings are discussed based on the research objectives. Positive Health has the highest mean score, which is 4.56 (SD=0.572) while the lowest mean is Health Pressures with the score is 3.27 (SD=1.125). Based on the previous study done by Lindholm (1997) [11], the internal health is essential to escape from inner discomfort or to gain some inner pleasure, and health motives are vital to life. Meanwhile, the findings motivation factors on gender showed that the highest mean is Positive Health for both gender which showed male is 4.59 (SD=0.596) and female is 4.53 (SD=0.557). While the lowest mean is Health Pressures which stated that male group is 3.45 (SD=1.139) and the female group is 3.14 (SD=1.105). Based on the results, the mean for the male group is slightly higher than the female group. From a previous study, the females are more attracted to Positive Health, Appearance, Ill-Health Avoidance, Strength and Endurance, and Affiliation factors. While males are more attracted to Positive Health, Strength and Endurance, Ill-Health Avoidance, Nimbleness, and Weight Management factors [8]. Based on overall factors, there is no significant difference in motivation factors for participating in dance exercise between gender, which is the p-value is 0.459, p>0.05. It shows that either males or female had the same motivation motivated in participating in dance exercise for a healthy lifestyle.

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The Relationship Between Motivation And Stadium Environment Factors On Football Spectators Attendance At Shah Alam, Selangor Stadium

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Abstract

The purpose of this study was to determine the relationship between the motivation and stadium environment factors on football spectator attendance at Shah Alam Selangor Stadium. This research is essential to carry out because of the drop number in attendance during Malaysia Football League. A quantitative method and a descriptive research design are used in this study. 113 respondents had attend Selangor FA matches at Shah Alam Selangor Stadium were involved in this study. Overall, the result showed that the motivation factor and stadium environment factor is above average. It indicates the highest score mean in the motivation factor is 'identification with subculture', which is 3.98 (SD=0.805). The lowest mean score is 'family appeal' with 3.20 (SD= 0.958). Meanwhile, the highest score mean in the stadium environment factor is 'desire to stay' with 3.91 (SD=0.777) and the lowest score mean 'service' with 3.07 (SD= 0.976). The result showed that it was a significant relationship between motivation factor and stadium environment factor with p-value 0.00, p<0.01. This empirical data will make better understand the motivating of spectator attendance in stadiums

Keywords

Spectators Attendance, Motivation factor, Stadium Environment factor

1. Introduction

Football is the most major sport in Malaysia. Selangor Football Association, commonly known as FAS is one of the Malaysian professional football clubs that is competing in Malaysia Super League and based at Shah Alam Selangor. This club is representing the Selangor state and one of the successful football team in Malaysia. Selangor FA also has various club supporters such as Selangor FA fans club, Anak Selangor Fan club, and the prominent supporters are UltraSel Curva. Stadium Shah Alam is the main stadium for Selangor FA which is located at Shah Alam, Selangor. Therefore, the purpose of this study is to identify the relationship between motivation and stadium environment factors on football spectators attendance at Shah Alam, Selangor Stadium. Motivation can be defined as an attribute that moves us to do or not do something. Motivation to be inspired to do something or to feel a desire or inspiration to act [7]. Thus, supporter motivation and sport consumption are characterized as sports fans, motivations, attitudes and behaviour towards players and teams [3]. Stadium Experience is considered 'original' in the field of spectator sport as compared with experiencing it via media [9]. Stadium factor can be considered as an important factor influencing the attendance levels and satisfaction of spectators [10]. In football, a positive perception of the sportscape may enhance some spectators' future attendance intentions [2]. Spectators with a higher degree of satisfaction perceiving sportscape content are more likely to return to the stadium for future events [10]. Customer satisfaction level has been found to affect customer loyalty and repeat business [4]. The research objectives of this study are i) identify the motivation on football spectator attendance at Shah Alam, Selangor Stadium ii) identify the stadium environment factors on football spectator attendance at Shah Alam, Selangor Stadium iii) determine the relationship between the motivation and stadium environment factors on football spectator attendance at Shah Alam Selangor Stadium.

RO1: To identify the motivation on football spectator attendance at Shah Alam Selangor
Stadium.
RO2: To identify the stadium environment factors on football spectator attendance at Shah Alam
Selangor Stadium
RO3: To determine the relationship between the motivation and stadium environment factors on
football spectator attendance at Shah Alam Selangor Stadium.

1.1. Motivation Factor

1.1.1. Socialization

Socialization can be a social process by which society gain an understanding of social norms and values and encourage them to create a distinct sense of self. In sports events, this is the opportunity to interact with family, friend and the other fans. Interaction and socialization during the sporting event, adds to the overall appeal of the event [5]. Through the interaction, sport consumers experience is, directly and indirectly, related to the culture [5].

1.1.2. Performance

In football, team performance is the most crucial factor in influencing spectators attendance. The poor teams' Performance can lead to a decrease in spectator attendance. A good performance obviously can increase the number of attendances to watch the quality of the game. The player and coach must play an important role to improve the skills and quality of the game. Spectators are more likely to see success than the defeat of a team.

1.1.3. Esteem

The spectator who is watching games that are inspired by vicarious accomplishment are likely to experience feelings of self-esteem, self-fulfilment, and reputation. Such fans claim that they deserve to feel this way because of the time and money they spend at games [4]. Some of the spectators get the Esteem through watching football games. Through football games, they felt enjoyed and fulfil their psychological needs. Other than that, the reputation of the team also can influence spectators attendance.

1.1.4. Diversion

Diversion can be defined as an action or event that attracts spectators from what they usually do. The escape motive is closely associated with the entertainment motive, as it gives people a chance to break away from their everyday lives and indulge in the past [3]. The spectator chooses to watch a football match because to escape from work or daily life routine. Attending a football match can make people release stress and felt enjoyed.

1.1.5. Fan motivation

Spectators are influenced to attend sporting events because of appreciation of the game, quality of the players, benefits for group seating, and parking [1]. These factors obviously can affect attendance. For example, people likely to enjoy a football match when the quality of the game and player skill is good.

1.1.6. Identification with subculture

Identification with subcultures has a significant effect on preferences and consumption choices. Identification also leads to choices of activities and products that represent subculture [5]. During sports events, a spectator who comes together will share a belief, common fact, and value. It shows every people have their subculture.

1.1.7. Family appeal

The desire to spend time with family members is the means of fulfilling this desire. Activities such as spending time with loved ones and family bonding can be a major motivation factor for families with young children [3]. An individuals sports attendance decision is often influenced by their family values, motivations, bonding, needs, and the desire to share the experience with their family member [5].

1.1.8. Promotion

In a sporting event, people might be attracted by Promotion such as discount price to attend a sports event. A promotion that involves premium item giveaways, special occasion, and customer incentives have a positive influence on spectator attendance decisions. The promotional activities are also used to place the product and to establish the image of an event [5].

1.1.9. Attendance and pricing

Cairns (1990) [5] found price has negativity and statistically significant effect on attendance. Thus, the ticket price can affect attendance when the spectator preferred the lower price of the ticket. Not all of the spectators can buy an expensive ticket. This factor might be led to decreasing attendance. The best, most loyal and longest-term relationship possible with an organization or sports team, showing a very high emotional connection.

1.2. Stadium Environment Factor

1.2.1. Desire to stay

Desire to stay means not to move away from the place or doing something. In the match games, spectator enjoyed the game and liked to stay at the stadium as long as possible. The quality of the game is the main factor to stay for the entire game. The spectator will feel more excited when watching a good game showed by the team. Furthermore, the quality of the Service and safety influence the spectators to stay for the entire game.

1.2.2. Stadium Parking

Accessibility is technical can affect attendance. People deserved to get good facilities and accessibility. Stadium parking plays a vital role during the match day. The provision of a wide area makes it easy for the spectators to watch the match. Failure to provide parking space will affect the spectator attendance, especially during the final match. The reason is attendance that day is more than the usual match.

1.2.3. Stadium cleanliness

According to Rosenquist (2005) [2], attendees demand a high level of cleanliness in the stadiums' physical environment regarding the standard of sanitation and hygiene. A low maintenance stadium is often blamed for attendance and revenue shortcomings. The hygiene and comfortable condition in the stadium will satisfy the spectator.

1.2.4. Fan Control

Fans behaviour is an important factor need to monitor by the management. Some fans prefer to behave defensively or aggressively according to the strength of the rivalry [8]. The failure to control the fans can give a negative impact such as abusive, vandalism, and fighting. This negative impact can affect many parties, especially the management team and spectators. Instead, the accident will happen, and spectators will feel not secure at the venue.

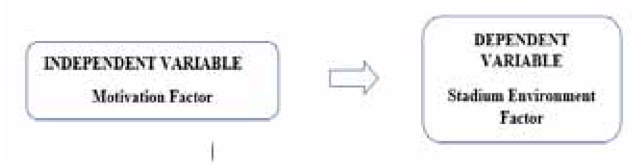
1.2.5. Service

To attract more people attending a football match is by providing food service. Food is one of the attractions and basic needs of the people. Some spectators are likely to attend a football match because they provide and offer good tasting food and a wide variety of food choices. The provider of foodservice will make it easier for the spectator to buy the food and enjoy the match.

1.2.6. Perceived Crowding

Naturally, the stadium capacity is quite large and able to load more people during matches or ceremony. In the final match, the number of spectators will be increasing more than usual. The element such as crowded, cramped, confined, stuffy, and restricted will happen on that day. The atmosphere is responsible for a sense of excitement resulting from the core product [4].

Figure 1. Conceptual Framework



2. Research Methodology

2.1. Research Design

In this study, the quantitative method is chosen to identify the relationship between motivation and stadium environment factors on football spectators attendance at Shah Alam, Selangor Stadium. The sampling technique used in this study is convenience sampling. The data collected is through a survey method by using google form because of COVID 19 situation. The total of 113 respondents who ever attend Selangor matches at Stadium Shah Alam been chosen in this study. The sample size between 30 and 500 at a confidence level of 5% is generally sufficient for many researchers, and the size decision will reflect the quality of the sample at this wide interval (Delice, 2010).

2.2. Instrumentation

The questionnaire consists of three (3) sections which are demographic profile, motivations factor, and stadium environment factor. In this study, the researcher used the survey questionnaire with self-administrated. Section A is a demographic profile. This section consisted of 5 question, which is age, gender, marital status, race, and estimate travel time to watch the game. Section B is the motivation factor. This section contains 33 items. All the item is adopted from Sundu Mathidza (2011) [5]. The items measure using five-point Likert Scales ranging from strongly disagree (1) to strongly agree (5). Section C is the stadium environment factor. This section contains 20 items. All the item is adopted from Brianne Lenhart (2017) [4]. The items measure using five-point Likert Scales ranging from strongly disagree (1) to strongly agree (5).

2.3. Data Analysis

The data collected were analyzed and interpreted in this study. The data collected is analyzed using the Statistical Package for Social Science (SPSS) software program version 26. In this study, the descriptive statistics used to identify demographic profiles of age, gender, race, marital status, and estimate travel time to watch the game. Descriptive statistics used to evaluate the frequency, mean, and standard deviation. This statistic also used Inferential statistics which is Pearson correlation to investigate the relationship between motivation factor and stadium environment factor.

3. Findings

Table 1 shows the demographic profile which the highest group age of the respondent is between 18-25 years old, with 105 respondents (92.9%). The lowest group age is among 34-41 years old, with no respondents. It shows the respondent at this age likely to attend football matches. In terms of gender, males are preferred to attend the stadium rather than the female. Next, the majority gender who attends the stadium is male with 83 respondents (82.3%) and female with 20 (17.7%). According to Guttman (1986) [2], in every society male are even more likely than female, to be spectators. The marital status that involves 98.2 % was single, and 4.4% were married. Single respondents choose to attend the stadium because they have less commitment toward the family and likely to fulfil their leisure time. Instead, most of the respondent is Malay with 111 respondent (98.2%) and followed by Chinese and Indian, with one respondent (0.9%). For the estimated travel time to watch the game, the highest group is 15 minutes to 30 minutes, with 43 respondents (38.1%). The lowest group is over 60 minutes, with 15 respondents (13.3%).

Table 1. Respondents demographic profile

Demographic characteristic	Category	No (a)	Percentage (%)
Age	18-25 years	105	92.9
	26-33 years	7	6.2
	34-41 years	0	0.0
	42 years & above	1	0.9
Gender	Male	93	82.3
	Female	20	17.7
Marital status	Single	108	95.6
	Married	5	44.0
	Divorced	0	0.0
Race	Malay	111	98.2
	Chinese	1	0.9
	Indian	1	0.9
Estimate travel time to watch the game	Within 15 minutes	37	32.7
	15 minutes to 30 minutes	43	28.1
	31 minutes to 60 minutes	18	15.9
	Over 60 minutes	15	13.3

Table 2. Descriptive statistic of Motivation Factor

Factor	N	Mean	Standard Deviation
Socialization	113	3.97	.709
Performance	113	3.51	.673
Esteem	113	3.73	.787
Diversion	113	3.81	.750
Fan Motivation	113	3.87	.864
Leisure Motivation	113	3.51	.891
Identification with Subculture	113	3.98	.805
Family Appeal	113	3.20	.958
Promotion	113	3.25	.634
Entertainment	113	3.51	.829
Pricing	113	3.30	.518

Table 2 shows the mean score for overall motivation in each factor. As shown in the table, the highest mean value that motivates spectator to attend the stadium is Identification with Subculture with score 3.98 (SD=0.805). While the lowest mean value is Family Appeal with score 3.20 (SD=0.518).

Table 3. Descriptive statistic of Stadium Environment Factor

Factor	N	Mean	Standard Deviation
Desire to Stay	113	3.91	.777
Stadium Parking	113	3.51	.840
Stadium Cleanliness	113	3.12	.841
Fan Motivation	113	3.70	.729
Service	113	3.07	.976
Crowding	113	3.09	.747

Table 3 shows the mean score for the overall stadium environment for each factor. As shown in the table, the highest mean of environment factor that influence spectator to attend stadium is Desire to Stay with score 3.91 (SD=0.777). While the lowest mean value is Service with score 3.07 (SD=0.976).

Table 4. The relationship between motivation factor and stadium environment factor

		Motivation Factor	Stadium Environment Factor
Motivation Factor	Pearson Correlation	1	.380**
	Sig, (2-tailed)		.000
	N	113	113
Stadium Environment Factor	Pearson Correlation	.380**	1
	Sig, (2-tailed)	.000	
	N	113	113

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

Table 4 shows there is a significant relationship between motivation factor and stadium environment factor with p-value 0.00, p<0.01. The result of the correlation is r value 0.380 showed there is average and positive value relationship between motivation factor and stadium environment factor. According to Cohen (1988), showed a moderate correlation.

4. Discussion

These findings are discussed based on the research objectives. The motivation factor indicates the highest mean score is Identification with Subculture, which is 3.98 (SD=0.805) that shows the respondents nearly Agree. During sports events, spectators who come together will share their belief and value. According to Mathidza (2011), sport is a common language that can bring people together, regardless of their history, origin, religious beliefs, or economic status [5].

In a stadium environment factor, the result shows the highest score mean is Desire to Stay with 3.91(SD= 0.777). Most of the respondent nearly Agree with the factor. It shows that the respondent mostly likes to stay for the entire game during the match. According to Wakefield et. al (1996) [10], the spectator found that while the sport was unpleasant, a relaxed and pleasant atmosphere like a stadium no longer provided a level of excitement. Next, the lowest mean value is Service, with a score of 3.07 (SD=0.976). Wakefield and Sloan (1995) [10] suggest that the quality of food service affects the fans remain to stay at the stadium. The lack of providing good tasting food might affect the attendance of spectators.

The finding of this study also showed there is a significant and positive relationship between the motivation and stadium environment factor on football spectator attendance at Shah Alam Selangor Stadium. The stadium environment can affect the motivation factor of spectator decision to attend and watch football games at the stadium. Thus, stadium factor can be seen as a significant factor affecting the level of attendance and satisfaction of the spectators [10]

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Penggunaan *Google Classroom* dan *Edpuzzle* dalam Pengajaran dan Pembelajaran: Adakah Pelajar *Front Office* KKSP Sudah Bersedia?

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Abstrak

Google Classroom dan Edpuzzle telah digunakan sebagai platform e-pembelajaran bagi pelajar operasi perhotelan Kolej Komuniti Sungai Petani yang mengambil subjek Front Office. Objektif kajian ini adalah untuk mengenal pasti i) tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani; ii) persepsi pelajar terhadap penggunaan aplikasi Google Classroom dan Edpuzzle dalam pengajaran dan pembelajaran Front Office; dan iii) tahap kesediaan pelajar Front Office Kolej Komuniti Sungai petani terhadap penggunaan Google Classroom dan Edpuzzle dalam pengajaran dan pembelajaran. Sampel responden terdiri daripada 48 orang pelajar Operasi Perhotelan yang mengambil subjek Front Office. Instrumen kajian adalah soal selidik yang mengukur tahap kesediaan responden dari segi persepsi pelajar dalam menggunakan aplikasi Google Classroom dan Edpuzzle setelah pembelajaran menggunakan aplikasi tersebut. Berdasarkan dapatan yang diperoleh, kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani berada pada tahap tinggi dengan jumlah min 4.09 dan sisihan piawai 0.688. Seterusnya, persepsi pelajar terhadap penggunaan Google Classroom dan Edpuzzle dalam pengajaran dan pembelajaran berada pada tahap tinggi dengan jumlah min 3.72 dan sisihan piawai 0.760; min 3.96 dan sisihan piawai 0.816. Seterusnya, tahap kesediaan pelajar Front Office Kolej Komuniti Sungai petani mengenai penggunaan Google Classroom dan Edpuzzle berada pada tahap tinggi dengan jumlah min 3.72 dan sisihan piawai 0.760; min 3.96 dan sisihan piawai 0.816. Kajian yang dijalankan telah membuktikan pembelajaran menggunakan aplikasi Google Classroom dan Edpuzzle berjaya meningkatkan tahap kesediaan responden dalam subjek Front Office. Justeru, penggunaan pelantar ini diharap dapat membantu pelajar Kolej Komuniti Sungai Petani menguasai pembelajaran Front Office dengan lebih baik.

Kata Kunci

Google Classroom, Edpuzzle, pembelajaran kendiri, e-pembelajaran, Front Office, persepsi, kesediaan pelajar.

1. Pengenalan

Berdasarkan pelan Pembangunan Pendidikan Malaysia 2015-2025, Model pembelajaran bersepadu (blended learning) akan menjadi pendekatan pedagogi utama semua IPT (Kementerian Pendidikan Malaysia (Pendidikan Tinggi), 2017). Kaedah pembelajaran melalui aplikasi teori-teori pembelajaran yang bersesuaian dengan perkembangan teknologi telah menyumbang kepada perubahan dan penambahbaikan (Junaidi & Jailani, 2010). Perkembangan ini turut memberi implikasi terhadap kaedah pembelajaran seperti Pembelajaran Bersepadu (blended learning) atau pembelajaran berbalik (flipped learning) yang dapat dicapai melalui penggunaan landasan pembelajaran seperti Sistem Pengurusan Pembelajaran (Learning Management System - LMS) – *Google Classroom* (Ventayen, Estira, De Guzman, Cabaluna, & Espinosa, 2018) dan *Edpuzzle* (Darmaningrat, Noor Ali, Wibowo, & Astuti, 2018) untuk buat kandungan video yang tertera, interaktif dan menarik.

1.1. Pemasalahan Kajian

Proses penggunaan pembelajaran secara atas talian telah dipercepatkan akibat daripada penularan COVID-19 yang sedang beraktif di Malaysia sejak bulan Mac 2020. Pengajaran dan pembelajaran (PdP) secara bersemuka tidak dapat dikendalikan dan tidak digalakkan oleh Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK). Penggunaan kaedah pembelajaran secara atas talian sebagai kaedah alternatif bagi mengurangkan kekerapan pertemuan secara bersemuka turut disyorkan bagi mengelakkan penyebaran penularan COVID-19. Untuk Kolej Komuniti Sungai Petani, Unit E-Pembelajaran Kolej Komuniti Sungai Petani (KKSP) telah mengambil inisiatif dengan memperkenalkan dua alat bantu mengajar iaitu *Google Classroom* dan *Edpuzzle* untuk kegunaan pensyarah dalam pengajaran dan pembelajaran. Dua alat bantu mengajar ini akan digunakan sebagai pelantar e-pembelajaran bagi pelajar

Operasi Perhotelan Kolej Komuniti Sungai Petani khususnya yang mengambil subjek *Front Office*. Oleh yang demikian, satu kajian perlu dijalankan untuk mengenal tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani. Kajian ini penting sebagai langkah awal meninjau ke arah persediaan pelajar menghadapi perubahan tersebut.

1.2. Objektif Kajian

Kajian ini bertujuan untuk mengenal pasti:

i. Tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani

ii. Persepsi pelajar terhadap penggunaan *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*.

iii. Tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani mengenai penggunaan *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran.

2. Sorotan Kajian

2.1. *Google Classroom*

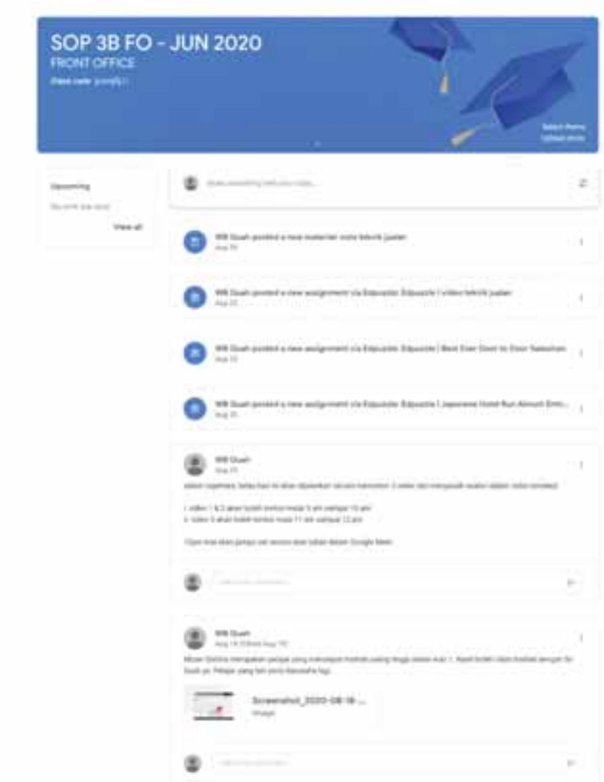
Hasil kajian daripada Ventayen et al. (2018) menunjukkan bahawa *Google Classroom* sangat digalakkan daripada responden. Disebabkan penggunaan *Google Classroom* ini tidak melibatkan sebarang kos, dicadangkan institusi juga boleh menggunakan platform sebagai alat untuk epembelajaran. Berdasarkan penilaian kebolehgunaan platform, *Google Classroom* sangat berguna dalam pemahaman, daya tarikan, kebolehoperasian, pemberian tugasan dan pembelajaran kolaboratif. Sehubungan dengan itu, kajian daripada Mohd Shaharanee, Mohd Jamil, dan Mohamad Rodzi (2016) juga mendapati bahawa keseluruhan pelajar berpuas hati dengan penggunaan *Google Classroom* kerana ia menunjukkan sebagai alat pembelajaran aktif yang berkesan. Selain itu, *Google Classroom* juga mampu menghasilkan suasana pembelajaran yang menarik kerana media dikembangkan dengan maklumat dalam bentuk audio, video yang sesuai dengan aspek teknologi pedagogi (Fitriningtiyas, Umamah, & Sumardi, 2018).

2.2. *Edpuzzle*

Hasil dapatan daripada Mischel (2018) telah menunjukkan bahawa maklum balas yang positif dan penggunaan *Edpuzzle* daripada pelajar dapat membantu mereka lebih fokus pada aspek penting dalam video dan bahawa mereka lebih yakin akan pembelajaran mereka setelah dimasukkan juga kuiz. Seterusnya, hasil kajian kajian daripada Giita Silverajah dan Govindaraj juga mendapati bahawa aktiviti *Edpuzzle* berpotensi baik dengan mengembangkan kemahiran belajar kendiri pelajar dan menyokong pembelajaran mereka. Penggunaan *Edpuzzle* ini membolehkan golongan pelajar yang pretasi pencapaian rendah megembangkan kemahiran belajar sendiri kerana patform ini menyediakan persekitaran yang fleksibel. Walau bagaimanapun, In a study conducted by Ilias et al. (2016), researchers stated that the use of teaching aids is important to improve students' memory of the lessons delivered. Meanwhile, Sharudin (2008) stated that the lack of tools and materials to do practical work will result in disrupted teaching and learning process.

2.3. Penggunaan *Google Classroom* dan *Edpuzzle* dalam modul *Front Office* di Kolej Komuniti Sungai Petani

Pensyarah *Front Office* telah mula memperkenalkan penggunaan *Google Classroom* pada sesi pertemuan kelas yang pertama bagi menjelaskkan bagaimana menggunakan pelantar ini. Pengumuman, nota, tugasan dan komen pelajar akan dimuat naik dalam *Google Classroom* pada masa ke semasa. Sementara, video yang berkaitan dengan topik atau video PdP yang telah dirakam oleh pensyarah akan dimuat naik dalam *Edpuzzle*. Pensyarah *Front Office* menggunakan kedua pelantar ini kerana telah menghadiri bengkel dan khusus mengenai penggunaan *Google Classroom* dan *Edpuzzle* yang telah dianjurkan oleh Unit E-pembelajaran KKSP. Kedua pelantar ini tidak melibatkan sebarang kos dan mudah untuk mengendalinya. Rajah 1 menunjukkan aktiviti yang telah dilaksanakan oleh pensyarah bagi kelas *Front Office* dengan menggunakan pelantar *Google Classroom*. Pensyarah telah muat naik nota mengikut sub topik, membuat pengumuman untuk sebelum kelas bermula, berkongsi dengan pelajar lain komen atau jawapan yang bagus ketika pelajar menjawab soalan dalam video berkenaan dalam *Edpuzzle* dan juga telah muat naik tugasan untuk pelajar.



Rajah 1. Paparan skrin *Google Classroom* untuk subjek *Front Office*

Rajah 2 merupakan paparan skrin penggunaan *Edpuzzle* bagi kelas *Front Office*. Untuk setiap sub topik dalam *Front Office*, pensyarah akan muat naik video yang berkaitan bagi memudahkan pelajar memahami topik tersebut. Pensyarah juga boleh membuat soalan dalam video tersebut bagi memastikan pelajar selepas menonton dapat memahami topik tersebut. Dengan menggunakan *Edpuzzle*, pensyarah juga dapat mengesan dan memantau kemajuan pelajar sama ada telah menonton video dan menjawab soalan yang terdapat dalam video tersebut.

Rajah 2. Paparan skrin *Edpuzzle* untuk subjek *Front Office*

3. Metodologi Kajian

Kajian ini berbentuk kajian deskriptif membolehkan penerangan dilakukan terhadap sesuatu fenomena dengan menganalisis data deskriptif yang diperoleh dari soal selidik. Penerangan tersebut dapat dilakukan dengan membandingkan antara pembolehubah yang wujud dalam sesuatu masalah (Majid Konting, 1990). Reponden kajian terdiri daripada seramai 49 orang pelajar di Kolej Komuniti Sungai Petani. Instrumen terdiri daripada enam bahagian iaitu Bahagian demografi (jantina, bangsa, umur); Bahagian B: Maklumat mengenai tahap kefahaman pelajar terhadap e-pembelajaran (Mohamad Pon, Baini & Ghazali, 2018); Bahagian C: Maklumat mengenai persepsi pelajar terhadap penggunaan aplikasi *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* (Muhd Zailani & Badusah, 2017); Bahagian D: Maklumat mengenai persepsi pelajar terhadap penggunaan aplikasi *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* (Muhd Zailani & Badusah, 2017); Bahagian E: Maklumat mengenai tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran (Muhd Zailani & Badusah, 2017); dan Bahagian F: Maklumat mengenai tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran (Muhd Zailani & Badusah, 2017). Pelajar diminta menjawab borang soal selidik melalui Google Form secara atas talian. Taklimat ringkas juga telah diberikan kepada pelajar sebelum menjawab soal selidik tersebut. Pengukuran seperti frekuensi, peratus dan min skor digunakan untuk maklumat latar belakang responden, persepsi pelajar, tahap kefahaman pelajar dan tahap kesediaan pelajar.

4. Hasil Dapatan

Sejumlah 51 set borang soal selidik yang diedarkan kepada responden dan hanya 49 set borang soal selidik berjaya dikumpul untuk dianalisis.

Analisis deskriptif berbentuk min dan sisihan piawaian digunakan untuk menganalisis pemboleh ubah kajian yang berkaitan dengan tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani. Jadual 4 menunjukkan bahawa min tertinggi bagi persepsi murid ialah pada item 3 dengan min 4.29 dan sisihan piawai 0.764. Item kefahaman yang berada pada tahap tinggi tersebut ialah item “Memerlukan komitmen yang lebih dalam pengajaran dan pembelajaran”. Bagi min terendah adalah pada item 4 dengan min 3.80 dan sisihan piawai 1.080. Item berkenaan ialah “Pembelajaran yang dikendalikan menerusi komputer dan Internet atau rangkaian Intranet”. Berdasarkan dapatan yang diperolehi, tahap kefahaman pelajar terhadap mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani berada pada tahap tinggi dengan jumlah min 4.09 dan sisihan piawai 0.681.

Analisis deskriptif berbentuk min dan sisihan piawaian digunakan untuk menganalisis pemboleh ubah kajian yang berkaitan dengan persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office*. Jadual 5 menunjukkan bahawa min tertinggi bagi persepsi pelajar ialah pada item 2 dengan min 4.16 dan sisihan piawai 0.874. Item persepsi yang berada pada tahap tinggi tersebut ialah item "Pembelajaran menggunakan aplikasi *Google Classroom* menjimatkan masa". Bagi min terendah adalah pada item 1 dengan min 3.37 dan sisihan piawai 0.859. Item berkenaan ialah "Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Google Classroom*". Berdasarkan dapatan yang diperolehi, tahap persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* berada pada tahap tinggi dengan jumlah min 3.72 dan sisihan piawai 0.760.

Jadual 1. Persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office*

Bil.	Item	Min	Sp	Tahap
1	Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Google Classroom*.	3.37	.859	Sederhana
2	Pembelajaran menggunakan aplikasi *Google Classroom* menjimatkan masa.	4.16	.874	Tinggi
3	Saya mudah mengakses aplikasi *Google Classroom* tanpa kekangan masa.	3.82	.993	Tinggi
4	Saya mudah mengakses aplikasi *Google Classroom* tanpa kekangan tempat.	3.63	1.093	Sederhana
5	Saya boleh memperoleh keputusan dengan cepat melalui aplikasi *Google Classroom*.	3.88	1.073	Tinggi
6	Penggunaan aplikasi *Google Classroom* boleh meningkatkan prestasi pembelajaran saya.	3.53	1.023	Sederhana
7	Saya berpendapat aplikasi *Google Classroom* adalah pembelajaran interaktif yang berkesan	3.76	.855	Tinggi
8	Saya suka mempelajari subjek *Front Office* dengan menggunakan aplikasi *Google Classroom*.	3.63	1.055	Sederhana
Min keseluruhan		**3.72**	**.760**	**Tinggi**

Analisis deskriptif berbentuk min dan sisihan piawaian digunakan untuk menganalisis pemboleh ubah kajian yang berkaitan dengan persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Jadual 6 menunjukkan bahawa min tertinggi bagi persepsi pelajar ialah pada item 2 dengan min 4.22 dan sisihan piawai 0.872. Item persepsi yang berada pada tahap tinggi tersebut ialah item "Pembelajaran menggunakan aplikasi *Edpuzzle* menjimatkan masa". Bagi min terendah adalah pada item 4 dengan min 3.78 dan sisihan piawai 1.006. Item berkenaan ialah "Saya mudah mengakses aplikasi *Edpuzzle* tanpa kekangan tempat". Berdasarkan dapatan yang diperolehi, tahap persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* berada pada tahap tinggi dengan jumlah min 3.96 dan sisihan piawai 0.816.

Jadual 2. Persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*

Bil.	Item	Min	Sp	Tahap
1	Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Edpuzzle*.	4.00	1.021	Tinggi
2	Pembelajaran menggunakan aplikasi *Edpuzzle* menjimatkan masa.	4.22	.872	Tinggi
3	Saya mudah mengakses aplikasi *Edpuzzle* tanpa kekangan masa.	3.94	.922	Tinggi
4	Saya mudah mengakses aplikasi *Edpuzzle* tanpa kekangan tempat.	3.78	1.006	Tinggi
5	Saya boleh memperoleh keputusan dengan cepat melalui aplikasi *Edpuzzle*.	4.08	.886	Tinggi
6	Penggunaan aplikasi *Edpuzzle* boleh meningkatkan prestasi pembelajaran saya.	3.88	.971	Tinggi
7	Saya berpendapat aplikasi *Edpuzzle* adalah pembelajaran interaktif yang berkesan.	3.94	.988	Tinggi
8	Saya suka mempelajari subjek *Front Office* dengan menggunakan aplikasi *Edpuzzle*.	3.88	1.033	Tinggi
Min Keseluruhan		**3.96**	**.816**	**Tinggi**

Hasil dapatan menunjukkan tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani terhadap penggunaan *Google Classroom* (M=3.72, SD=0.760) berada pada tahap tinggi. Justeru, dapat dirumuskan bahawa tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani terhadap penggunaan *Google Classroom* sebagai platform pembelajaran *Front Office* dalam kalangan pelajar berada pada tahap tinggi dalam kajian ini.

Hasil dapatan menunjukkan tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Edpuzzle* (M=3.96, SD=0.816) berada pada tahap tinggi. Justeru, dapat dirumuskan bahawa tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Edpuzzle* sebagai platform pembelajaran *Front Office* dalam kalangan pelajar berada pada tahap tinggi dalam kajian ini.

5. Perbincangan Dan Cadangan

Beberapa rumusan dapat dibincangkan untuk menjawab persoalan kajian ini daripada penganalisisan data yang diperoleh. Responden menunjukkan tahap kefahaman untuk semua item adalah berada dalam tahap yang tinggi. Responden memahami bahawa dalam aspek e-pembelajaran memerlukan komitmen yang lebih dalam pengajaran dan pembelajaran. Responden juga perlu lebih berdisiplin untuk menghadirkan diri ke kelas secara atas talian pada masa ditetapkan. Selain itu, responden juga memahami bahawa e-pembelajaran merupakan salah satu usaha sejajar dengan perkembangan ICT dan satu kaedah pembelajaran baru khusus untuk para pelajar bagi menjalankan kelas secara atas talian.

Seterusnya, hasil dapatan juga menunjukkan tahap persepsi yang tinggi dalam aspek terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office.* Responden amat bersetuju bahawa penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* boleh menjimatkan masa, memperoleh keputusan dengan cepat, dan mengakses aplikasi *Google Classroom* tanpa kekangan masa. Dapatan ini selaras dengan kajian oleh Sidin dan Mohamad (2004) yang menunjukkan secara keseluruhan para pelajar di institusi pengajian tinggi bersikap positif dan yakin diri menghadapi kemunculan komputer dan penggunaannya sebagai alat kemudahan teknologi maklumat.

Hasil dapatan juga menunjukkan tahap persepsi yang tinggi dalam aspek terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Responden amat bersetuju bahawa penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* boleh menjimatkan masa dan memperoleh keputusan dengan cepat. Selain itu, pembelajaran subjek *Front Office* lebih mudah difahami dengan penggunaan aplikasi *Edpuzzle*. Ini kerana, *Edpuzzle* merupakan platform yang menggunakan video sebagai bahan mengajar utama. Soalan dan kuiz juga boleh dimasukkan dalam video dan status perkembangan pelajar juga dapat dimantau melalui penggunaan aplikasi *Edpuzzle*. Responden juga berpendapat aplikasi *Edpuzzle* adalah pembelajaran interaktif yang berkesan bagi pengajaran dan pembelajaran *Front Office.* Ini kerana subjek ini banyak melibatkan demostrasi prosedur dan *Edpuzzle* sesuai digunakan sebagai medium atau platform untuk muat naik video berkaitan.

Bagi tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani mengenai penggunaan *Google Classroom* dalam pengajaran dan pembelajaran, hasil dapatan juga menunjukkan tahap kesediaan berada dalam tahap yang tinggi adalah bertentangan dengan dapatan Kaviza (2020) yang menunjukkan tahap kesediaan murid dalam penggunaan *Google Classroom* hanya berada pada tahap yang sederhana. Tahap kesediaan yang tinggi yang dilaporkan oleh pelajar *Front Office* dalam kajian ini adalah bertepatan dengan dapatan Haggag (2019), Kumar and Bervell, (2018), dan Manan dan Hanafi (2020) yang telah melaporkan bahawa tahap kesediaan dan penerimaan murid terhadap penggunaan aplikasi *Google Classroom* dalam proses pembelajaran pendidikan Islam, Pendidikan tinggi dan bahasa Inggeris berada pada tahap tinggi. Ini bermaksud walaupun pelajar *Front Office* melibatkan hanya 30 peratus untuk bahagian teori tapi penggunaan *Google Classroom* sebagai salah satu platform bagi menjalankan pembelajaran secara atas talian masih sesuai.

Bagi tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani mengenai penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran, hasil dapatan juga menunjukkan tahap kesediaan berada dalam tahap yang tinggi adalah bertepatan dengan dapatan Mischel (2018) yang menunjukkan penggunaan *Edpuzzle* sesuai untuk pembelajaran yang melibatkan penggunaan video. Tambahan pula, kajian daripada Guo et al. (2014) dan Kim et al. (2014) menyatakan penggunaan video 7 minit atau pendek daripada itu mampu mengekalkan tumpuan dan perhatian pelajar dengan lebih baik. Ini bermaksud pelajar Kolej Komuniti Sungai Petani sudah bersedia untuk menerima penggunaan *Edpuzzle* sebagai salah satu platform bagi menjalankan pembelajaran secara atas talian kerana penggunaan aplikasi *Edpuzzle* lebih mudah untuk memahami pengajaran dan pembelajaran *Front Office*.

Justeru, pengintegrasian aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front*

Office merupakan satu bentuk inovasi teknologi e-pembelajaran yang dapat dilakukan bersama pensyarah di dalam mahupun di luar kolej. Sebagai contoh, pelajar akan diberi latihan yang pelbagai seperti kuiz mengikut topik, menonton video mengikut topik dan pembelajaran dalam tempoh masa yang tertentu dan ini dapat membantu meningkatkan kemahiran menjawab soalan. Penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* perlu dilaksanakan oleh para pensyarah pada masa kini kerana dilihat sebagai satu kaedah alternative bagi menjalankan kelas secara atas talian akibat penularan COVID-19. Pensyarah perlu bersedia dari segi fizikal dan mental serta kemahiran menggunakan pelbagai aplikasi teknologi bagi menjalankan kelas secara atas talian.

Kajian ini membuktikan keberkesanan penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Walau bagaimanapun perlu dilaksanakan kajian lanjutan dalam skala yang lebih besar dari segi sampel dan populasi iaitu melibatkan kursus yang berbeza atau kolej di negeri lain. Selain itu, kajian yang dijalankan untuk pelajar yang mengambil modul *Front Office* boleh juga dicadangkan untuk pelajar yang mengambil kursus lain supaya hasil yang dperoleh akan dapat menjelaskan keberkesanan penggunaan aplikasi ini.

6. Kesimpulan

Kesimpulannya, tahap kefahaman, tahap persepsi, dan tahap kesediaan pelajar terhadap penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* adalah tinggi. Secara keseluruhan, kajian ini diharap dapat membantu pihak yang berkaitan untuk meningkatkan penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* agar sering dengan transformasi dalam pendidikan.

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Pengucapan Awam Di Kalangan Pelajar Sijil Pengoperasian Perniagaan Kolej Komuniti Johor

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Abstrak

Kajian ini bertujuan untuk mengenalpasti tahap pengucapan awam di kalangan pelajar Sijil Pengoperasian Perniagaan di Kolej Komuniti Johor. Responden kajian ini adalah terdiri daripada 115 orang pelajar Sijil Pengoperasian Perniagaan di Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang. Instrumen kajian yang dibina adalah menggunakan skala likert dan data yang dikumpul dianalisa menggunakan perisian Statistical Packages for the Social Science (SPSS) versi 23.0. Kajian ini bertujuan untuk mengenalpasti tahap pengucapan awam di kalangan pelajar-pelajar daripada aspek persediaan, kemahiran dan keyakinan mereka. Hasil dapatan kajian, didapati skor purata min persediaan pelajar-pelajar di kalangan pengucapam awam adalah tinggi iaitu 3.67. Manakala skor purata min kemahiran dan keyakinan adalah sederhana iaitu 3.39 dan 3.12. Selain itu, analisis menunjukkan bahawa tiada perbezaan signifikan antara persediaan, kemahiran dan keyakinan pelajar-pelajar di dalam pengucapan awam berdasarkan responden jantina yang dikaji.

Kata Kunci

Pengucapan Awam, Persediaan, Kemahiran dan Keyakinan.

1. Pengenalan

Berucap di hadapan umum merupakan sesuatu pengalaman yang amat menarik. Setiap individu akan melalui pengalaman ini sama ada dalam bentuk formal atau mahupun tidak formal sama ada dalam suasana kumpulan kecil atau kumpulan besar. Apa yang penting ialah kita perlu memahami bahawa kemahiran atau bakat pengucapan awam bukanlah sesuatu perlu sesuatu yang dilahirkan bersama seseorang. Sebaliknya kemahiran dan bakat pengucapan awam itu perlu di pelajari, diasah dan dibentuk melalui proses pembelajaran dan pengalaman. Tidak mustahil seseorang yang tidak mahir berucap dikhalayak ramai mampu menguasai pengetahuan dan kemahiran pengucapan awam

1.1. Soalan-Soalan Kajian

Kajian ini dilakukan ke atas pelajar-pelajar Sijil Pengopersian Perniagaan, yang terdiri daripada Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang di Johor. Kajian ini menjawab empat persoalan kajian iaitu:

a. Berapakah skor min persediaan pelajar-pelajar di dalam pengucapan awam?
b. Berapakah skor min kemahiran pelajar-pelajar di dalam pengucapan awam?
c. Berapakah skor min keyakinan pelajar-pelajar di dalam pengucapan awam?
d. Adakah terdapat perbezaan yang signifkan secara statistik skor min persediaan, kemahiran dan keyakinan pelajar-pelajar di dalam pengucapan awam berdasarkan jantina responden yang di kaji?

1.2. Objektif Kajian

Kajian ini secara amnya adalah bertujuan untuk mengenal pasti tahap pengucapan awam di kalangan pelajar Sijil Pengoperasian Perniagaan di Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang, Johor dalam aspek persediaan, kemahiran dan keyakinan mereka. Kajian ini juga bertujuan bagi membantu pelajar mengetahui potensi diri dalam pengucapan awam serta membantu pelajar-pelajar lebih bersedia dan bermotivasi pada alam pekerjaan pada masa akan datang. Secara khususnya kajian yang dijalankan di kalangan pelajar Sijil Pengopersian Perniagaan, Kolej Komuniti Johor adalah untuk memenuhi beberapa objektif berikut :

1. Menentukan skor min persediaan pelajar-pelajar di dalam pengucapan awam.
2. Menentukan skor min kemahiran pelajar-pelajar di dalam pengucapan awam.
3. Menentukan skor min keyakinan pelajar-pelajar di dalam pengucapan awam.

2. Sorotan Kajian

2.1. Definisi Pengucapan Awam

Pengucapan awam adalah satu interaksi penghantaran mesej antara seorang pengucap dan sekumpulan pendengar".(Pengucapan Awam Yang Berkesan, 2000).

Pengucapan awam merupakan satu kaedah komunikasi lisan yang dilakukan dalam situasi yang terancang iaitu tempat, masa dan isu yang hendak diucapkan di hadapan khalayak ramai. Perasaan takut, gementar dan berdebar-debar adalah perasan yang biasa dirasai oleh setiap individu yang hendak berucap. Mempelajari teknik dan berlatih berucap dapat mengurangkan rasa gemuruh dan gementar. Perasaan ini dapat dikawal dan diatasi apabila keyakinan diri telah terbina setelah berulangkali berceramah.

2.2. Teknik Pengucapan Awam Yang Berkesan

1. Pandangan pertama (*first impression*) penting daripada aspek cara berpakaian yang sesuai dan pastikan anda mulakan dengan senyuman. Anda perlu menyukai semua pendengar anda. Ucapkan kata-kata yang menunjukkan atau memberi tanda yang anda amat menyenangi pendengar serta mengutamakan mereka. Mulakan dengan pengenalan diri dan bina hubungan dengan pendengar anda supaya dapat wujudkan keserasian

2. Kenali tempat pengucapan dengan melihat suasana sekitar terlebih dahulu sebelum berucap dan datang 15 minit lebih awal untuk persiapan yang rapi supaya anda tidak kelihatan kelam kabut.

3. Mengenali pendengar yang hadir dari segi lingkungan umur, taraf pendidikan, bahasa yang senang difahami agar anda dapat meyampaikan ucapan dengan yakin dan mudah difahami oleh pendengar

4. Ketahui dan pastikan bahan yang ingin gunakan semasa berucap sesuai dengan suasana, pendengar dan penggunaannya agar dapat membantu menyampaikan ucapan anda dengan sempurna

5. Sentiasa bertenang dan tidak rasa terlalu gementar atau takut untuk berhadapan khalayak ramai

6. Sampaikan ucapan dari dalam diri anda seikhlas yang boleh agar para pendengar dapat terkesan atau merasa keikhlasan ucapan anda. Ucapan yang datang dari diri yang ikhlas lebih mudah untuk pendengar memahaminya

7. Berucaplah dengan fikiran dan emosi yang positif. Pastikan sebelum anda berucap mood emosi anda berada dalam mood positif. Jika anda berasa dukacita, stress,kecewa, kurang bersemangat atau bimbang, cuba usaha tukarkan emosi anda pada keriangan, bersemangat, sayang, gembira, unggul dan sebagainya kerana sebarang emosi anda sama ada positif atau negatif akan juga turut dirasai oleh pendengar

3. Metodologi Kajian

3.1. Responden Atau Sumber Data

Populasi dalam kajian ini adalah pelajar Sijil Pengoperasian Perniagaan, Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang di Johor. Sampel yang dipilih adalah seramai 115 Orang Sijil Pengoperasian Perniagaan, Kolej Komuniti Johor. Berdasarkan Jadual Penentuan Saiz Sampel oleh Krejcie & Morgan (1970) seperti di Lampiran, sekiranya populasi (N) ialah 160, maka saiz sampel (S) adalah memadai sebanyak 115 orang . Ini menunjukkan sampel yang diambil oleh pengkaji sebanyak 115 ini adalah mencukupi dan dapat mewakili populasi. Dapatan kajian ini boleh diguna pakai untuk dijadikan rujukan oleh pengkaji-pengkaji lain di masa akan datang.

3.2. Instrumen Kajian

Instrumen kajian yang digunakan oleh pengkaji adalah berbentuk soal selidik. Mengikut Mohd Majid Konting (2004), penggunaan soal selidik lebih pratikal dan berkesan serta dapat mencapai tujuan kajian dengan kadar perbelanjaan yang sederhana. Penggunaan soal selidik beruapaya meningkatkan ketepatan dan kebenaran gerak balas yang diberikan oleh sampel kerana ia tidak dipengaruhi oleh gerak laku pengkaji. Mohamad Najid (1999), turut menyatakan bahawa penggunaan soal selidik adalah lebih mudah dan efektif bagi kajian yang berbentuk kuantitatif tinjauan disebabkan ia mempunyai ciri-ciri objektiviti, kesahan dan kebolehpercayaan.

Dalam kajian ini, instrumen yang digunakan untuk mengumpul data ialah borang soal selidik. Terdapat empat (4) bahagian dalam borang soal selidik ini iaitu :

Bahagian A : Demografi
Bahagian B : Persediaan
Bahagian C : Kemahiran
Bahagian D : Keyakinan

3.2.1. Persediaan

Bahagian ini mengandungi soalan berkaitan persediaan pelajar di dalam pengucapan awam

3.2.2. Kemahiran

Bahagian ini mengandungi soalan berkaitan kemahiran pelajar di dalam pengucapan awam

3.2.3. Keyakinan

Bahagian ini mengandungi soalan berkaitan keyakinan pelajar di dalam pengucapan awam.

Bahagian A dalam borang soal selidik ini adalah berkaitan dengan latar belakang responden yang mana ia dianalisis dengan menunjukkan peratusan setiap maklumat. Ia adalah berkaitan dengan jantina, bangsa dan kelayakan akademik. Bahagian B,C dan D dalam borang soal selidik ini mengandungi item soalan menggunakan *Skala Likert* yang berbentuk soalan tertutup.

Soal selidik berbentuk tertutup atau berstruktur mengandungi satu senarai soalan yang konkrit yang disediakan dengan pilihan jawapan berdasarkan *Skala Likert*. Antara kelebihannya ialah senang ditadbirkan kepada jumlah yang besar, membantu responden menumpukan kepada subjek dan melicinkan proses penjadualan dan penganalisaan. Format Skala Likert yang digunakan adalah seperti jadual di bawah :

Jadual 3.1. Skala Likert

Sangat Tidak Setuju	**Tidak Setuju**	**Kurang Setuju**	**Setuju**	**Sangat Setuju**
1	2	3	4	5

3.3. Kaedah Penganalisaan Data

Data yang dikumpul dianalisa dengan menggunakan komputer melalui perisian *Statistical Package For Social Sciences (SPSS) For Windows Version 23.0*. Penganalisaan data dibuat dengan cara mencari nilai min, peratusan, Analisis One Way Anova, Analisis Kaedah Turkey dan *Alpha Cronbach.*

3.3.1. Min

Nilai min digunakan untuk mengukur kekuatan dan kelemahan terhadap aspek persediaan, kemahiran dan keyakinan mereka di dalam pengucapan awam.

3.3.2. Peratusan

Peratus juga digunakan untuk mengukur data demografi meliputi umur, jantina, pengalaman terlibat pengucapan awam dan latihan pengucapan awam.

3.3.3. Alpha Cronbach

Dijalankan untuk menguji sejauh mana kebolehpercayaan soal selidik yang dihasilkan. Analisis ini akan dilakukan setelah kajian rintis dijalankan terhadap 30 orang pelajar Kolej Komuniti Pasir Gudang.

3.3.4. Analisis One Way Anova

Analisis ini dijalankan untuk mengetahui sama ada terdapat perbezaan signifikan secara statistik skor min persediaan, kemahiran dan keyakinan pelajar-pelajar yang di kaji berdasarkan jantina yang dikaji

4. Analisis Dan Keputusan

Dalam bab ini analisis akan membincangkan mengenai analisis data yang diperolehi daripada soal selidik yang telah diedarkan kepada responden. Sebanyak 115 set soal selidik telah diagihkan kepada 64 orang pelajar sijil pengoperasian perniagaan, Kolej komuniti Pasir Gudang dan 27 orang pelajar Sijil Pengoperasian Perniagaan, Kolej Komuniti Bandar Penawar serta 24 orang pelajar sijil Pengoperasian Perniagaan, Kolej Komuniti Ledang. Mereka ini perlu menjawab borang soal selidik yang diedarkan. Segala maklumat yang diperolehi diproses menggunakan IBM *Statistical Packages For Social Sciences* (SPSS) versi 23.0 dan keputusannya adalah dalam bentuk peratusan dan skor min.

4.1. Analisis Responden

Daripada maklumat yang diterima, pengkaji telah membuat analisis terhadap latar belakang atau demografi responden dan juga analisis skor min dan peratusan responden. Analisis skor min adalah menggunakan sumber daripada Dr. Jamil Ahmad (2002), Pemupukan budaya penyelidikan di kalangan guru sekolah, satu penilaian tesis (sila rujuk Lampiran 2)

4.1.1. Analisis Latar Belakang Responden (Demografi)

Analisis di bahagian ini melibatkan maklumat yang berkaitan dengan jantina, bangsa, institusi pengajian, pengalaman dalam pengucapan awam dan menyertai bengkel atau kursus dalam pengucapan awam. Analisis dibahagian ini dilakukan berdasarkan **Bahagian A** yang terdapat dalam borang soal selidik. Seramai 115 sampel bangsa melayu dan selebihnya adalah bangsa cina, india dan lain-lain. Daripada 64 orang responden atau 56.1 % daripada adalah terdiri daripada 28 sampel lelaki iaitu 24.3% dan 87 sampel wanita iaitu 75.7%. Bagi bangsa pula, 79.1 % adalah Kolej Komuniti Pasir Gudang, 27 orang responden atau 23.7% daripada Kolej Komuniti Bandar Penawar serta 23 orang responden atau 20.2% daripada Kolej Komuniti Ledang. Selain itu, hasil dapatan soal selidik menunjukkan sebanyak 53.9 % responden atau pelajar tidak mempunyai pengalaman dalam penglibatan pengucapan awam. Berdasarkan maklumat, sebanyak 54.8% responden atau pelajar tidak pernah menyertai bengkel atau kursus dalam pengucapan awam. Di bawah disertakan ringkasan dalam bentuk jadual bagi kesemua maklumat demografi.

Latar Belakang Responden	Perkara	Bilangan Responden	Peratusan (%)
Jantina	Lelaki	87	75.7
	Perempuan	28	24.3
Bangsa	Melayu	91	79.1
	Cina	6	5.2
	India	12	10.4
	Lain-lain	6	5.2
Institusi pengajian	Kolej Komuniti Pasir Gudang	64	56.1
	Kolej Komuniti Bandar Penawar	27	23.7
	Kolej Komuniti Ledang	23	20.2
Adakah anda mempunyai pengalaman dalam pengilbatan pengucapan awam?	Ya	53	46.1
	Tidak	62	53.9
Adakah anda pernah menyertai bengkel/aktiviti/seminar/latihan dalam pengucapan awam?	Ya	52	45.2
	Tidak	63	54.8

4.1.2. Analisis Skor Min Responden (Persediaan)

Skor min purata bagi persediaan pelajar dalam pengucapan awam adalah 3.67 iaitu berada pada tahap tinggi. Ini menunjukkan bahawa pelajar-pelajar ini mempunyai pengetahuan yang tinggi dalam pengucapan awam.

No	Item	Skor Min
1	Saya selalu menyediakan nota ringkas sebelum melaksanakan pengucapan awam.	3.88
2	Saya telah menyediakan slaid pembentangan dengan baik.	3.73
3	Saya selalu melihat contoh-contoh video pengucapan awam sebagai persediaan.	3.77
4	Saya membuat latihan berulang kali sebagai persediaan.	3.90
5	Saya pernah mengikuti kursus/aktiviti/seminar/bengkel berkaitan pengucapan awam.	3.05
Skor Purata min (Persediaan)		**3.67**

4.1.3. Analisis Skor Min Responden (Kemahiran)

Skor purata min bagi kemahiran pelajar dalam pengucapan awam adalah 3.39 iaitu berada pada tahap sederhana. Ini menunjukkan bahawa pelajar-pelajar ini mempunyai kemahiran yang sederhana dalam pengucapan awam.

No	Item	Skor Min
1	Saya mempunyai 'eye contact' (hubungan mata) yang baik semasa pengucapan awam.	3.30
2	Saya mempunyai 'body contact' (pergerakan badan) yang baik semasa pengucapan awam.	3.43
3	Intonasi suara saya jelas dan terang semasa pengucapan awam.	3.48
4	Saya dapat menyampaikan hujah dengan lancar semasa pengucapan awam.	3.21
5	Bahasa yang digunakan dapat difahami oleh semua audien (penonton)	3.56
Skor Purata Min (Kemahiran)		**3.39**

4.1.4. Analisis Skor Min Responden (Keyakinan)

Skor purata min bagi keyakinan pelajar dalam pengucapan awam adalah 3.12 iaitu berada pada tahap sederhana. Ini menunjukkan bahawa pelajar-pelajar ini mempunyai keyakinan yang sederhana dalam pengucapan awam.

No	Item	Skor Min
1	Saya berasa sangat selesa semasa melaksanakan pengucapan awam.	3.23
2	Saya tidak berasa gementar semasa pengucapan awam.	2.85
3	Saya berasa sangat yakin semasa melaksanakan pengucapan awam.	3.03
4	Saya berasa gembira melaksanakan pengucapan awam.	3.42
5	Saya dapat mengawal keseluruhan sesi pengucapan awam.	3.09
Skor Purata min (Keyakinan)		**3.12**

4.1.5. Analisis Perbezaan yang signifikan secara statistik skor min persediaan, kemahiran dan keyakinan berdasarkan jantina pelajar yang di kaji.

Daripada analisis di atas, di dapati nilai “signifikan level” adalah lebih tinggi daripada aras signifikan yang telah di tetapkan iaitu 0.05. secara lebih mendalam, kami telah menjalankan analisis ini dengan menggunakan analisis kaedah ANOVA. Ianya tidak menunjukkan sebarang perbezaan yang signifikan antara jantina yang dikaji dan juga skor min pengetahuan, kemahiran dan keyakinan pelajar-pelajar dalam pengucapan awam.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
JANTINA * PERSEDIAAN	Between Groups	(Combined)	3.970	16	.248	1.413	.152
	Within Groups		17.213	98	.176		
	Total		21.183	114			

Measures of Association

	Eta	Eta Squared
JANTINA * PERSEDIAAN	.433	.187

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
JANTINA * KEMAHIRAN	Between Groups	(Combined)	3.539	18	.197	1.070	.394
	Within Groups		17.643	96	.184		
	Total		21.183	114			

Measures of Association

	Eta	Eta Squared
JANTINA * KEMAHIRAN	.409	.167

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
JANTINA * KEYAKINAN	Between Groups	(Combined)	4.237	19	.223	1.250	.236
	Within Groups		16.945	95	.178		
	Total		21.183	114			

Measures of Association

	Eta	Eta Squared
JANTINA * KEYAKINAN	.447	.200

5. Perbincangan Dan Cadangan

5.1. Persediaan Pelajar-Pelajar Sijil Pengopersian Perniagaan, Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang dalam pengucapan awam

Berdasarkan analisis skor purata min berada pada tahap persetujuan tinggi membawa maksud bahawa pelajar-pelajar mempunyai persediann tinggi dalam pengucapan awam. Pesersediaan ini merangkumi penyediaan slide, latihan berulang kali, penyediaan nota ringkas, menyertai bengkel atau kursus dan mengkaji serta menonton video pengucapan awam di internet. Perkara ini perlu diteruskan oleh pelajar-pelajar dalam memastikan mutu pengucapan awam semakin meningkat.

5.2. Kemahiran Pelajar-Pelajar Sijil Pengopersian Perniagaan Kolej Komuniti Pasir Gudang, kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang dalam pengucapan awam.

Berdasarkan analisis skor purata min berada pada tahap persetujuan sederhana membawa maksud bahawa pelajar-pelajar mempunyai kemahiran sederhana dalam aspek pengucapan awam. Aspek kemahiran ini dilihat daripada segi iaitu eye contact, body contact, intonasi suara, penyampaian hujah dengan jelas dan bahasa yang digunakan mudah difahami oleh audien. Skor min purata di tahap sederhana menunjukkan pelajar-pelajar perlu dilatih agar skill atau kemahiran dapat di gilap dengan lebih baik bagi menghasilkan satu persembahan pengucapan awam yang lebih mantap dan berkesan. Di sini pensyarah harus memainkan peranan dengan memberi tunjuk ajar, simulasi sebenar dan memberikan contoh-contoh pengucapan awam yang mempunyai skill atau kemahiran yang tinggi dan baik.

5.3. Keyakinan Pelajar-Pelajar Sijil Pengopersian Perniagaan Kolej Komuniti Pasir Gudang, kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang dalam pengucapan awam.

Berdasarkan analisis skor purata min berada pada tahap persetujuan sederhana membawa maksud bahawa pelajar-pelajar mempunyai keyakinan sederhana dalam pengucapan awam. Aspek keyakinan ini dilihat daripada segi keselesaan, kegembiraan, keyakinan diri, pelajar gementar atau tidak dan pelajar yang berjaya mengawal keseluruhan pengucapan awam. Skor min purata yang sederhana memberi gambaran bahawa pelajar perlu dimotivasikan, diberi bimbingan, sokongan dan semangat agar mereka dapat melaksanakan pengucapan awam dengan lebih baik dan berkesan. Ini kerana aspek keyakinan akan datang dengan sendirinya sekiranya persediaan dan kemahiran pelajar berada pada tahap yang tinggi.

5.4. Mengetahui Sama Ada Terdapat Perbezaan Yang Signifikan secara Statistik Skor Min Persediaan, Kemahiran Dan Keyakinan Pelajar Sijil Pengopersian Perniagaan Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang Yang Di Kaji Berdasarkan Jantina.

Berdasarkan hasil analisis One Way Anova yang diperolehi, didapati tiada kaitan jantina yang dikaji dengan persediaan, kemahiran dan keyakinan pelajar sijil pengopersian perniagaan Kolej Komuniti Pasir Gudang, Kolej Komuniti Bandar Penawar dan Kolej Komuniti Ledang.

6. Kesimpulan

Secara keseluruhannya, pengucapan awam di kalangan pelajar-pelajar sijil pengoperasian perniagaan, Kolej komuniti Johor berada pada tahap tinggi bagi persediaan manakala pada tahap sederhana bagi kemahiran dan keyakinan. Pengkaji telah membincangkan dan memberi pandangan serta cadangan bagi penambahbaikan dalam aktiviti pengucapan awam. Di harapkan cadangan penambahbaikan yang diberi dapat meningkatkan kualiti pengucapan awam dalam melahirkan pelajar-pelajar yang lebih berketrampilan, berkarisma dan berkeyakinan. Pengkaji juga berharap kajian ini dijadikan platfom oleh pengkaji-pengkaji lain dalam melaksanakan kajian-kajian susulan di masa akan datang.

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Usability Of Mobile Application (Mobile Apps) In The Course Of Green Technology Compliance At Politeknik Tun Syed Nasir Syed Ismail

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Abstract

This study was conducted on student in Food and Chemical Technology Department at Politeknik Tun Syed Nasir Syed Ismail on the subject Green Technology Compliance. Mobile apps are an extra support the learning process beside conventional learning in classroom learning to make it easier for students learning from get bored. In addition, innovation generation is in parallel with the changing times of today's technology that are turning to digital learning. Therefore, interactive learning can be one of the additional methods of learning. This mobile app is produced by MIT Apps Inventor to build fully functional Android Apps for smartphones and tablets. The content of this application is developed by combination of a few software, the combination of iSpring Suite, Sparkol videoscribe, PowToon and also online application such as Microsoft Sway in Office 365, Microsoft Forms in Office 365, YouTube, Quizizz, and PDF note file. All the application is developed for smartphones and tablets using a web browser. This mobile app can be used by students as interactive learning where students can access innovation results through the phone. Through this method student can revise the lesson in a more ambitious way. Students can also test the level of understanding by responding to quiz and test questions provided. This method also allows lecturers to apply the flip classroom method where students will learn the theory through the line and the training and discussion will be done in the classroom. A total of 61 student of semester three in Diploma in Food and Chemical Technology Department at Politeknik Tun Syed Nasir Syed Ismail were selected as the study sample. This study uses descriptive methods to assess user perception of the usability of the development of the mobile application. The result of this study found that students are very satisfied with this application developed.

Keywords

Mobile apps.

1. Introduction

The traditionalist believe that learning takes place when expository teaching and receptive learning fit together. The teacher presents content and the learner receive them, they store it memory and recall the memory when asked in examination. The old tradition method of learning is changes in present day. One of the important things in new era competitive Industry Revolution 4.0 was online learning. In the present day, information and learning activity need new type of learning calls active learner who can initiate, plan, implement, control evaluate and also apply learning themselves. (Rusli et al., 2020).

Blended learning is the combination of online learning component and face-to-face learning. Blended teaching involves combination of various sets of technological tool and teaching methods that need careful consideration to improve student learning. (Rasheed. R. A et al., 2020). Panigrahi. R et al., (2018) state that learning happens inside or outside the classroom. Inside the classroom learning through instructors either from face-to-face or blended learning while outside the classroom learning is conducted by student anytime and anywhere after class.

Wang.C et al., (2020) had conduct the research on three type of learning format which is interactive learning, video version and text version. Interactive learning is had a collective working memory that helps student gain better result which student required to click certain buttons to gain information.

According to Rusli et al., (2020), from the sample data of 250 students from various department, on the study of device are often used by students in accessing the internet, conclude that as many as 230 students (92%) are using smartphone compared to other device which is desktop PC, laptop, and combine device (smartphone and laptop). Reychav & Wu., (2015) state that there is potential for student to be self-motivated to proactively initiate their own active learning by taking advantage of today's mobile technologies. From this research, Android Apps is the suitable application that can be applied in online interactive learning by using smartphones.

Mayer., (2020) state mobile technology in learning has the great potential as a support academic learning anywhere and anytime. The digital world is increasingly penetrating the education and skill domain with technology gradually being used to deliver education, knowledge, and skill in new and innovative ways. Integration on mobile technology in education required to improve teaching and learning activity for empowering the learner. This is support by Jurkovic., (2019) the exponential growth in the use of mobile devices, smartphones for functional in academic, informational, social and entertainment purposes.

The main factors by using the online learning is not only to improve access to education and training, and quality of learning, but also has to reduce the cost and improve the cost effectiveness of education. (Panigrahi. R et al., 2018). Online learning can help student in learning process especially in higher education system. Student can repeat study the subject without limitation of time or space. The student must take their own responsibility for their own learning and must be active for their own learning.

2. Application/Methodology

This study was conducted to evaluate the usability of mobile Apps developed. The respondents of this study consisted of 61 students at Politeknik Tun Syed Nasir Syed Ismail who take the course Green Technology Compliance. The selection of respondents for this study is based on voluntary student.

A set of questionnaires that were analyzed using IBM Statistical Package for The Social Science (SPSS) version 20 software to evaluate the usability of this application. The questionnaire uses a five-point Likert scale which is 1=Strongly disagree, 2=Disagree, 3= Neither agree nor disa-gree, 4=Agree, and 5= Strongly agree.

Respondents were asked to mark one of the numbers to indicate their opinion to the statement related to the appli-cation on the feedback form. The data obtained were ana-lyzed through descriptive statistics using a summary of the entire data. The descriptive statistics used were frequency, percentage, mean and standard deviation (Ahmad et al., 2018) is as table 1:

Table 1. Interpretation Scale Mean

Mean Value	Interpretation Level Mean
0.00 – 1.66	Low Level
1.67 – 3.33	Moderate Level
3.33 – 5.00	High Level

2.1. Objective

Mobile Apps was developed due to the lack interaction methods in conventional classroom learning that makes students feel bored. The objective of this study is:

- To design and develop mobile applications for Green Technology Compliance courses used in learning
- To assess the usability of students on the application that have been developed

2.2. Advantage

Lecturer that teaching Green Technology Compliance can use this mobile apps as an extra tool of teaching and learning material. The advantage of this mobile apps is it fully covered all the syllabus and included quiz, test, and interactive lecture in form of animation. The content of this mobile apps can be updated by lecturer from time to time. Student can access this mobile apps via smartphones and tablets. Then student will start the process of learning everywhere.

2.3. Content of Android Apps

The content of this mobile apps is developed by combination of a few software, the combination of iSpring Suite, Sparkol videoscribe, PowToon and also online application such as Microsoft Sway in Office 365, Microsoft Forms in Office 365, YouTube, Quizizz, and PDF note file. The content of this Androids Apps also can be update from time to time. Table 2 below shows overall summary the content of this android apps.

Table 2. The content of Android Apps

Content	Description	Graphics
Cover page	Main page of the mobile apps with password to log in	
Objectiv e	Describe what students will be expected to learn by end of each chapter	
Note	The part of the note is the section covered for each chapter. Student can download in the form of PDF file.	
Sway	It is the new cloud based Microsoft Office application which is designed to create interactive presentation, newsletters, and documents	
Youtube	Free video sharing website that makes it easy to watch online videos	
Quiz	Online web based that allow people to conduct student paced formative assessments in a fun and engaging way for student of all ages	
Web 2.0 website	Link to relevant web 2.0 website to increase knowledge in current issue	
Test	With Microsoft Forms, can create a test and setting the specify deadlines, identify form responders, display correct answers	

Feedback	Information about reaction to the apps which is used as a basis for improvement	

3. Finding and Discussion

This study uses descriptive methods to assess student perception on the development of this mobile apps. Ten question was developing on the feedback form was given to the student.

Table 3. Percentage Student Feedback of Android Apps

No	Item	Percent (%)				
		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Q1	The application via mobile phone is easy to use	0 (0)	3.3 (2)	23.0 (14)	62.3 (38)	11.5 (7)
Q2	This application can be used without the help of others	0 (0)	0 (0)	24.6 (15)	63.9 (39)	11.5 (7)
Q3	This application displays information quickly	0 (0)	0 (0)	16.4 (10)	70.5 (43)	13.1 (8)
Q4	This application takes a short time to master	0 (0)	0 (0)	21.3 (13)	68.9 (42)	9.8 (6)
Q5	Users can change any sub-topic at any time	0 (0)	0 (0)	14.8 (9)	73.8 (45)	11.5 (7)
Q6	Users are free to exit the application at any time	0 (0)	0 (0)	8.2 (5)	68.9 (42)	23.0 (14)
Q7	The use of these interactive learning materials helped me to understand the subject in more depth	0 (0)	0 (0)	9.8 (6)	73.8 (45)	16.4 (10)
Q8	Learning interactively is easier because it can be accessed via a smartphone or tablet	0 (0)	0 (0)	9.8 (6)	73.8 (45)	16.4 (10)
Q9	Online learning is more interesting than in the classroom	0 (0)	23.0 (14)	14.8 (9)	55.7 (34)	6.6 (4)
Q10	The use of these interactive learning materials makes me highly motivated to learn	0 (0)	0 (0)	18.0 (11)	72.1 (44)	9.8 (6)

Table 3 and table 4 shows the findings obtained based on the student's feedback on the usability of the apps. Table 3 shows findings obtained based on student feedback of this education apps build in percentage.

For item Q1 "The application via mobile phone is easy to use" as many as 11.5% of respondents strongly agree and 62.3% of respondents agree. For Q2, which is "This application can be used without the help of others" as many as 11.5% of respondent strongly agree and 63.9% of respondents agree. As for item Q3, it is related to "This application displays information quickly" as many as 13.1% of respondent strongly agree and 70.5% of respondents agree.

Item Q4 is related to "This application takes a short time to master" as many as 9.8% of respondent strongly agree and 68.9% of respondents agree. As for item Q5, as many as 11.5% of respondent strongly agree and 73.8% of respondents agree to state that "Users can change any sub-topic at any time". Similarly, with item Q6 which is related to the "Users are free to exit the application at any time" as many as 23.0% of respondent strongly agree and 68.9% of respondents agree to state so. This shows that this educational app has flexible properties for users to use it according to the choice of desired subtopic without constrain at any time.

As for item Q7, 16.4% of respondent strongly agree and 73.8% of respondents agree to state that "the use of these interactive learning materials helped me to understand the subject in more depth" in this educational apps. Next for Q8 item, which is related to "learning interactively is easier because it can be accessed via a smartphone or tablet", a score of 16.4% of respondent strongly agree and 73.8% of respondents agree to state such a thing.

Meanwhile, on the item Q9, there were a score of 23% of respondent disagree that "Online learning is more interesting than in the classroom". This show that there are still students who prefer learning in the classroom. Finally, for item Q10 "The use of these interactive learning materials makes me highly motivated to learn" as many as 9.8% of respondent strongly agree and 72.1% of respondents agree.

Table 4. Mean Student Feedback of Android Apps

No	Item	Mean	Standard Deviation
Q1	The application via mobile phone is easy to use	3.8197	.67102
Q2	This application can be used without the help of others	3.8689	.59091
Q3	This application displays information quickly	3.9672	.54672
Q4	This application takes a short time to master	3.8852	.55071
Q5	Users can change any sub-topic at any time	3.9672	.51534
Q6	Users are free to exit the application at any time	4.1475	.54271
Q7	The use of these interactive learning materials helped me to understand the subject in more depth	4.0656	.51215
Q8	Learning interactively is easier because it can be accessed via a smartphone or tablet	4.0656	.51215
Q9	Online learning is more interesting than in the classroom	3.4590	.92329
Q10	The use of these interactive learning materials makes me highly motivated to learn	3.9180	.52584

Refer to table 4, in overall the mean of each item Q1 to Q10 in table 4 shows that it is at a high score level (Mean>3.33).

The result of this study found that student will be more motivated when the application used can give them satisfaction through an attractive, simple, and creative display. This application also is simple, interactive, creative, and innovative elements that make student not feel bored.

4. Conclusion

In general, this study found that users are very satisfied with this education app as well as meet the needs in the learning and teaching process. These results prove that this education app has encouraging potential among students to continue to use. The findings also show that the content of this application apps meets the syllabus used by lecturer in their daily teaching process.

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Model of Media Ethics for Muslim Journalists: A Preliminary Analysis

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Abstract

Ethics is one of the branches in the field of philosophy. It deals so much with the moral part of human life and popularly known as philosophy of the morality. Ethics is very important in the field of media studies because the practice of journalism is focused on a set of essentially ethical concepts: freedom, democracy, truth, objectivity, honesty, privacy. In media studies, ethics is usually called as codes of conduct and many have been proposed for journalists all over the world. However, there is no single codes of conduct could fit Muslim journalists in practice due to the lacking in Islamic divinity. Thus, based on our preliminary analysis, we propose a new model of journalism ethical codes of conduct addressed to Muslim journalists that contain the added value in the aspect of Islamic creed, belief, and faith.

Keywords

media ethics, Islam, journalists, media practitioners.

1. Introduction

The epistemological and the ethical foundations of contemporary mass media practices historically came from the western ideologies and philosophies. The major focus and objective behind all the structures, practices, and processes of mass media in the West are based on sales values and governed by the market mechanism (Basyouni, 2016). Although there is specific code of ethics provided for the journalist, yet it is always ignored by the media practitioners due to the interest in making sure the news can sell. The situation in Muslim countries, or of Muslim media practitioners, is no different from that of the western media (Bhat, 2014).

All civilizations throughout history have contributed to today's system of ethics and this includes Islamic civilization (Ward, 2009;Callan & Callan, 2005). Although many scholars promote on universal journalism ethics across various faiths and beliefs (Basyouni, 2016), yet the author believes that Muslim journalists should have special code of ethics, not to promote exclusivity but as to ensure the element of God's consciousness is to be brought forward in every Muslim's daily life routine and this includes a Muslim journalists themselves. In practice today, there is no journalistic code of ethics based on the principles of Islam, and few scholars have attempted to define an Islamic framework for mass media ethics (Abiya, 2018; Hafez, 2010; Mowlana, 2007 & Khiabany, 2003). The first International Conference of Muslim Journalists held in Jakarta, Indonesia, in 1981 has witnessed an endorsement of a covenant for Muslim media professionals. This conference has highlighted on the point that Islamic rules of conduct should form the basis for all Muslim practitioners in their journalistic endeavors, and Muslim media should work towards achieving integration of the Muslim individual's personality (Siddiqi, 2000).

However, such effort and many other efforts done failed to lead to the development of the practice of an Islamic code of ethics among the Muslim journalists. Siddiqi (2000) claimed that of many reasons for such failures, among the main ones are due to lack of support from Muslim governments, lack of interest and enthusiasm by Muslim journalists themselves, and lack of support from Muslim scholars as well as Muslim society in general. While the western media scholars are currently debating on the journalism ethics between conventional and digital media platforms (Craft, 2017), the media Muslim scholars are still fighting for the best ethical code to be practiced among Muslim journalists as to achieve the blessing in life.

2. Western Media Ethics

a) Media Ethics In The West

There are four normative theories that have influenced the western media ethics namely liberal theory, objectivity and social responsibility theory, interpretive and activist theory and ethics and community care (Szpunar (2012). Media ethics lies on the basis of truth, impartiality, and objectivity. The basis of this ethical perspective derived from the philosophical foundation in the moral philosophy of Aristotle, Kant and Mill, that underlies normative theory (Fourie, 2017).

b) Western Media Ethics and The Loopholes

There are many evidences of western media turning blind eye the ethical foundation of media ethics when it comes to covering what they see as sensational issues. For instance, the coverage of news on Islam is always misinterpreted by the western media due to many reasons (Sofia Hayati et. al, 2015). This loophole in the practice of journalism in the West requires a strength and movement of the Muslim scholars and practitioners to provide a necessary information when covering news about Islam (Ahmed, 2020).

3. Media Ethics – The Islamic Perspective

Preliminary analysis was conducted on series of relevant reading materials as to dig out the key features of media ethics from Islamic perspective. The main objective of this analysis is to identify the elements in Islamic perspective that can guide Muslim media practitioners to uphold good work and ethics in carrying out responsibility as journalists. A collection of conceptual academic writings made by Muslim scholars in the field of Communication were collected and then analysed. Based on the analysis, the authors have successfully identified four main basis of media ethics from Islamic perspective.

a) The Concept of Tawhid

The central force in the Islamic moral system is the concept of Tawhid – the supremacy and sovereignty of one God. This concept fills up the loopholes in the western perspective of media ethics which is lacking of this concept. Tawhid also implies unity, coherence, and harmony between all parts of the universe. But the concept of tawhid signifies the existence of a purpose in the creation and liberation of all humankind from bondage and servitude to multiple varieties of gods. The concept of the hereafter becomes a driving force in committing to one God, and the inspiration as well definitive guidelines are provided by the traditions and the life of the prophet (PBUH).

b) The Concept of Social Responsibility

The second basis of the Islamic moral system is the concept of social responsibility. Islamic principle of social responsibility is based on the concept of "amr bi al-ma'ruf wa nahi al-munkar" or commanding right and prohibiting wrong. This implies that it is the responsibility of every individual and the group, especially the institutions of social or public communication such as the press, radio, television, and cinema, to prepare individuals and society as a whole to accept Islamic and act upon them.

c) The Concept of Ummah

Another major concept that determines the boundaries of a professional code of ethics for the Muslim journalist is Ummah or the community. 'We created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise each other). Verily the most honoured among you in the sight of God is the one who is the most righteous of you' (Chapter 49, Verse 13). Thus, Muslim media practitioners are supposed to serve a larger Muslim community in general and the Muslim individual especially of this global Muslim community.

d) The Concept of Taqwa

Lastly, the concept of taqwa (piety) is yet another basis for developing an Islamic code of journalistic ethics. The concept of taqwa goes beyond piety, it raises a person's individual, moral, spiritual, and psychological capacity to a level that the individual becomes immune from excessive material desires. It elevates a person to a higher level of self-awareness. Taqwa should be the underpinning element in the technical knowledge, managerial ability, scientific know-how, and communication skills of Muslim journalists.

4. Conclusion

Muslim media practitioners are dependent on the four transnational news agencies and wire services: the AP, UPI, AFP and Reuters. In a survey conducted previously, it was revealed that most Muslim newspapers in Arabic, English, Persian, and Urdu base 90% of their news coverage on these four agencies. The strong presence of Western news agencies in Muslim countries discourages media practices that do not conform to the norms of these sources of information (Pintak, 2013). Therefore, it is essential to develop an alternative and viable source of information that will replace reliance on sources of information whose primary objectives are in contradiction with the basic value system of Islam.

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Kajian Terhadap Kesediaan Dan Penerimaan Pelajar Menghadapi Pembelajaran Atas Talian (E-Pembelajaran)

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Abstrak

Semenjak Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) diperkenalkan, pengajaran dan pembelajaran secara atas talian (e-pembelajaran) telah dijalankan secara meluas di pelbagai peringkat institusi pendidikan pada masa kini. Bersesuaian dengan kemajuan di dalam pendidikan dan Revolusi Industri 4.0, masyarakat mulai sedar tentang kepentingan ilmu pengetahuan dan informasi dengan itu menerima konsep e-pembelajaran sebagai model pembelajaran untuk masa hadapan. Kajian yang dijalankan ini bertujuan untuk meninjau tahap kesediaan dan penerimaan pelajar berdasarkan tiga dimensi kajian iaitu pengetahuan, kesesuaian dan penerimaan terhadap aplikasi e-pembelajaran dalam P&P.

1. Pengenalan

E-pembelajaran merupakan sebarang bentuk pengajaran dan pembelajaran yang disampaikan melalui penggunaan teknologi digital. Bahan pengajaran dan pembelajaran yang disampaikan menggunakan media ini mempunyai grafik visual, perkataan, animasi, video ataupun audio. Perjumpaan secara bersemuka antara pendidik dan pelajar digantikan secara dalam talian melalui aplikasi persidangan video seperti Google Meet, MS Team, Zoom, Google Hangout, Skype, Whatsapp, dan pelbagai lagi aplikasi yang sedia ada dan mula digunakan dan diterokai khusus untuk menyokong pembelajaran norma baharu ini. Malah, penggunaan e-pembelajaran semakin dituntut dan diguna-pakai secara global. E-pembelajaran menuntut pelbagai peranan terhadap pendididik di mana, pendidik bukan hanya lagi sebagai pemberi ilmu semata-mata, malah harus membantu para pelajar untuk mendapatkan ilmu. Menurut Faizatul & Nor (2017), menerusi Gunasekaran (2013), menyatakan bahawa kaedah pembelajaran secara atas talian dengan menggunakan video dan teknik animasi adalah lebih menarik minat pelajar berbanding dengan kaedah konvensional kerana ianya sangat fleksibel, mudah dicapai dan mudah untuk digunakan. Malah menurut Harlina, Zubaidah & Ainee (2017) pembelajaran interaktif memberi penekanan kepada interaksi dua hala dalam proses pembelajaran konvensional ataupun antara pelajar dengan sistem dalam pembelajaran berbantukan komputer (bahan media). Namun demikian, kajian lepas kurang melihat kepada kemudahan infrastuktur dan tidak menyertakan faktor dalaman pelajar.

Oleh itu, kajian ini dijalankan adalah untuk melihat penggunaan e-pembelajaran dalam kalangan pelajar Universiti Teknologi Mara Cawangan Kelantan Kampus Machang, Kelantan (UiTMCK) sebagai salah satu kaedah pembelajaran mereka. Secara spesifiknya, kajian ini adalah untuk melihat:

a) Mengenalpasi tahap kesediaan pelajar UiTMCK terhadap penggunaan e-pembelajaran.

b) Mengenalpasti tujuan penggunaan e-pembelajaran dalam kalangan pelajar UiTMCK.
c) Mengenalpasti faktor-faktor penggunaan e-pembelajaran dalam kalangan pelajar UiTMCK.
d) Mengenalpasti masalah yang dihadapi oleh pelajar UiTMCK semasa menggunakan e-pembelajaran.

2. Kajian Literatur

Paula (2002) mendefinisikan e-learning sebagai penggunaan teknologi internet untuk menyampaikan maklumat yang dapat meningkatkan pengetahuan dan keterampilan seseorang. Ia adalah seiring dengan kajian oleh Cambell et al (2012), Kamarga (2010) yang menekankan penggunaan internet dalam pendidikan adalah merupakan pembelajaran interaktif. Rafiza dan Maryam (2013) berpendapat bahawa penggunaan e-pembelajaran tidak dibatasi oleh empat dinding semata-mata, malah penggunaannya mampu menambah nilai pembelajaran sekiranya diurus dalam persekitaran pembelajaran yang sesuai.

2.1. Tahap Pengetahuan Pelajar terhadap e-Pembelajaran

Hasifah (2011) menyatakan bahawa penggunaan teknologi dalam e-pembelajaran boleh menyumbang kepada persekitaran pengajaran dan pembelajaran yang sangat fleksibel dan penerimaan e-pembelajaran mampu menukarkan modul tradisional, kos program dan bilik darjah dalam bentuk versi atas talian. Nurul Nadirah & Fariza (2016) turut menyokong bahawa pengajaran dan pembelajaran menggunakan kemudahan internet telah memberikan banyak kelebihan kepada pelajar kerana ianya memberi ruang dan peluang untuk meneroka bahan rujukan utama dan tambahan, mudah memahami sesuatu pembelajaran, dapat membuat ulangkaji sendiri dan berpengetahuan luas tentang sesuatu topik. Gecer dan Dag (2012) pula menyatakan pelajar mengakui e-pembelajaran menyokong pembelajaran aktif dan penggunaan bahan dalam talian adalah menarik. Dapatan yang hampir sama dibentangkan oleh Hubackova, Semradova, dan Klimova (2011), apabila pelajar sangat seronok mengikuti pembelajaran berasaskan e-pembelajaran.

2.2. Tahap Kesesuaian terhadap e-Pembelajaran

Nor & Mohd (2016) menyatakan bahawa e-pembelajaran telah menjadi kaedah pembelajaran di institusi pengajian tinggi pada masa ini. Ini adalah kerana e-pembelajaran berupaya mempercepat pengajaran dan menjadikan proses pembelajaran berlangsung dengan lebih efektif. Hal ini kerana menurut Paulsen (2003), e-pembelajaran merupakan pembelajaran interaktif, iaitu kandungan pelajaran boleh diperoleh secara dalam talian dan maklum balas disediakan secara spontan atas aktiviti pembelajaran pelajar. Hal ini diperkukuh dengan pendapat oleh Hazwani, Noor & Norziah (2017); Zahiah & Abdul (2010) bahawa teori e-pembelajaran mengemukakan prinsip bahawa pelajar dapat mengawal pembelajaran mereka dengan lebih baik melalui peluang pembelajaran secara kolaboratif, interaktif dan persendirian kerana media elektronik menyediakan persekitaran pembelajaran berdasarkan prinsip — just-in time dengan kompetensi — di mana sahaja, bila-bila masa sahaja dan sesiapa sahaja.

2.3. Tahap Penerimaan Pelajar terhadap e-Pembelajaran

Kajian Faridah dan Zain (2012) menunjukkan pelajar bersetuju bahawa galakan daripada pensyarah meyakinkan mereka menggunakan e-pembelajaran dan ini menunjukkan peranan pensyarah amat penting dalam meningkatkan keberkesanan penggunaan e-pembelajaran. Zailan & Azmi (2006) pula telah merumuskan bahawa tahap penerimaan dan aplikasi e-pembelajaran di IPT sebagai alat pembelajaran berada pada tahap yang memuaskan berikutan perlaksanaan dan pembanguan MSC di Malaysia pada tahun 1996 yang telah mewujudkan kemudahan rangkaian bagi penggunaan komputer dan multimedia dengan lebih murah, mudah dan lebih pantas. Penerimaan pelajar terhadap kursus atas talian di universiti juga telah dikaji oleh Tselios et al. (2011). Dapatan melaporkan kemudahgunaan dan kebergunaan modul memberi kesan positif kepada sikap pelajar terhadap pembelajaran atas talian.

3. Metodologi Kajian

3.1. Reka Bentuk Kajian

Kajian ini menggunakan pendekatan kuantitatif dan kualitatif (mixed methods) deskriptif dengan kaedah tinjauan. Pendekatan kuantitatif deskriptif dengan melibatkan min dan sisihan piawai digunakan bagi menjawab objektif-objektif kajian. Peratusan akan digunakan untuk memaparkan tujuan dan kekerapan mereka menggunakan e-pembelajaran. Kualitatif deskriptif pula turut digunakan bagi menjawab objektif kajian, iaitu masalah yang dihadapi semasa menggunakan e-pembelajaran dan cadangan penambahbaikan untuk pelaksanaan e-pembelajaran pada masa akan datang.

3.2. Sampel Kajian

Kajian ini terbatas kepada 800 orang pelajar Universiti Teknologi Mara Cawangan Kelantan (UiTMCK) yang sedang mengikuti pelbagai program di peringkat diploma dan ijazah sarjana muda di Kampus Machang sahaja. Kesemua mereka adalah para pelajar yang telah mengikuti program menggunakan sistem e-pembelajaran.

3.3. Instrumen Kajian

Soal selidik yang telah diubahsuai dan dibina ini mengandungi empat (4) bahagian, iaitu: Bahagian A (Latar Belakang Pelajar), Bahagian B (Tahap Pengetahuan e-pembelajaran), Bahagian C, beberapa soalan berkaitan sikap pelajar terhadap penggunaan e-pembelajaran. Bahagian akhir iaitu Bahagian D, responden akan menyatakan masalah yang dihadapi oleh mereka dan cadangan penambahbaikan pelaksanaan e-pembelajaran.

4. Perbincangan dan Kesimpulan

Sistem pembelajaran secara atas talian (e-pembelajaran) dilihat mempunyai potensi yang besar dalam bidang pendidikan di seluruh negara apatah lagi selepas terjadinya Pandemik Covid-19 yang memperlihatkan sistem e-pembelajaran digunakan secara amat meluas demi kelangsungan sistem pendidikan secara global. Pengintegrasian di antara pembelajaran bersemuka dan e-pembelajaran memberi pelajar dan para lebih pilihan dalam proses P&P. Manakala latihan secara berterusan dan konsisten harus diberi kepada tenaga pengajar dengan secukupnya bagi memastikan pelaksanaan e-pembelajaran ini mencapai matlamatnya. Menurut Ahmad Zaki (2004), tahap kepercayaan dan keyakinan dapat mengarah kepada perubahan sikap yang lebih baik. Terdapat banyak bahan pembelajaran boleh diperolehi melalui e-pembelajaran dan ianya boleh membantu pencapaian akademik mereka. Para pelajar akan ketinggalan sekiranya tidak menggunakan e-pembelajaran. Bagi mendepani perubahan arus kemodenan di masa akan datang, para pelajar harus mempunyai kemahiran menggunakan e-pembelajaran.

5. Implikasi Kajian

Diharapkan agar dapatan kajian ini dapat memberi maklumat kepada pihak institusi dan tenaga pengajar di pelbagai peringkat untuk lebih memahami tahap penerimaan dan kesediaan para pelajar menghadapi sistem pendidikan secara atas talian. Kajian ini juga dapat membantu institusi pengajian tinggi dalam mengenalpasti keberkesanan perlaksanaan e-pembelajaran dalam membantu perkembangan ilmu kepada para pelajar. Disamping itu, dapatan kajian ini diharap dapat membantu pihak pentadbir universiti untuk meningkatkan kebolehupayaan capaian para pelajar terhadap sistem tersebut. Selain daripada itu, usaha yang berterusan perlu dilakukan bagi menggalakkan lagi pembangunan modul pembelajaran yang berasaskan e-pembelajaran. Kajian ini penting kepada pelajar dalam menyedari kepentingan e-pembelajaran yang memerlukan penglibatan pelbagai pihak dalam memastikan keberkesanan perlaksanaan e pembelajaran untuk bergiat aktif. Kepentingan kepada pengkaji pula adalah dari aspek pendidikan dimana pengkaji dapat melengkapkan diri tentang perubahan baru dalam aspek pengajaran dan pembelajaran yang seiring dengan perkembangan teknologi pendidikan terkini.

6. Limitasi Kajian dan Cadangan Kajian Susulan

Kajian emprikal harus dilakukan bagi terus mengembangkan pengaplikasian e-pembelajaran dalam P&P. Dicadangkan agar kajian seterusnya akan cuba membangunkan model dan modul pembelajaran berasaskan e-pembelajaran serta mengkaji faktor-faktor lain seperti faktor jantina para pelajar yang mempengaruhi kesediaan para pelajar terhadap penggunaan e-pembelajaran. Skop responden juga dicadangkan diluaskan kepada cawangan di negeri lain di sekitar Malaysia serta institusi pengajian tinggi awam dan swasta (IPTA/IPTS) yang lain yang juga menggunakan kaedah e-pembelajaran agar data yang diperolehi lebih tepat dan menyeluruh. Responden kajian di masa akan datang juga boleh diperluaskan kepada para pentadbir IPTA/IPTA dan pembuat dasar/polisi agar kajian tersebut boleh menjadi sumber rujukan untuk membuat keputusan penting di dalam penggubalan polisi yang lebih kompetitif.

Penghargaan

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Abstrak

Kajian ini dibangunkan adalah untuk menilai kebolehgunaan aplikasi mudah alih dalam Kursus Security Basics & IT Professional. Aplikasi mudah alih ini dibangun menggunakan Microsoft PowerPoint 2019 dengan berpandukan model reka bentuk bersistem ADDIE. Model ini diwakili oleh lima aliran kerja iaitu analisis, reka bentuk, pembangunan, pelaksanaan dan penilaian. Bagi menilai perisian ini, kaedah tinjauan dengan menggunakan instrumen soalan soal selidik yang berskala Likert lima pilihan telah digunakan. Seramai 50 orang responden daripada pelajar semester dua Jabatan Teknologi Maklumat & Komunikasi di Politeknik Sultan Mizan Zainal Abidin, Dungun, Terengganu telah dipilih sebagai sampel kajian. Kajian ini menggunakan kaedah deskriptif untuk menilai prestasi pengguna terhadap kebolehgunaan aplikasi mudah alih yang dibangunkan. Hasil dapatan kajian ini mendapati bahawa pelajar sangat berpuas hati terhadap aplikasi yang dibangunkan. Kesimpulannya, pembinaan aplikasi mudah alih ini berjaya dibangunkan dan berpotensi dilaksanakan dalam pengajaran dan pembelajaran bagi Kursus Security Basics & IT Professional di Politeknik seluruh Malaysia khususnya di Politeknik Sultan Mizan Zainal Abidin (PSMZA).

Kata Kunci

Aplikasi mudah alih, *Security Basics & IT Professional.*

1. Pengenalan

Sejajar dengan pengembangan teknologi maklumat dan komunikasi, salah satu aspek yang menerima gelombang yang besar adalah aspek Pendidikan. Ini dibuktikan apabila pembelajaran berkonsepkan mudah alih atau M-Pembelajaran (*Mobile Learning*) diperkenalkan bagi menggantikan proses pengajaran dan pembelajaran di bilik darjah. Secara umumnya, M-Pembelajaran dapat membekalkan maklumat terbaru pada bila-bila masa di samping pelajar dapat mengikuti pembelajaran di mana-mana sahaja berdasarkan keupayaan masing-masing untuk mencapai matlamat akademik mereka [1].

Kajian menyeluruh setiap aspek tentang M-Pembelajaran adalah perlu kerana M-Pembelajaran di Malaysia masih dalam peringkat awal dan masih tidak dilaksanakan secara meluas. Objektif utama M-Pembelajaran adalah untuk menambahkan pengedaran bahan-bahan pembelajaran ke peranti yang lebih murah. Kini, melalui transformasi dan inovasi teknologi secara progresif yang canggih, pelbagai aplikasi mudah alih dan sesawang boleh dicapai dengan mudah. Pelbagai maklumat boleh segera dicapai dengan akses internet di rangkaian telefon mudah alih.

2. Kajian Literatur

M-Pembelajaran membolehkan maklumat pembelajaran dicapai tanpa mengira tempat dan masa selagi berada dalam ruang atau tempat yang mempunyai capaian teknologi tanpa wayar. Selain itu, M-Pembelajaran juga telah menunjukkan perbezaan kaedah yang diaplikasi berbanding pembelajaran konvensional [2].

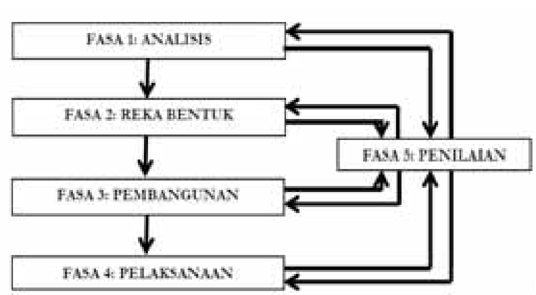
Menurut satu kajian di salah sebuah institusi pengajian tinggi di bahagian utara negara Nigeria, menunjukkan bahawa wujud hubungan dalam persekitaran M-Pembelajaran dengan keinginan responden. Hal ini menunjukkan bahawa tahap kesediaan responden untuk menerima M-Pembelajaran adalah positif dan sederhana. Tahap sederhana ini antaranya disebabkan kekangan infrastruktur penyediaan teknologi mudah alih, bekalan kuasa yang kurang dan isu keselamatan [3].

3. Metodologi

Kajian berkaitan M-Pembelajaran ini mengambil kira pandangan serta maklumbalas daripada pelajar yang mengikuti Kursus *Security Basics & IT Professional* di Jabatan Teknologi Maklumat & Komunikasi (JTMK) Politeknik Sultan Mizan Zainal Abidin. Kajian ini dilakukan bertujuan untuk menilai kebolehgunaan aplikasi mudah alih ini. Seramai 50 orang pelajar semester dua telah dipilih untuk menjadi responden bagi kajian ini. Alat ukur kajian ini telah diadaptasi daripada soal selidik yang diedarkan secara maya dengan menggunakan *Google Forms*.

3.1. Reka Bentuk Aplikasi Security Basics & IT Professional

Model reka bentuk ADDIE merupakan satu kerangka kerja secara bersistematik yang dapat membantu dalam pembangunan sesebuah aplikasi. Reka bentuk pembangunan ini secara umumnya merangkumi analisis pembelajaran dan pencapaian, reka bentuk aplikasi, pembangunan, implementasi, penilaian [4]. Proses pembangunan aplikasi melalui model ini adalah melibatkan lima fasa utama berdasarkan aliran kerja dalam Rajah 1 yang ditunjukkan di bawah.



Rajah 1: Aliran Proses Pembangunan berpandukan Model ADDIE

3.2. Aplikasi Security Basics & IT Professional

Pembangunan aplikasi *Security Basics & IT Professional* dibangunkan menerusi perisian *Microsoft PowerPoint 2019*. Seterusnya, perisian ini akan ditukarkan menjadi sebuah aplikasi versi pengguna tunggal (*stand-alone*) dalam bentuk format. APK (*android application package*). Format APK ini boleh dimuat naik di mana-mana telefon yang mempunyai aplikasi android. Aplikasi android adalah salah satu sistem operasi telefon pintar yang bersifat sumber terbuka di mana pengguna dapat berinteraksi dengan aplikasi yang dibangunkan secara canggih dan bersistematik.

Dalam pembangunan aplikasi *Security Basics & IT Professional* ini, pembangun menerapkan elemen-elemen multimedia dan menggunapakai dua teori pembelajaran sebagai pembimbing berdasarkan kesesuaian kajian iaitu teori *minimalisme* dan *kognitivisme.*

3.2.1. Teori Minimalisme

Pembangunan e-Kandungan aplikasi ini lebih menerapkan teori minimalis, di mana penerapan aspek teori pembelajaran adalah berdasarkan kandungan kursus yang telah ditetapkan oleh jabatan tanpa mengubahnya. Selain itu, pengguna juga bebas untuk meneroka setiap bahagian dalam aplikasi tanpa mengikut turutan bagi mereka belajar dengan realistik dan cepat.

3.2.2. Teori Kognitivisme

Teori ini adalah berasaskan proses pemikiran iaitu proses yang membolehkan pelajar memperoleh pengetahuan, mengesan, menyimpan, mencapai dan mengingat semula pengetahuan yang digunakan. Antara prinsip yang diterapkan dalam aplikasi ini ialah penggunaan teks yang ringkas dan padat dan info grafik serta teknik persembahan maklumat yang dipelbagaikan. Rajah 2 berikut menunjukkan beberapa *snapshot* yang diambil daripada aplikasi yang telah dibangunkan.

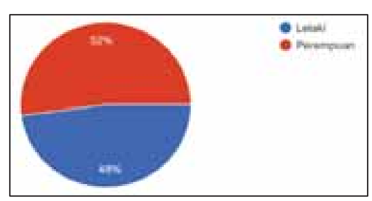
Rajah 2. Contoh paparan aplikasi

4. Dapatan dan Perbincangan

Hasil dapatan yang diperolehi adalah berdasarkan kepada latar belakang sampel iaitu jantina. Maklumat pada Jadual 1 dan Rajah 3 menunjukkan analisis data dan perbincangan mengenai latar belakang responden.

Jadual 1. Analisis Jantina

JANTINA	KEKERAPAN	PERATUS (%)
Lelaki (L)	24	48
Perempuan (P)	26	52
JUMLAH	50	100

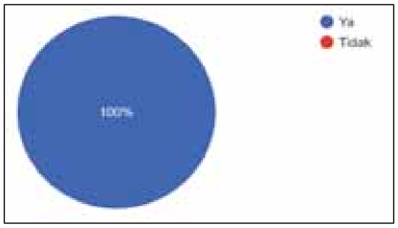


Rajah 3. Analisis Jantina Responden

Jadual 1 dan Rajah 3 di atas menunjukkan bilangan responden perempuan lebih ramai daripada bilangan responden lelaki. Jadual 1 menunjukan bahawa dari 50 orang responden terdapat 26 daripadanya adalah perempuan (52%), manakala selebihnya pula adalah lelaki (48%). Perbezaan responden tersebut adalah berdasarkan bilangan pelajar dari dua kelas bagi Semester dua yang mengambil Kursus *Security Basics & IT Professional* di

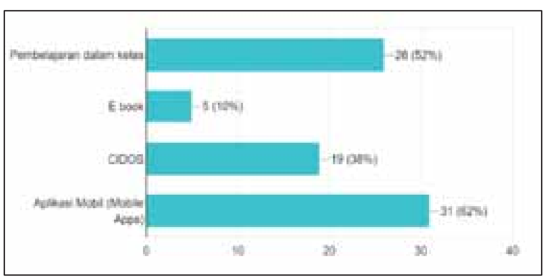
Jabatan Teknologi Maklumat & Komunikasi, Politeknik Sultan Mizan Zainal Abidin.

Seterusnya Rajah 4 menunjukkan kesemua responden merupakan pengguna telefon pintar (*smartphone*) dengan mendapat peratusan 100%. Ini menunjukkan semua pelajar memerlukan telefon pintar bagi memudahkan urusan seharian termasuk urusan pembelajaran di dalam kelas.



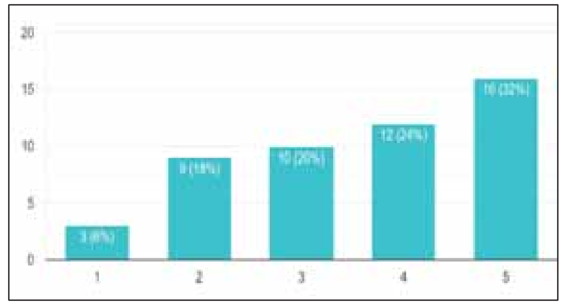
Rajah 4: Analisis Pengguna telefon pintar (*smartphone)*

Seterusnya adalah dapatan berkenaan dengan kaedah yang diminati oleh responden dalam proses P&P. Rajah 5 menunjukkan 31 daripada 50 responden meminati kaedah P&P menggunakan aplikasi mobil (*Mobile Apps*) dengan peratusan mendapat 62%. Manakala 26 orang responden meminati pembelajaran di dalam kelas (52%), 19 meminati kaedah P&P menerusi platform CIDOS (38%) dan 5 responden memilih kaedah P&P melalui *E-Book*. Hasil dari soalan ini menunjukkan pelajar lebih gemar menjalani proses P&P melalui aplikasi M-Pembelajaran (*Mobile Apps*) dengan menggunakan telefon pintar masing-masing untuk mencari dan mendapatkan maklumat dengan mudah serta cepat.



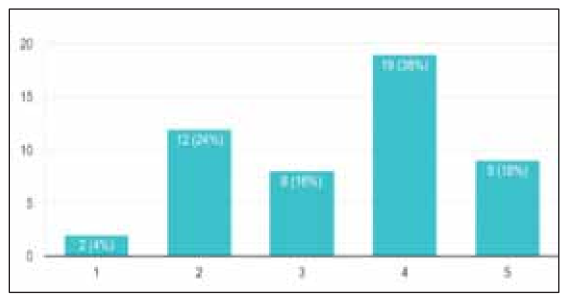
Rajah 5: Analisis kaedah P&P yang diminati

Analisis yang seterusnya adalah berkaitan dengan tahap minat pelajar terhadap nota ringkas berbentuk info grafik. Rajah 6 menunjukkan 18 responden (32%) sangat bersetuju menggunakan nota ringkas yang berbentuk info grafik bagi proses P&P kursus ini. Kursus ini adalah merupakan kursus yang merangkumi lebih banyak teori yang memerlukan pelajar mengingati setiap istilah/terma tertentu. Dengan adanya aplikasi M-Pembelajaran ini, ia mampu membantu pelajar dalam proses P&P mereka.



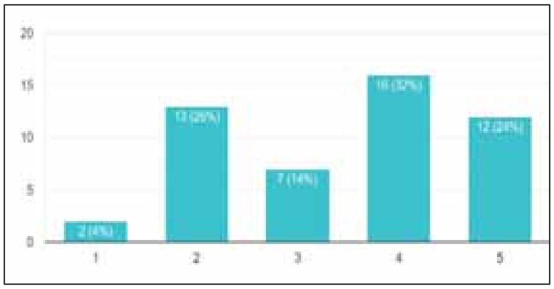
Rajah 6: Analisis minat pelajar terhadap nota ringkas berbentuk info grafik

Dapatan yang seterusnya adalah berkaitan dengan tahap penguasaan pelajar terhadap konsep asas Kursus *Security Basics & IT Professional.* Analisis daripada Rajah 7 menunjukkan 28 orang pelajar bersetuju (38%) dan 9 orang pelajar sangat bersetuju (18%) dalam menguasai konsep asas kursus ini dengan melalui penggunaan aplikasi yang dibangunkan. Ini menunjukkan pelajar merasa penggunaan aplikasi yang dibangunkan lebih efisien dan mudah untuk mendapatkan maklumat serta dapat memahami konsep asas bagi setiap topik bagi kursus ini.



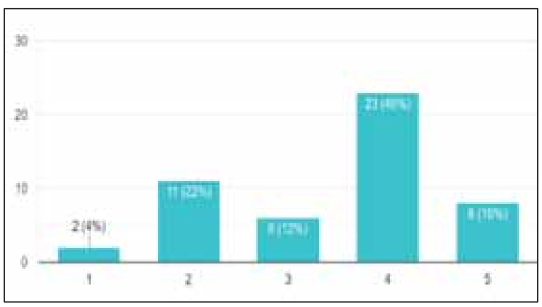
Rajah 7: Analisis penguasaan pelajar terhadap konsep asas kursus *Security Basics & IT Professional*

Dapatan yang seterusnya adalah akses kepada nota dengan mudah tanpa mengalami gangguan rangkaian. Analisis dari Rajah 8 menunjukkan 16 orang pelajar bersetuju (32%) dan 12 orang pelajar sangat bersetuju (24%) mengatakan bahawa mereka boleh mengakses nota dengan mudah tanpa gangguan rangkaian. Ini kerana pengurusan Politeknik telah menyediakan kemudahan internet kepada setiap pelajar untuk memudahkan urusan P&P mereka.



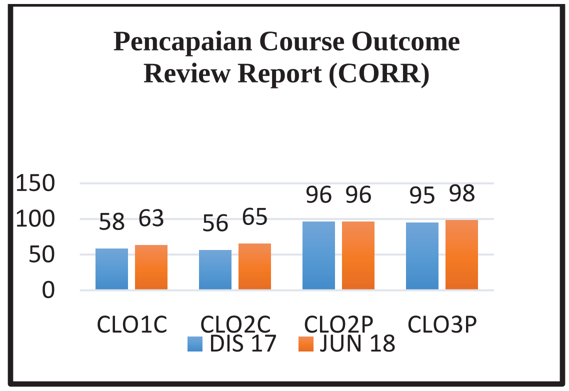
Rajah 8: Analisis akses kepada nota tanpa gangguan rangkaian

Dapatan yang terakhir adalah analisis terhadap tahap pencapaian kuiz dan ujian bagi Kursus *Security Basics & IT Professional*. Rajah 9 menunjukkan 31 orang pelajar mengatakan setuju (46%) dan sangat bersetuju (16%) tentang peningkatan markah kuiz dan ujian setelah menggunakan aplikasi ini. Berdasarkan kepada pencapaian *Course Outcome Review Report* (CORR) bagi 2 semester, didapati pencapaian untuk aspek pengetahuan pelajar untuk kursus *Security Basics and IT Professional* adalah rendah berbanding dengan hasil pembelajaran yang lain.



Rajah 9: Analisis pencapaian kuiz dan ujian

Berdasarkan Rajah 10, aspek pengetahuan bagi *Course Learning Outcomes (CLO)* kursus ini melibatkan CLO1C dan CLO2C. Perkataan *C* adalah merujuk kepada komponen *Cognitive* iaitu pengukuran terhadap pemahaman pelajar. Kedua-dua CLO ini diukur berdasarkan pencapaian pelajar terhadap markah kuiz dan ujian bagi dua sesi P&P Sesi Disember 2017 dan Jun 2018. Dengan menggunakan aplikasi mudah alih ini, pelajar mampu memperoleh pencapaian yang cemerlang bagi kedua-dua item penilaian tersebut.



Rajah 10: Pencapaian CORR bagi P&P sesi Disember 2017 dan sesi Jun 2018

5. Rumusan dan Cadangan

Secara keseluruhannya, aplikasi *Security Basics & IT Professional Apps* ini telah menyediakan peluang kepada generasi baru khususnya pelajar semester dua Jabatan Teknologi Maklumat & Komunikasi, Politeknik Sultan Mizan Zainal Abidin dengan aktiviti pembelajaran yang lebih baik tanpa mengira masa dan tempat serta dalam perspektif yang lebih luas. Penerimaan aplikasi dalam kalangan pelajar dapat dikenal pasti dan sangat mendapat maklum balas yang sangat memuaskan di samping memenuhi keperluan dalam proses pengajaran dan pembelajaran pensyarah.

Kemudahan Teknik dan kaedah pendidikan yang serba moden dan mudah alih ini perlulah diuji secara kolektif untuk memastikan pelajar khususnya di politeknik dapat merasai keseronokan pembelajaran di mana-mana sahaja tanpa dibatasi had, tempat dan waktu.

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Uplifting The Methods And Approaches In Dealing With LGBTQ+ Community, Through The Islamic Law Of Advocacy

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Abstract

This research will study the various gender identities and sexual orientations, as well as the extensions of the LGBTQ+ community, with Islam's position on each one of them clearly ascertained. This unfortunately cannot be attained without knowing the discussions and extensions of the law of advocacy itself.

Subsequently, biological theory, psychological justifications, prevention methods and remedies will also be mentioned in this study to prove that indeed there are efforts in addressing the issue from more than even 50 years ago.

This study will be carried out by combining 3 qualitative methodologies namely ethnography, discursive interview, and documentary.

(1043 words)

Keyword

advocacy, methods, approaches, LGBTQ+, naqli, aqli

1. Introduction

This research emphasizes the importance of calling to Him in the most rightful manner, incorporating the best methods and approaches in dealing with LGBTQ+ community. In Islam, the importance of advocacy is always being upheld. It is considered a way of imparting one's knowledge to the others. Allah mentions: -

وَمَنْ أَحْسَنُ قَوْلًا مِّمَّن دَعَا إِلَى اللَّـهِ وَعَمِلَ صَالِحًا وَقَالَ إِنَّنِي مِنَ الْمُسْلِمِينَ

"And who is better in speech than one who invites to Allah and does righteousness and says, "Indeed, I am of the Muslim."

(Al-Quran. Fussilat: 33)

While everyone is considered a representative to his or her religion, as trusted by our Prophet upon his saying in a famous hadith by 'Abdullah Bin 'Amr:

بلغوا عني ولو آية..

"Convey (my teachings) to the people even if it were a single sentence."

(Al-Hadith. Sahih Al-Bukhari: 3461)

they should still be mindful of what they do or speak -regardless of their status and position in the community-, for we do not know how impactful our words and actions are, and ultimately all of that will be accounted for in the Hereafter.

Over the years, looking at the state of the people and how this part of the Islamic Science is being taken lightly, Islamic scholars have not remain silent and they have been writing numerous books focusing on the Foundations of the law of Advocacy.

However as issues pertaining LGBTQ+ does not seem to be the point of contention to some parts of the world –albeit their undeniable existence-, hence not much writings have been written that take into consideration the bridging of ways, both religiously and worldly, in dealing with issues coming out from the mentioned community.

This could be due to the term 'homo' and how it is deeply rooted in our society, stemmed from taboos fostered by our early generations. People cannot draw a line between merely a homosexual and doing the acts that may not necessarily be associated with being one. In other words, they tend to equate being a homosexual to doing anal sex. When even religious leaders propagate how it is wrong to be a homosexual per se, this is when they actually cut off the ties with people having that sexual orientation.

We have also seen how some of our religious bodies and leaders actually lack the initiatives to try to actually bridge the gap. This is contrary to what is being done by religious leaders of other faiths where we can see they even go to the extent of publishing a book compiling stories of people of their faith having same-sex attraction. As mentioned in the introduction chapter, the book aims to equip local church leaders with personal accounts to enable them to undertake critical self-examination and journey with church members with same-sex attraction.

Also, in a survey that involved 4015 respondents made by the Institute of Policy Studies (IPS) in Singapore, more than 60% of the respondents would feel uncomfortable if religious people or leaders spoke up strongly in public about LGBT issues. What is surprising is the fact that amongst the 60% of those respondents, more than 60% of Muslims were involved.

Table 86: Comfort / Discomfort with Religion / LGBT Interplay Scenario by Religion

I feel uncomfortable if religious leaders/people from a certain religion speak up strongly in public about lesbian, gay, bisexual and transgender (LGBT) issues % of respondents by religion	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Buddhists	5.6	12.5	18.9	26.6	23.9	12.6
Taoists	6.0	7.9	15.3	24.0	26.4	20.4
Muslims	9.5	11.8	16.8	25.5	21.8	14.5
Hindus	12.6	17.6	14.6	26.6	16.6	12.1
Catholics	7.9	13.7	21.6	20.8	24.9	11.1
Christians	11.1	18.6	21.4	21.6	16.9	10.5
No Religion	6.4	9.9	17.2	22.1	25.4	19.0

(Mathews et. al, 2019)

2. Problem Statement

As for the problem statements, there are 3. The first one is on the ever-growing reality of the group that needs to be addressed professionally and with respect and wisdom. This, however, does not in any way intend to say that there are no efforts at all. In fact, there are plenty, but just that the focus usually is on the first 4 letters of the acronym, leaving the other extended acronyms untouched. Even the ones on paperback, it is still limited.

As for the second one, it is on the near extinction of the true law of advocacy in our region. This may be due to the abundance of writings in Arabic, rather than in our languages; Malay and English.

Even books written on them, the focus is mainly on the negatie connotations such as the rulings, the danger of being one, the agenda conspiracies and the list goes on. As much as this information may be true, however, the one thing they missed were the listening and understanding aspect of the advocacy itself.

The last one is due lack of preventive measures and remedies that incorporated both the naqli and aqli aspects. Like the first problem statement, this too, does not mean to say that those scholars and writers do not mention at all any preventive measures or remedies, but the point here is more on the way the solutions are suggested, where it is either on the religious side per se or otherwise.

3. Research Objectives

In addition, this study aims to make people realise that there exist more than what people can imagine and that there is no one ruling that fits all of those extensions, let alone the divisions in each group. It is hopeful too that they are able comprehend with real substantial knowledge the true context of the issue, and for people to be able to get rightful knowledge of our main 2 sources, and ultimately being able to know that true law of advocating involves the integration of both naqli' and 'aqli derivations. It is hopeful that this eventually results in what is considered in line with the religion, and through this research also, one will come to realise that advocating is not simply executed by merely giving off rulings, or by denying an issue.

4. Significance of the study

This study is important as it contributes to the development of the Malay-Muslim community in 3 areas namely social, authoritative religious bodies and ultimately to the Islamic world.

Mobile Robot Trainer (MOROT)

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Abstrak

MOROT merupakan Mobile Robot Trainer yang telah dibangunkan khusus untuk kegunaaan kursus Embedded Robotic (DEC50122) yang ditawarkan di Politeknik Sultan Mizan Zainal Abidin. Ia juga dibangunkan untuk mengatasi masalah kekurangan peralatan alat bantuan pembelajaran dan pelajaran pada waktu praktikal. Selain itu juga, ia juga digunakan untuk meningkatkan kefahaman pelajar tentang konsep pengesan, penggerak dan kawalan mobile robot yang memerlukan aplikasi berkenaan dengan pergerakan kawalan motor dan juga arah mobile robot. Ia juga dapat memenuhi keperluan silibus yang terdabat didalam kursus Embedded Robotic (DEC50122) ini. MOROT direka menggunakan bahan terpakai iaitu kereta sorong bayi yang telah di pasangkan dengan bahagian input iaitu pengesan ultrasonik, bahagian pengawal yang terdiri daripada Arduino Mega dan pada bahagian keluaran terdiri daripada DC motor. Arduino Mega menerima input daripada pengesan ultrasonik yang mengesan pergerakan tangan dan keluaran pengawal-mikro akan mengawal DC motor yang diletakkan pada dua bahagian iaitu roda kanan dan roda kiri kereta sorong bayi berdasarkan dari input pergerakan tangan. Inovasi ini telah ditempatkan di Makmal Perkakasan Komputer di Jabatan Kejuruteraan Elektrik, Politeknik Sultan Mizan Zainal Abidin untuk kegunaan semasa sesi praktikal kursus Embedded Robotic dilaksanakan.

Keywords

Mobile Robot, Arduino, Pengesan Ultrasonik, Penggerak, Motor.

1. Pengenalan

Kursus Embedded Robotic (DEC50122) merupakan kursus yang ditawarkan kepada pelajar semester 5 di Jabatan Kejuruteraan Elektrik, Politeknik Sultan Mizan Zainal Abidin. Kursus ini ditawarkan sebagai kursus elektif pada setiap semester. Di dalam silibus kursus ini terdapat bahagian *course learning outcome* yang perlu dicapai iaitu *investigate the concept and fundamentals of mobile robotic, embedded controller, sensor and actuators based on land mobile robot design*. Oleh itu, *course learning outcome* ini perlu dicapai untuk memenuhi kehendak silibus. Pelajar perlu memahami dan menguasai konsep mengenai *mobile robot*, pengesan dan penggerak ini untuk mencapai *course learning outcome* tersebut. Ketiadaan alat bantuan pembelajaran dan pelajaran juga menyukarkan kepada pengajar atau pensyarah untuk menerangkan dan memahamkan mengenai konsep berkenaan. Kursus ini hanya mempunyai masa praktikal sahaja jadi sukar untuk pengajar atau pensyarah menerangkan secara lisan sahaja.

Pengesan adalah peranti yang menerima dan bertindak balas terhadap isyarat yang diberikan. Isyarat ini mesti dihasilkan oleh beberapa jenis tenaga, seperti haba, cahaya, gerakan, atau tindak balas kimia. Setelah pengesan mengesan satu atau lebih isyarat ini, ia akan mengubahnya menjadi representasi analog atau digital dari isyarat *input* tersebut. Penggerak adalah alat yang menggerakkan atau menggerakkan sesuatu. Penggerak menggunakan tenaga untuk membekalkan gerakan. Apabila ia menerima isyarat kawalan, penggerak akan bertindak balas dengan menukar tenaga isyarat kepada gerakan mekanikal. Pengesan perlu memantau keadaan peralatan, penggerak mendorong kejadian di dalam peralatan. Pengesan dan penggerak merupakan elemen penting dalam system *embedded* [1]. Walaupun sering berinteraksi, kedua-duanya merupakan dua komponen yang berbeza. Kedua-dua sering saling melengkapi dan bekerjasama untuk memastikan bahawa pelbagai aset dan sistem berfungsi dengan berkesan.

Mobile robot adalah mesin yang dikendalikan oleh perisian yang menggunakan pengesan dan teknologi lain untuk mengenal pasti persekitarannya dan juga bergerak di sekitarnya. *Mobile robot* juga mampu bergerak di sekitarnya. Pergerakan *mobile robot* boleh menggunakan kaki atau roda [2]. Rekabentuk struktur roda robot agak mudah dan popular disebabkan oleh mobiliti, pantas dan tenaga yang tepat [3]. Robot biasanya dianggap sebagai sub-bidang robotik dan kejuruteraan maklumat.

Dengan mengambil kira masalah yang berlaku, satu inovasi baru di dalam pembelajaran dan pelajaran telah dibangunkan iaitu *Mobile Robot Trainer – MOROT*. Inovasi ini menggunakan bahan terpakai iaitu kereta sorong bayi untuk menunjukkan konsep pengesan, penggerak dan *mobile robot* sekaligus. *MOROT* ini dibangunkan menggunakan pengesan ultrasonik, *Arduino Mega* dan *DC Motor 12V*. *MOROT* terdiri daripada tiga bahagian utama iaitu *input*, pengawal dan *output*. Pengawal yang digunakan di dalam inovasi ini ialah *Arduino Mega* yang berfungsi untuk mengawal bahagian output iaitu *DC Motor* dan penggera apabila mengesan isyarat daripada bahagian *input*. Pada bahagian *input* pula terdiri daripada pengesan ultrasonic. Pengesan ultrasonik akan mengesan pergerakan tangan. Apabila pergerakan tangan dikesan, *MOROT* akan bergerak secara automatik.

1.1. Penyataan Masalah

Terdapat beberapa masalah yang menyebabkan inovasi ini dibangunkan. Masalah pertama berkaitan dengan masalah kekurangan peralatan alat bantuan pembelajaran dan pelajaran pada waktu praktikal. Selain itu juga, masalah kefahaman pelajar tentang konsep pengesan, penggerak dan kawalan *mobile robot* yang memerlukan aplikasi berkenaan dengan pergerakan kawalan motor dan juga arah *mobile robot.*

1.2. Objektif

Objektif inovasi ini adalah untuk mencapai objektif yang ditetapkan iaitu:

i. Membina *Mobile Robot Trainer* yang mempunyai kendalian pengesan ultrasonik.

ii. Membina *Mobile Robot Trainer* yang mempunyai kendalian penggerak *DC Motor*.

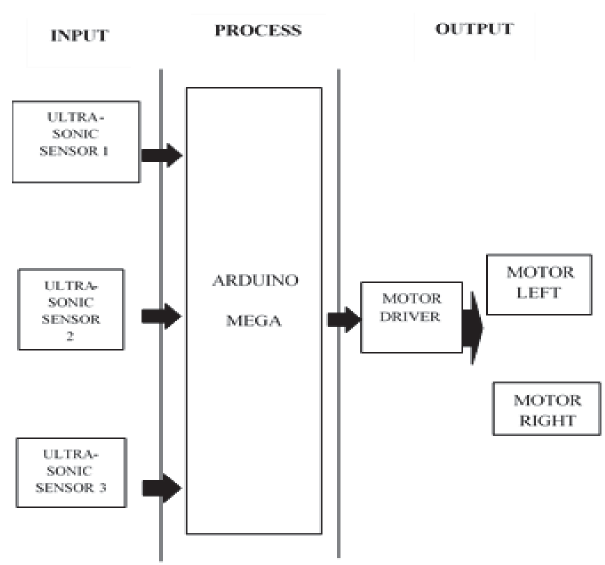
iii. Membina *Mobile Robot Trainer* menggunakan litar pengawal-mikro *Arduino Mega.*

2. Metodologi

MOROT terbahagi kepada dua bahagian iaitu bahagian *hardware* dan bahagian *software*. Pada bahagian *hardware* menggunakan tiga pengesan ultrasonik, *adruino mega*, *motor driver* dan dua *DC motor 12V*. Pengesan ultrasonik 1 berfungsi untuk mengesan pergerakan tangan di bahagian kiri. Pengesan ultrasonik 2 berfungsi untuk mengesan pergerakan tangan di bahagian tengah. Manakala, pengesan ultrasonik 3 berfungsi untuk mengesan pergerakan tangan di bahagian kanan. Setelah pengesan ultrasonik mengesan pergerakan tangan, *Arduino mega* akan menerima isyarat daripada pengesan dan *Arduino mega* akan mengawal motor driver untuk menentukan pergerakan *DC motor* samada pergerakan kiri atau kanan. Pergerakan *DC motor* akan menentukan arah pergerakan roda kereta sorong bayi berkenaan.

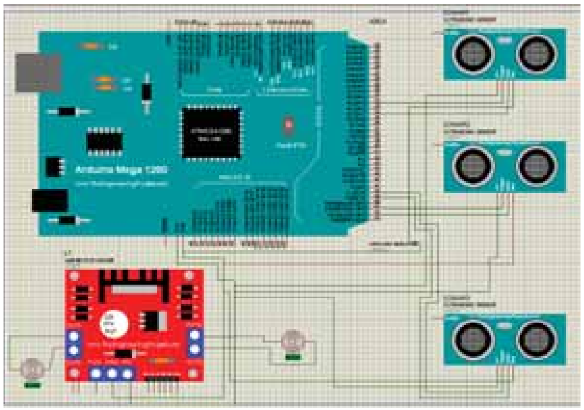
Gambarajah 1. Ultrasonic sensor

Gambarajah blok *MOROT* seperti dalam gambarajah 2. Pada bahagian *software* pula, pengaturcaraan telah ditulis menggunakan bahasa C yang sesuai dengna litar *Arduino mega* dengan menggunakan perisian *Arduino ide*. Pengaturcaraan telah ditulis, *compile* dan *upload* menggunakan perisian *Arduino ide*.



Gambarajah 2. Gambarajah blok *MOROT*

3. Rekabentuk Litar



Gambarajah 3. Rekabentuk litar *MOROT*

4. Potensi Pasaran dan Keusahawanan

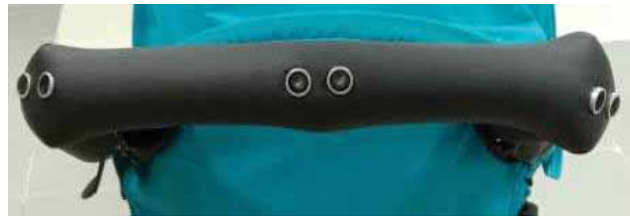
MOROT ini sangat berpotensi kerana boleh digunakan di semua politeknik dan mana-mana institusi yang menawarkan kursus *DEC50122- Embedded Robotic*. Selain itu, institusi dapat menjimatkan perbelanjaan dengan membeli *trainer* dari pihak luar yang nilainya mencecah ribuan ringgit berbanding *MOROT* yang hanya dihasilkan dengan kos serendah RM300.

5. Keputusan dan perbincangan

MOROT berfungsi dengan baik dengan pengesan ultrasonic dapat mengesan pergerakan tangan sejauh 20cm. Selepas mengesan pergerakan tangan, roda kereta sorong bayi akan mula bergerak berdasarkan pergerakan tangan tersebut. Pergerakan tangan yang dikesan oleh pengesan ultrasonik 2 akan menggerakkan roda kereta sorong bayi ke arah tengah dan akan bergerak lurus sahaja. Pergerakan tangan yang dikesan pada pengesan ultrasonik 1 akan menggerakkan roda kereta sorong bayi ke arah kiri sahaja. Manakala, pergerakan tangan yang dikesan pada pengesan ultrasonik 3 akan menggerakkan roda kereta sorong bayi pada arah kanan sahaja. Keputusan arah pergerakan seperti jadual 1 di bawah.

Jadual 1: Arah pergerakan mengikut pengesan ultrasonik

Pengesan	Ultrasonik 1	Ultrasonik 2	Ultrasonik 3
Arah Pergerakan	Kiri	Tengah (Lurus)	Kanan



Gambarajah 4. Tiga pengesan ultrasonik

Gambarajah 5. Penggerak DC Motor diletakkan pada roda kereta sorong bayi

Gambarajah 4 Mobile Robot Trainer -MOROT

6. Kesimpulan

Projek inovasi ini telah berjaya dibangunkan dan berfungsi dengan sempurna. *MOROT* berjaya dibina dengan adanya kendalian pengesan ultrasonik. *MOROT* berjaya dibina dengan adanya kendalian penggerak *DC Motor* dan dikawal menggunakan pengawal-mikro *Arduino Mega*.

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The Challenge Of Communicating Pancasila Values In The Millennial Generation In Indonesia

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Abstract

The existence of radicalism among the millennial generation in Indonesia, among others, is due to the lack of strong foundations in understanding religion, the decline of the spirit of nationalism, and the weak understanding of the noble values of Pancasila as the character of the nation. Meanwhile, the millennial generation's critical thinking in choosing various information in the social media, has decreased. This study aims to determine the communication, information and education strategies for the implementation of Pancasila values among the millennial generation. A qualitative inductive approach with a constructivist paradigm was used in this study. Data collection was carried out by interview, Focus Group Discussion (FGD), and literature study. The results showed a strengthening of the role of social media dominance, narrative and perception in public sphere. There are quite a lot of internet users in Indonesia, but they are not equipped with a strong literacy of Pancasila values, so they become an easy target for those who deliberately spread distorted information among the millennial generation. Therefore, it is important to expand digital literacy among millennials in Indonesia. In addition, the importance of creating a healthy public space, positive, and optimistic can bring progress to civilization. Public spaces which present Pancasila values in everyday life involve the roles of religious figures, academics, activists, and influencers as they have stronger legitimacy in society.

Keywords

Pancasila, social media, millennial, digital literacy, influencer

1. Introduction

The internet has become an important medium in the dispersion of the Islamic doctrine of radicalism and intolerance, which not only made University students as targets but students as well [1]. The characteristics of radicalism can be seen from the intolerant behavior and attitudes towards groups which disagrees [2].

Some of the previous studies on public opinion regarding Pancasila are as follows:

• The Center for Strategic and International Studies survey (2017) shows, support for Pancasila is still strong among the millennial generation [3].
• The Alvara Research Center survey (2018) shows, 18.4 % of students agree that the caliphate is the ideal form of a country [4].
• The Tirto Independent Research Survey (2018) shows, the understanding and preferences of young people in Indonesia regarding Pancasila are sufficient [5].
• A survey by the Cyrus Network Survey Institute (2019) shows, there are 11% of respondents who wanted Indonesia to apply the Islamic shari'ah [6].
• The Indonesian Survey Circle Survey (LSI) Denny JA (2018) shows, within 13 years, the pro-Pancasila public have decreased by 10% [7] .

Therefore, the research questions arise is as follows: What is the information communication strategy and education implementation of Pancasila values among the millennial generation? Based on the research questions above, the purpose of this study is to identify an effective information communication strategy and implementation of Pancasila values among the millennial generation. Millennial generation is referred to as digital natives to describe a generation that is very voluble and does not need to strive in adapting to ICT [8]. Millennials view themselves more as global citizens and able to tolerate differences [9].

There are five elements needed to evaluate the communication process, namely communicators, messages, channels, message receivers, and effects [10]. Grunig and Hunt [11] reveal that the two-way symmetrical communication model is the best model for professional public relations practice [12] and also government public relations in facing the challenges of the industrial revolution era 4.0 [13].

2. Methodology

A qualitative inductive approach with a constructivist paradigm is used in this study. Data collection was carried out by means of Focus Group Discussion-FGD, interviews, and literature study. FGDs were held four times by presenting resource persons from Pancasila Ideology Development Agency, influencers, academics, millennials, and from the Directorate General of Public Communication Information -PCI of the Ministry of Communication and Informatics. Interviews were also conducted with youth activists, influencers and officials from the Directorate General of PCI to obtain more in-depth and comprehensive data.

This study uses the Grounded Theory method in the process of data collection and data analysis by doing axial and matrix coding [14] [15] [16]. The matrix is used to make comparisons between the current conditions and the expected conditions. After categorizing the data and analyzing the data, triangulation of data sources was carried out for data validation and then continued with drawing conclusions

3. Analysis

This section identifies the current and expected conditions of communication, information and education in the implementation of Pancasila values in Indonesia.

3.1. Findings & Discussions

Meanwhile, Table 1 below is an illustration of the communication, information and education strategies for the implementation of Pancasila values among the millennial generation.

Table 1. Communication, Information, and Education Strategies for the Implementation of Pancasila Values in the Millennial Generation

No	Aspect	Current Condition	Expected Condition
1	Communication	Two-Way Communication Asymmetrical; the public sphere is full of hoax and hate speech; the millennial generation is less involved	Two-Way Communication Symmetrical; creating healthy public sphere; engagement of the millennial generation
2	Information	Lack of digital literacy; The existence of Pancasila jargons; content packaging is less attractive; sporadic in the public sphere	Extending Digital Literacy, practical in nature; content packaged attractive ; systematic, structured and massive manner
3	Education	Pancasila Values Education no longer fill the public sphere; The existence of school and campus mounts as a channel to recruit the caliphate supporters	The education of Pancasila values starts from early childhood, they must be stopped and declared illegal

4. Conclusion

The development of a communication, information and education strategy for the implementation of Pancasila values among millennials in Indonesia has various challenges. In implementing communication, information and education on the values of Pancasila, it is hoped to be able to create a healthy public sphere by involving the millennial generation in the Pancasila campaign program. This two-way communication between the government and the public, in this case the millennial generation, can be realized in a balanced way and with mutual influence. Obviously, by expanding the digital literacy of Pancasila values in a continuous, structured and massive manner. It is hoped Pancasila narrative does not have the character of verbalism, or mere activism, but in a practical form. The packaging of Pancasila values in the form of video graphics should be in the content preferred by the current millennial generation. While Pancasila values education can start from early childhood in the family so as in the end it can fulfill and nourish the public sphere from various hoaxes and hate speeches.

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QR Code Lab Manual Design Towards Practical Laboratory Implementation in Polytechnic

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Abstract

QR Code has been widely used in various fields and abroad educations. However, the application of QR Code purposely in teaching and learning in this country is still infancy. The awareness of the existence of the technology need to be considered by educators as a diversity tools comply with the needs and requirements of students learning style nowadays. This paper reveals the alternative way to implement the laboratory work. The traditional lab sheet need educators to do demonstration of the experiment in front of class. For this purposed, the innovative of QR Code Lab Manual is designed. Each student able to see a demonstration video by their own using their mobile device frequently during process of laboratory work. This paper describe a design phase of QR Code Manual Lab and implementation of laboratory work: Physical quantity and measurement and to get the student views about level of construct ease of use, usefulness and enjoyable. The total of 64 students were chosen using purposive sampling. Data were collected from questionnaires and student reflections. Descriptive analysis revealed that the respondents have a high level of all the constructs on using QR Code Manual Lab. Based on the result, it's been suggested students perceived QR Code Lab Manual as a usefulness tools and easier to use in future. Thus, the effort of integrating between QR Code lab manual and mobile device can be used as a supporting laboratory work assessment for the students to learn a new technology. This approach capable in order to prepare a skillfulness graduates that's meet the needs of job scope for industry. This innovative QR Code Lab manual give opportunity to the educators assimilating the conventional teaching style and offer student more authentic and memorable learning experience. Thus QR code can be implemented in creative ways in educations. The future studies should consider a different experiments with the new design of QR Code and addition of construct of students' attitude and educator's perspective to strengthen the result of this study.

Keywords

QR Code, laboratory work, assessment, lab manual, m-learning

1. Introduction

The Engineering Science is a fundamental course that must be taken by all first semester engineering students. The syllabus based on the prescribed curriculum includes theories and calculations. These theories need to be understood, translated, and subsequently related with practical application of civil, mechanical or electrical engineering. Engineering Science course requires implementation of laboratory work conducting in Science laboratory as one part of the assessment. Hence to emphasize clear understanding of these theories as the basis preparation skills needs in engineering field. To ensure that these goals are met, a better strategy, instead of using conventional lab sheet methods should be alternatively considered by the lecturer in technical based institute that emphasized on Technical and Vocational Education Training (TVET) contents. The laboratory practices a basis mastery of science subject and TVET matter, developing scientific reasoning abilities, developing practical skills, increasing understanding of the nature of science, enlightening interest in science and technology and improving teamwork abilities as well. Several studies on integrating m-learning with QR Code that seems similar with positive feedback from student (Bal & Bicen, 2016; Durak, 2016; Ali et al 2017; Law & So, 2010; Gogova & Koceska 2014; Rikala & Kankaanranta, 2012).

Quick response code (QR) are two dimensional barcodes stored data, link user to online content by smartphone used as QR code scanner. In previous study, the QR Code not widely been used as a manual lab work especially in polytechnic. Instead of using QR Code to answer question, quiz and test (Law & So, 2010) and answer the classroom assessment question (Susono & Shimomura, 2006). Thus this study explores the potential use of QR Code Lab manual for laboratory work assessment among engineering student in polytechnic. The objectives for this research are: The main objective of this research is focusing on the process of developing a QR Code Manual Lab for the Experiment 1: Physical Quantities and measurement in DBS1012 Engineering Science course. Thus, after completing the experiment, students were asked to write a comment as a reflection using QR Code Manual Lab. Moreover the questionnaire is used to examine the level of ease of usedness, usefulness and enjoyment on using QR Code Manual Lab.

2. Smart phone with QR code is a supportive learning tool in education

Several authors highlighted that QR code is a supportive learning tool in education enable for student to access content and material online (Bal & Bicen, 2016; Liaw, Hatala, & Huang, 2010; Wayase, 2015). The previous studies by show that unrestricted online material which can be easily access from comfort zone anytime and anywhere (Alalwan, Alzahrani, & Sarrab, 2013; Al-Khalifa, 2011; Durak, 2016). Thus, incorporating QR code with smart phone support enjoyable conducive learning environment that may help student become enthusiastic and stay motivated conducting the laboratory work (Jun-Ki Lee, 2012). Law and So (2010) and Abu Durak (2014) underlined the importance of QR Code towards m-learning and motivated student to use it. M-learning and QR code have great potential as a teaching and learning tool (Rikala & Kankaanranta, 2014).

Fig. 1. Conventional lab sheet Versus QR code Lab manual

The QR Code lab manual invented to replace the conventional lab sheet in Fig. 1. The important criteria such as costing, accessibility, attractiveness, participations and time consuming are the strength of QR Code lab manual compared to conventional approach. QR Code lab manual also provide opportunities both for independent and collaborative learning (Gogova & Koceska 2014) to motivate learner and draw their attention to actively participate since the easier way to use and paperless (Rochmawati et al , 2018, Deepashree K. Mehendale et al, 2017) . Moreover, the invention of QR Code Lab manual as a "technology based educational aids" designed as a new pedagogical approach that encourages student-centered learning (Myllari et al., 2012, Sharma, 2013) and comfortable learning environment. (Al-Khalifa, 2011). The m-Learning approach offers opportunities, convenience, advantages and dynamic environment during the learning process (Liaw et al., 2010). It was also highlighted the concepts and benefits of technology digital mobile device growth with industry assimilation into education (Jun-Ki Lee, 2012).

3. Methodology

QR code Lab Manual has been developed to improve and replace conventional methods using lab sheets for practical implementation of the Experiment 1: Physical Quantities and measurement in DBS1012 Engineering Science course. This method combines m-learning technology that encourage students to actively participate during the laboratory's practical session. Learning materials are embedded into the QR code within 1 sheet of A4 size card in Fig. 1. Students need to scan QR Code Lab manual which display of objectives, procedures, tools, data recording tables and video tutorials on how to do the experiment are included to make it easier for students to view them on a frequent basis.

3.1. The implementation phase of QR Code Lab maual: Description of Approach

The research used a quantitative approach, with employed a cross-sectional quantitative survey method among 64 respondents using purposive sampling. The quantitative approach used in this study because of its ability to gather and analyze data for numerical setting to explain phenomena that are studied (Gay & Mills, 2018). The data was obtained using self-administered online survey because they are less expensive, no cost of copying surveys, and no coding necessary. Thus, the results are ready for statistical analysis almost immediately (Hair, Celsi, Oritinau, & Bush, 2013). Data collection was conducted using an online survey, which required participants to respond to all items before submitting their answers; this prevented the possibility of missing data. After completing the experiment, students were given a link to fulfill the questionnaire on Google form. Thus all the 64 number of students who are using the QR Code Lab manual give a feedback through the Google form. Respondents are who took the course of Diploma in Mechanical Engineering (DKM) and Diploma in Electrical Engineering (Computer) (DTK). The implementation of experiment was done at engineering science laboratory. Started with DKM student and followed by the DTK student a day after. Students were given one hour duration time to complete the experiment. All the students were assigned in a group of four members. Students are already know who their laboratory group members are. Each group is responsible to ensure that they had a sufficient mobile data to accomplish the use of QR Code Lab Manual. For the first step, students are required to install QR code scanner and Google Sheet apps in their mobile devices a week before laboratory session began.

Fig. 2. Using phone as QR Code display

Students need to download a set of QR code which represents one lab work sheet, via e-learning portal (CIDOS), WhatsApp group or any other file sharing platform. Student used a smartphone as a QR code display in Fig. 9. Student need to scan nine embedded QR Code by sequence as in Fig. 8 to ensure that the laboratory work going well with proper manner and correct procedure.

Fig. 3. (a) using Vernier caliper; (b) see a video how to use a measuring instrument

All the group members have their own task during the implementation of the laboratory work. They scan a QR Code to read the objective, the procedure, and to see the video how to read a measuring instrument for the Experiment of Physical Quantities and measuring instrument as in Fig. 10. During the experiment, they able to scan QR code more than one time to see the tutorial and demonstration video to establish the understanding of laboratory work. Thus all of the student in groups become an active learner. All of them have their own task as a participant in group in order to do the experiment within the time and got a correct data. The process of scanning the QR code is continuous, to avoid the wrong way of using the instrument. Thus the viewing information such as instructions, diagrams, tables, and tutorial and demonstration videos help them focused for conducting the experiment. During the coaching session the rest of the group refer the video and tutorial the step by step how to read Vernier caliper & micrometer screw gauge. This teaching approach give the student their own space and opportunity to involve with the technology and enhance their knowledge of mobile learning.

4. Results and Discussions

To achieve the third objective of this research, the questionnaire were adapted from (Shin, Jung, & Chang, 2012) and (Ali et al 2017) for ease of usedness. The construct of usefulness were adopted by Lee at al (2011), and Ali et al (2017). A little modification for enjoyment construct is based on Ali et al (2017) and Gogova & Koceska (2014). Before the actual study, the total of 16 items were developed with three main constructs for the questionnaire to test the ease of usedness, usefulness and enjoyment. The reliability for all items in pilot test are 0.953 and consider as good and acceptable. The resulted mean score then was divided into three categories namely low (mean score ranges from 1.00 to 2.33), moderate (mean score ranges from 2.34 to 3.67) and high (mean score ranges from 3.68 to 5.00). Table 1 display the data and revealed that the respondents have high level of all the constructs on using QR Code Manual Lab. Table 2, 3 and 4 display the data for each item according to the Likert scale. Five Likert scale represented by 1 (Strongly Disagree – SD), 2 (Disagree – D), 3 (Neutral – N), 4 (Agree – A), and 5 (Strongly Agree – SA).

Table 1. Descriptive Statistics

Constructs	Mean	Std. Deviation
Ease of usedness	4.0688	.61331
Usefulness	3.9557	.64532
Enjoyment	4.0250	.63396

Result in Table 1 clearly show positive perception of ease of use using QR Code Lab manual in implementing laboratory work. The item developed in ease of usedness construct aims for QR Code Lab manual on scanning speed, how to scan and simple content to understand which contribute to student practical skill aspect. The ease of usedness constructs with mean score 4.0688 shows the QR code is easy to achieve by the students (Bal & Bicen, 2016; Liaw, Hatala, & Huang, 2010; Wayase, 2015). Students demonstrate excitement, interest and seriousness in conducting practice(Sharma, 2013). Students are more positive and open to the changes. Students who are usually silent will begin to speak because the communication exist between them make the learning environment more appealing and fair to all the students (Al-Khalifa, 2011). This approach encourages students to be positive, able to move themselves and intelligently distribute tasks in ensuring the smooth running of the process. Students are collaborating (Deepashree K. Mehendale et al 2017) compromising and preparing before (downloading software), current (using QR scanners) and after practicing (practical reports). Practical data recorded online may continue to be achieved by lecturers in identifying whether recorded data is accurate or otherwise. Results from the group's inquiry have successfully recorded the data correctly. This shows that the skill aspect is successfully absorbed into the student's ability to observe how to practice the practice of referring to the video embedded into the QR code. Nevertheless, there were three students whose are disagree with item "easy to scan QR code". Through the observation during practical session, there are roughly the challenge faced by students. Some of the students are not ready with the technology. Students are unable to optimize their smartphone capabilities. It takes time to be familiar with the QR Code Lab Manual. Table 2 shows the 3.1 percent are disagree with the sufficient speed to scan QR code because it depends on individual mobile data network service provider (Celcom, Digi, Tune, Maxis) during the practical laboratory session. Similar with finding from (Mousa & El Salam, 2016) that addressed the problem with data connection and mobile phone capability.

Table 2. The level ease of usedness on using QR Code Manual Lab

No	Items	SD	D	N	A	SA
1	The QR codes made access to website links easy	0 (0%)	2 (3.1%)	9 (14.1%)	35 (54.7%)	18 (28.1%)
2	I found it easy to scan the QR Codes	1 (1.6%)	2 (3.1%)	6 (9.4%)	33 (51.6%)	22 (34.4%)
3	It was easy to learn how to scan QR codes using my mobile device	0 (0%)	1 (1.6%)	10 (15.6%)	36 (56.3%)	17 (26.6%)
4	The speed of scanning a QR code was sufficient	0 (0%)	2 (3.1%)	15 (23.4%)	31 (48.4%)	16 (25%)
5	QR codes were simple and convenient to use	0 (0%)	2 (3.1%)	11 (17.2%)	30 (46.9%)	21 (32.8%)

Questionnaire analysis the findings of the "usefulness of manual QR Code Lab" constructs with mean score of 3.9557. The active involvement of the students in collaboration with all the members of the group with the respective roles to ensure that the practical implementation process is successfully implemented. No passive student as the QR code Lab Manual requires the automatic active involvement of all members of the group. However one student disagreed because not satisfied with the practical laboratory group member's arrangement. Most of the students agreed with the QR Code Lab Manual as an independent guidance. Nevertheless, there were three students disagreed because of randomly scanned QR code influence the gathered shuffled information conflicting with sequence step in implementing experiment.

Table 3. The level of usefulness on using QR Code Manual Lab

No	Items	SD	D	N	A	SA
1	QR codes provided access to a variety of useful information towards laboratory work	0 (0%)	2 (3.1%)	14 (21.9%)	32 (50%)	16 (25%)
2	The video provided in the QR codes helped me complete the activities	1 (1.6%)	1 (1.6%)	17 (26.6%)	26 (40.6%)	19 (29.7%)
3	The QR codes were useful as an independent guidance manual	0 (0%)	3 (4.7%)	15 (23.4%)	30 (46.9%)	16 (25%)
4	It enables active participation in the laboratory work.	0 (0%)	1 (1.6%)	16 (25%)	32 (50%)	15 (23.4%)
5	It enables scenario-based learning	0 (0%)	1 (1.6%)	17 (26.6%)	32 (50%)	14 (21.9%)
6	Learning object (link to internet access) can be reach faster.	0 (0%)	1 (1.6%)	17 (26.6%)	26 (40.6%)	20 (31.3%)

The item for "enjoyable" with a mean score of 4.0250. This approach focuses on innovative learners, possessing high cognitive abilities that are analytical and critical thinking and capable of solving problems and reasoning, as well as being able in technology, applying values to life as a foundation, and being able to serve the society, countries and worlds contribute to the nation's socio-economic development. Based on the observation throughout the practical implementation process, practical data record is more accurate using manual QR Code Lab compared to conventional methods. All the students agreed with the item "I have positive feelings toward using QR codes in conducting laboratory work" (Durak et al 2016). Students are delighted to try new things as they strive to increase their knowledge, promoting the creation of new concepts of their cognitive exploration. So, they managed to follow the QR Lab manual setting and then practicing with the right method. The results from questionnaire shows the students feel QR Code Lab Manual as a "technology based educational aids" as a supportive learning tools that able to help they improve their knowledge of practical and meaningful practical exercises. This is the similar findings with a positive feedback from students (Law & So, 2010; Durak, 2016 ; Bal, E., & Bicen, H. (2016)).

Table 4. The level of enjoyment on using QR Code Manual Lab

No	Items	SD	D	N	A	SA
1	QR activities are a very interesting way to learn	0 (0 %)	2 (3.1 %)	12 (18.8%)	30 (46.9%)	20 (31.3%)
2	I enjoyed interacting with the QR code lab Manual	0 (0 %)	2 (3.1 %)	15 (23.4%)	32 (50.0%)	15 (23.4%)
3	I have positive feelings toward using QR codes in conducting laboratory work.	0 (0 %)	0 (0 %)	13 (20.3%)	35 (54.7%)	16 (25 %)
4	I would like to do QR activities again	1 (0 %)	0 (0 %)	12 (18.8%)	36 (56.3%)	15 (23.4%)
5	I will encourage other student to use QR codes to support in-class activities	0 (0 %)	0 (0 %)	14 (21.9%)	31 (48.4%)	19 (29.7%)

5. Conclusions

This paper has investigated the new approach for laboratory practice that give more flexible space for pedagogy and student learning style nowadays. The design phase of QR Code Manual Lab is imperious to ensure the sequence of Lab manual of experiment 1: Physical quantities and measurement achieve the objective of the experiment. The positive reflection from students shows the design of QR Code Lab Manual reflect the objective of the experiment goals. The interactive display generates by scanning a QR Code brings an exciting experience contribute a happy mode during a practical laboratory process for students because of deep exploration feeling to know the content of embedded QR code.

Students perceived QR Code Lab Manual as a usefulness tools and easier to use in future. Based on study findings and discussion, it is recommended that there should be further study especially for Technical and Vocational Education Training (TVET) context to apply different experiments with the new design of QR Code and addition of construct of students' attitude and educator's perspective to strengthen the result. In addition, in depth study by using augmented reality to create a 3D content embedded in QR code. By Augment application, user able to scan QR Code to view 3D model in augmented reality. A researcher need to inform students to install related application which is lighting QR Code reader, google sheet and augmented application before the laboratory practice session started. A sufficient mobile data should be prepared by each of the student although free Wi-Fi provided by institution. Moreover, better to have a data entry system for online experiment data. The innovative teaching practice in TVET will serve the enthusiastic learning environment which concern students to engage within online learning material and enhance the awareness on the technology growth.

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Keberkesanan *One Paper One Chapter* Ke Atas Pencapaian Prestasi Kursus Management Information System (MIS) Di Kalangan Pelajar Semester Satu Diploma Pengajian Perniagaan Jabatan Perdagangan Politeknik Muadzam Shah

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Abstrak

Kajian ini adalah untuk menentukan sejauh mana keberkesanan One Paper One Chapter dalam Pengajaran dan Pembelajaran (PdP) bagi kursus DPB 1013 Management Information System (MIS) ke atas pencapaian prestasi pelajar Semester Satu Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Politeknik Muadzam Shah (PMS) Pahang. Selain itu, kajian ini juga ingin melihat sama ada terdapat peningkatan pencapaian pelajar yang diajar dengan menggunakan One Paper One Chapter dan mengkaji sejauh mana kesan penggunaan One Paper One Chapter dapat meningkatkan pencapaian pelajar dalam kursus MIS. Kaedah yang digunakan dalam kajian ini adalah kajian tindakan yang melibatkan 95 orang pelajar menggunakan dua set Ujian Penilaian Akhir bagi ujian pra dan pasca. Kajian ini menggunakan One Paper One Chapter sebagai pemboleh ubah tidak bersandar dan pencapaian akademik sebagai pemboleh ubah bersandar. Analisa data dilakukan dengan menggunakan statistik inferensi dan statistik deskriptif. Secara keseluruhan, One Paper One Chapter memberi sumbangan dalam meningkatkan pencapaian pelajar dalam kursus MIS.

Kata Kunci

One Paper One Chapter, Inovasi Pengajaran dan Pembelajaran (PdP)

1. Pengenalan

Kursus *Management Information System* (MIS) merupakan kursus teras bagi pelajar Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Politeknik Kementerian Pendidikan Tinggi (KPT). Ia merupakan satu kursus yang mencabar bagi pelajar Semester Satu DPM khususnya kerana ia memberi fokus kepada keseimbangan antara kefahaman terhadap fakta, konsep, teori, kemahiran menggunakan pengetahuan pengurusan sistem maklumat dalam situasi sebenar serta kemahiran menyelesaikan masalah dengan pemikiran yang logik, kritis dan bersistem.

Setelah dua semester kursus MIS dijalankan di JP PMS, didapati pelajar kurang memahami dan menghayati kursus ini. Pada keseluruhannya, Pengajaran dan Pembelajaran (PdP) masih berpusatkan kepada guru dan terikat dengan kaedah tradisional. Aktiviti yang melibatkan pelajar secara aktif sangat terhad.

Tenaga pengajar perlu melakukan suatu pembaharuan dalam PdP bagi menangani sikap pelajar Generasi Z yang banyak bergantung kepada tenaga pengajar semata - mata tanpa bijak mencari maklumat dan rujukan tambahan. Kaedah baru yang menggunakan teknologi komunikasi maklumat yang dilihat berkesan juga ada kekangan tersendiri. Tidak dinafikan, infrastruktur pendidikan seperti makmal komputer, talian internet tanpa wayar dan *Curriculum Information Document Online System* (CIDOS) perlu digunakan sepenuhnya untuk meningkatkan lagi keberkesanan proses PdP. Semua kemudahan ini hendaklah digunakan sebaik dan semaksima mungkin dalam proses PdP untuk menghasilkan pencapaian akademik yang lebih cemerlang di kalangan pelajar – pelajar sehingga boleh mencapai tahap pendidikan yang membanggakan.

Sehubungan dengan itu, *One Paper One Chapter* dalam PdP digunakan bersama – sama dengan CIDOS diharapkan dapat meningkatkan lagi keberkesanan proses PdP di dalam kelas tanpa mengambil kira perbezaan latar belakang, minat, gaya belajar, nilai dan motivasi pelajar.

Antara matlamat *One Paper One Chapter* dalam kursus MIS adalah untuk mengukuhkan ingatan tentang pelajaran yang dipelajari serta kebolehan menggunakan pengetahuan dalam pengurusan sistem maklumat dalam kehidupan seharian menerusi catatan refleksi.

2. *One Paper One Chapter*

One Paper One Chapter merupakan satu bentuk catatan peribadi pelajar secara berterusan mengenai topik pembelajaran yang dipelajari di dalam kelas. Catatan dibuat hanya menggunakan sehelai kertas bagi setiap satu Topik. *One Paper One Chapter* bertujuan membantu pelajar melihat kembali, menilai, membuat inferensi, rumusan, analisis dan menjadikannya sebagai asas untuk mengambil tindakan susulan untuk membantu proses pembelajaran pelajar. Ia juga dijadikan alat bantu Pengajaran dan Pembelajaran (PdP) dan latihan kendiri bagi pelajar. Menerusi *One Paper One Chapter*, pelajar dapat:

i. Memupuk serta mengembangkan keyakinan diri dan sikap positif terhadap pembelajaran.
ii. Dapat mengukuhkan ingatan tentang pelajaran yang dipelajari.
iii. menghubungkan fungsi otak kiri dengan otak kanan bagi meningkatkan daya ingatan
iv. Menyimpan catatan penglibatan sendiri di kelas semasa dan selepas sesi PdP untuk pembelajaran kendiri.
v. Meningkatkan kepekaan dan keprihatinan tenaga pengajar terhadap bidang tugas dan pelajar.
vi. Meningkatkan kefahaman pelajar terhadap subjek teori.

Garis panduan penggunaan *One Paper One Chapter*:

i. Pelajar dikehendaki menulis catatan, kata kunci, gambar atau nota setiap topik terhad hanya di dalam sehelai kertas A4 sahaja sepanjang sesi PdP.
ii. Pelajar disarankan untuk mencatat butiran yang berkaitan dengan topik yang dipelajari seperti peristiwa, masalah, isu, pencapaian dan bidang – bidang penting semasa atau selesai sesi PdP.
iii. Gunakan *One Paper One Chapter* sebagai saluran mengingat kembali apa yang telah dipelajari di dalam kelas, aplikasikan teori tersebut dan kongsikan di dalam kelas.
iv. Pelajar diminta membawa *One Paper One Chapter* yang lengkap dan kemaskini setiap minggu untuk disemak.
v. Pelajar digalakkan meminta pendapat dan pandangan dari tenaga pengajar untuk latihan amali dan praktikal ini supaya subjek yang dipelajari dapat difahami dengan baik.
vi. Pelajar dikehendaki membuat sesi perkongsian dengan rakan sekelas tentang catatan mereka.

3. Metodologi Kajian

3.1. Rekabentuk Kajian

Reka bentuk kajian yang dijalankan ini adalah kajian tindakan untuk membuat tinjauan penggunaan *One Paper One Chapter* bagi peningkatan pencapaian pelajar dalam kursus *Management Information System* (MIS) dengan menggunakan kaedah kuantitatif untuk mendapatkan dapatan kajian.

3.2. Responden Kajian

Kajian ini melibatkan dua kumpulan pelajar Semester Satu Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Sesi Disember 2017 dan Sesi Disember 2018 di Politeknik Muadzam Shah (PMS) iaitu kumpulan pertama ialah kumpulan yang diajar dengan menggunakan *One Paper One Chapter* yang disebut kumpulan eksperimen terdiri daripada 53 orang pelajar dan kumpulan kedua ialah kumpulan yang diajar secara pendekatan tradisional yang disebut sebagai kumpulan kawalan yang terdiri daripada 42 orang pelajar.

3.3. Instrumen Kajian

Bagi tujuan mendapatkan data terhadap hasil keberkesanan *One Paper One Chapter* dalam proses Pengajaran dan Pembelajaran (PdP), instrumen kajian yang terdiri dari Ujian Penilaian Akhir bagi kursus *Management Information System* (MIS) terhadap dua kumpulan eksperimen dan kumpulan kawalan telah digunakan.

3.4. Kaedah Pengumpulan Data

Sebelum menggunakan *One Paper One Chapter*, pelajar kumpulan kawalan akan diberikan Ujian Penilaian Akhir (ujian pra) dalam kursus *Management Information System* (MIS). Tujuan ujian ini adalah untuk mengetahui tahap pencapaian kumpulan pelajar yang sama sebelum kajian dijalankan.

Pengajaran dan Pembelajaran (PdP) menggunakan *One Paper One Chapter* telah dijalankan selama 16 minggu. Pada minggu ke 16, pelajar – pelajar akan diberikan Ujian Penilaian Akhir (ujian pasca) untuk melihat sama ada terdapat peningkatan dalam pencapaian selepas *One Paper One Chapter* dilaksanakan.

Bagi tujuan mendapatkan data terhadap hasil keberkesanan *One Paper One Chapter* dalam proses PdP, *Course Outcome Review Report* (CORR) telah digunakan untuk mengukur tahap pengetahuan dan pengukuran kemahiran (sebelum dan selepas menggunakan *One Paper One Chapter*) bagi kursus MIS terhadap dua kumpulan eksperimen dan kumpulan kawalan. Hasil daripada analisa CORR, pengkaji memperolehi data – data berkaitan prestasi dan juga pencapaian pelajar dalam kursus MIS Semester Satu. Secara tidak langsung, pengkaji juga mendapat data berkaitan kebolehan dan kemahiran pelajar menggunakan *One Paper One Chapter* sebagai salah satu alat bantu mengajar. Oleh itu, ia boleh dikatakan bahawa data primer adalah data yang mempunyai kebolehpercayaan yang sangat tepat.

3.5. Kaedah Analisa Data

Analisa data dilakukan dengan dua jenis statistik iaitu inferensi dan deskriptif. Statistik inferensi yang digunakan dalam kajian ini ialah Ujian T. Bagi menjawab persoalan kajian, Ujian T digunakan untuk melihat perbezaan dari segi markah ujian dua kumpulan dalam Ujian Penilaian Akhir dan untuk menguji sejauh mana kesan penggunaan *One Paper One Chapter* dalam meningkatkan pencapaian pelajar dalam kursus *Management Information System* (MIS).

4. Dapatan Kajian

4.1 *Course Outcome Review Report* (CORR) digunakan untuk melihat perbezaan antara gred prestasi pelajar dan melihat tahap pengetahuan pelajar mengikut *Course Learning Outcome* (CLO) dan *Programme Learning Outcome* (PLO).

1. *Performance Indicator*

Performance Indicator	**Sessi Dis2017**	**Sessi Dis 2018**
Student Performance: % achieving grade C and above	95.2	96.2
CLO achievement: >50% attainment for CLO's	100	100
PLO achievement: >50% attainment for PLO's	100	100
Student achieve > 80% - attendance	100	100
> 30% difference between continuous assessments (CA) and final exam (FE)	35.7	34.6

2. *Student Performance*

Gred/ Markah	**Nilai Mata**	**Sessi Disember 2017 Ujian Pra (%)**	**Bilangan Pelajar**
A+ (90 –	4.00	0	0
100)	4.00	0	0
A (80 – 89)	3.67	7.1	3
A – (75 – 79)	3.33	7.1	3
B+ (70 – 74)	3.00	9.5	4
B (65 – 69)	2.67	33.3	14
B – (60 – 64)	2.33	31	13
C+ (55 – 54)	2.00	7.1	3
C (50 – 54)	1.67	4.8	2
C – (47 – 49)	1.33	0	0
D+ (44 – 46)	1.00	0	0
D (40 – 43)	0.67	0	0
E (30 – 39)	0.33	0	0
E – (20 – 29)	0.00	0	0
F (0 – 19)		**100%**	**42**
Jumlah			

Gred/ Markah	**Nilai Mata**	**Sessi Disember 2018 Ujian Pasca (%)**	**Bilangan Pelajar**
A+ (90 –	4.00	0	0
100)	4.00	9.4	5
A (80 – 89)	3.67	3.8	2
A – (75 – 79)	3.33	18.9	10
B+ (70 – 74)	3.00	28.3	15
B (65 – 69)	2.67	20.8	11
B – (60 – 64)	2.33	9.4	5
C+ (55 – 54)	2.00	3.8	2
C (50 – 54)	1.67	3.8	2
C – (47 – 49)	1.33	0	0
D+ (44 – 46)	1.00	3.8	2
D (40 – 43)	0.67	0	0
E (30 – 39)	0.33	1.9	1
E – (20 – 29)	0.00	0	0
F (0 – 19)		**100%**	**53**
Jumlah			

4.2 Bagi menjawab persoalan kedua iaitu sejauh mana kesan penggunaan *One Paper One Chapter* dapat meningkatkan pencapaian pelajar dalam kursus *Management Infomation System* (MIS) ini, analisa peratusan digunakan.

3. *Course Learning Outcome (CLO)*

Sessi Disember 2017			
		Group attainment (%)	***Student Achieve >50%***
CLO 1	*Explain clearly the concepts of Management Information Technologies in business and*	62	92.9

	electronic business (C2, PLO1)		
CLO 2	*Recognize development and implementation of Information Technologies and System in modern organizations (C2, PLO1)*	66	97.6
CLO 3	*Identify the impact of Information Technologies and System on organizational Structures in current business issues within group (A2, PLO6)*	82	97.6

Sessi Disember 2018			
		Group attainment (%)	***Student Achieve >50%***
CLO 1	*Explain clearly the concepts of Management Information Technologies in business and electronic business* (C2, PLO1)	74	100
CLO 2	*Recognize development and implementation of Information Technologies and System in modern organizations (C2, PLO1)*	69	96.2
CLO 3	*Identify the impact of Information Technologies and System on organizational Structures in current business issues within group (A2, PLO6)*	81	100

4. *Programme Learning Outcome (PLO)*

Sessi Disember 2017			
		Group attainment (%)	***Student Achieve >50%***
PLO 01	*Apply fundamental of business and soft skills in related business and other related fields to be outstanding and successful in the future*	64	97.6
PLO 06	*Engage in life long learning to enrich knowledge and competencies*	82	97.6

Sessi Disember 2018			
		Group attainment (%)	***Student Achieve >50%***
PLO 01	*Apply fundamental of business and soft skills in related business and other related fields to be outstanding and successful in the future*	72	100
PLO 06	*Engage in life long learning to enrich knowledge and competencies*	81	100

Hasil analisis ini menunjukkan bahawa pelajar – pelajar boleh menerima dengan baik penggunaan *One Paper One Chapter* dalam proses Pengajaran dan Pembelajaran (PdP).

Pelajar – pelajar juga menunjukkan pencapaian yang yang positif terhadap kursus MIS iaitu menunjukkan minat untuk belajar kursus MIS.

Secara keseluruhan, peratusan CLO dan PLO meningkat pada PdP sesi Disember 2018. Berdasarkan analisis dapatan kajian bagi ujian pra dan pasca di atas dapatlah dirumuskan bahawa secara keseluruhan pencapaian pelajar dalam kursus MIS telah meningkat setelah proses PdP menggunakan *One Paper One Chapter* dilaksanakan. Peratus pelajar yang mendapat nilai mata 2.67% ke atas telah meningkat 24%. Dapatan ini jelas menunjukkan PdP menggunakan *One Paper One Chapter* memberi sumbangan positif terhadap pencapaian pelajar dalam kursus MIS selepas PdP menggunakan *One Paper One Chapter*. Dapatan kajian menunjukkan terdapat peningkatan pencapaian yang ketara dalam ujian pasca berbanding ujian pra.

5. Perbincangan

Kajian ini menunjukkan pembelajaran bagi kursus *Management Information System* (MIS) berlaku melalui catatan refleksi topik bagi mengukuhkan ingatan tentang pelajaran yang dipelajari serta kebolehan menggunakan pengetahuan dalam pengurusan sistem maklumat dalam kehidupan seharian. *One Paper One Chapter* berfungsi sebagai medium refleksi yang membolehkan pelajar memahami konsep dan teori yang diketahui. Sehubungan itu, adalah penting bagi pelajar Generasi Z melengkapi pengetahuan asas mereka dengan mengaplikasikan teori yang diajar di dalam kelas dengan situasi di luar kelas yang sebenar.

Seperti yang dibincangkan dalam kajian literatur dan sorotan kajian yang lepas, Generasi Z secara semulajadi mempunyai semangat, minat dan tahap keinginan yang tinggi. Justeru, apa yang perlu adalah sistem pendidikan yang mampu menerapkan ilmu supaya mereka tidak sekadar menjadi pelajar yang berjaya tetapi mampu mengaplikasikan teori dalam kehidupan harian.

Pemupukan kemahiran psikomotor boleh diterapkan melalui pelbagai kaedah dan teknik dalam Pengajaran dan Pembelajaran (PdP). *One Paper One Chapter* mungkin tidak dapat memberi cakupan yang holistik bagi pembelajaran MIS disebabkan kekangan sumber, masa dan ruang. Pelajar juga perlu mengikuti pelbagai kursus lain sepanjang tempoh sesi pengajian, ini menjadikan masa untuk fokus kepada satu kursus menjadi terhad. Selain itu, pendedahan kepada situasi mungkin lebih terbatas dan tidak menyeluruh dan tidak menggambarkan realiti dalam keadaan sebenar yang lebih kompleks. Justeru, sekiranya sesi perbincangan dan perkongsian di dalam kelas dapat dibuat, pemahaman pelajar dapat dibentuk bagi menggabungkan pengetahuan dan adaptasi elemen kognitif dan psikomotor secara serentak berbanding penyampaian kurikulum dan ko – kurikulum secara terasing.

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The Relationship Between Parenting Communication And Orientation Towards Special Needs' Children At Johor

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Abstract

This study focuses on aspects of parenting education because its importance to the effectiveness of family relationships especially to reduce cases of child abuse towards exceptional children. Focus will be given to two forms of communication orientation namely conversation orientation and conformity orientation. Conversation orientation refers to the openness of the mother fathers in communicating with children where relationships exist bilateral between parent and child. Conformity orientation refers to a rigid form of communication in which emphasis is placed on authority parents especially in decision making. Both forms of communication it is significant to family relationships. A study will be conducted in cooperation with JKM management at Johor involving three individuals, namely mother, father and son. Sample selection will conducted by selecting exceptional children from the exceptional children center from all branches in Johor, to represent children, and subsequently involve parents selected students. A total of 500 students (children), 320 mothers and 180 fathers will be involved in this study. Data collection based on questionnaires will be answered by the respondents themselves namely a) demographic information, and b) family communication information. Study tools that will be used to measure the data is based on the family communication pattern which being adopt and adapt from Revised Family Communication Patternbuilt by Ritchie and Fitzpatrick (1990). The expectation of this study is the result will show that respondents practice both forms of orientation conversational communication and conformity at a moderate level. Study as well is expected to show that communication can explain the level of communication in between family members with disable children.

Keywords

family communication, conformity orientation, conversational orientation, exceptional children

1. Introduction

This study was conducted to find out more about the abuse of exceptional children that are common in Malaysia in particular. Abuse often occurs at all levels whether children, adults or the elderly, the issue is what causes such abuse can occur and who is often involved in this case including victims and predators. One of the steps to prevent this from happening again is to have a solid parenting education and knowledge of the household. Many young people now have the title of mother and father, they should know the knowledge of stress management if problems arise in their families. The big challenge is to have one of the family members who is mentally and physically deficient. What is the appropriate effort to face such a challenge? Therefore, this study will examine in detail the issues related to abuse focused on exceptional children.

1.1. Background of the Study

This study will be conducted on several factors associated with the current situation. Nowadays there are many issues of mental problems whether in the family, employment or education. The causes of mental problems such as uncertain economy, low knowledge, lack of religious upbringing are the cause of emotional instability. The emotions will be shown in the form of individuals or society. Today's problems such as suicide and hurting others are forms of satisfying each other's emotions so that they become so serious that the country has special laws for things that happen due to unstable emotions.

1.2. Importance of the Study

Based on the researcher's review of studies related to children who are categorized as People with Disabilities (OKU), the researcher found that studies on children like this in particular do not exist. Thus, the researcher feels this study is important because families with children like this do not yet have full mental strength in dealing with them. Most notably, as far as the researcher's limited reading is concerned, studies on parents with children with disabilities have not been in-depth conducted by students in the field of counseling or social sciences although so many issues can be explored if a study on such cases is made.

Second, this study can provide knowledge to the reader about the rights of children with disabilities in society and family and the extent to which Malaysia as one of the parties to this instrument has fulfilled its responsibility in ensuring the rights of these children continue to be known and implemented to emphasizing the protection and welfare of children.

Thirdly, this study is important in caring for and protecting children like this in accordance with the law and at the same time does not violate family law which is the basis for harmony and happiness in a family institution in Malaysia.

Fourth, this study can be considered as a pavement to future studies in terms of the importance of parenting education as one of the efforts to address the growing cases of abuse in our country like mushrooms that grow after rain.

1.3. Objectives of the Study

The objectives of this study are:

i. To know the definition and forms of abuse?
ii. To know the definitions and laws about children.
iii. To know the rights of children.
iv. To find out related matters about People with Disabilities (OKU).
v. To know the importance of parenting education nowadays.

1.4. Research Questions

To conduct this study, there are research questions that need to be answered by the researcher;

i. What are the definitions and forms of abuse?
ii. What are the definitions and Laws About Children?
iii. What are the Factors of Child Abuse?
iv. What are the Rights of the Child?
v. What is the relevant explanation about People with Disabilities (OKU)?
vi. What is the importance of parenting education today?

2. Literature Review

According to Associate Professor Dr. Mustafa Hj. David in his study stated that the increase in moral collapse and various social symptoms is an indicator of the collapse of family institutions. The failure of parents to carry out their respective trust, duties and responsibilities is a major factor in the collapse of the family institution. The collapse of the family institution not only leads to moral collapse and the spread of social ills but also affects the construction of an excellent generation who are the backbone leaders and heirs of national development. Therefore, parenting education is very important to focus on nowadays. They need to be made aware and aware of how big their role and function is in generating excellent generations and developed countries. With the knowledge and skills of parenting it is believed that the goal will be achieved.

Siti Nurshahizan Binti Razali (2014) stated that parenting style that is appropriate for children will make them better and less problematic such as less aggressive. Furthermore, children who are less troubled and have a higher level of education are due to authoritative parenting style while permissive style can result in children having high levels of anxiety and suffering from depression and social problems (Rossman & Rea, 2005). On the other hand, a study conducted in Asia shows that high aggressive behavior, low social efficiency and academic achievement are closely related to authoritarian style. Parenting style plays an important role in children's education where it is able to influence their academic achievement.

Parenting education is very relevant nowadays and in the future towards moral building, strengthening family institutions, building an excellent generation, community, ummah and country. Indeed and there is no doubt that parents who have high attitudes, knowledge and skills related to parenting, are capable and skilled to be parents for example. Happy family prosperous country.

3. Methodologies

This study is in the form of a correlation study that uses a questionnaire instrument as a collection of research information. This study is to obtain views and information from respondents regarding the factors that occur and the importance of parenting education. According to Mohd Majid Konting, questionnaires are used to obtain information on facts, beliefs, wishes and so on. It can also improve the accuracy and truthfulness of the responses or answers given by the subject and is not influenced by the personality or behavior of the researcher. The subject also felt himself safe to give an accurate and correct answer.

Researchers argue that this method is in line with the objectives of the study to obtain accurate and complete information. All items used were to measure and identify the importance of parenting education and its relationship to the causes of child abuse disabilities.

Through this study, there are two variables namely dependent variables and independent variables. For the dependent variables in this study are the importance of parenting education and the causes of abuse of children with disabilities. While the independent variables are gender, socio-economic level and forms of abuse. These independent variables will contribute to the dependent variable which is the implementation of parenting education.

3.1. Sample of the Study

This study uses a simple random method. Each member of the population has the same opportunity and opportunity to be selected as a sample. Every parent involved in committing cases of abuse and children referred to JKM as a case study has the same opportunity and opportunity to be selected as a study sample. This study only took a sample of victims and predators of abuse referred to JKM. Victims of abuse and predatory selected for this study were children Malays, Chinese, Indians and others.

The selection criteria of the respondents consisted of newborns up to the age of 13 years. Children between this age are usually the most victims of abuse compared to adolescents of 14 years to 18 years.

The majority of child abuse respondents are from low-income families or low socio-economic status groups.

3.2. Plan for Data Collection

This study uses two research methods to collect the required data. Such methods are library studies and field studies.

Library review is an important part of this study. Through this study information such as definitions and concepts related to the study can be obtained. Library review is very helpful to provide an introduction to the study and theoretical foundations in chapter one and chapter two. From the library study as well, studies and research on related previous studies can be done and further can identify the position of this study. In addition, it can also help researchers to formulate the contents of questionnaires.

Library research involves the search for secondary materials such as scholarly books, journals, papers, dissertations and even theses. Library studies are used as a basis in chapter one and chapter two. It is also used to support the findings obtained from field studies.

Some of the data used in this study is data obtained from field studies. This data is the primary data of the study. The field study methods used in this study were questionnaires and interviews.

Questionnaire is a form of instrument that is widely used by researchers in the field of education to obtain facts about an ongoing situation and practice. In addition, it is also used to study with regard to attitudes and opinions about something.

Therefore, in this study, a questionnaire was used to obtain information on the importance of parenting education, abuse factors and whether there is a relationship between such education and abuse factors occur.

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Evaluation Of Achievement Level Of Bestari Prayer Camp Program Level 2 At SK Lubok Antu, Sarawak: Preliminary Study

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Abstract

The main goal of Islamic education is to strengthen the faith of students. Even the philosophy of Islamic education itself is based on oneness with Allah SWT. Thus, efforts towards strengthening and preserving the beliefs of students can be seen in the curriculum and co-curricular activities of Islamic education. Among several aspects that are being emphasized in the Islamic education system is the practice of prayer among students. Prayer is the foundation or pillar of religion and practicing it is obedience to Allah SWT. Introduction of the Smart Prayer Camp Program through the j-QAF program is a recent approach that aims to educate and encourage students to practice ablution and prayer in their daily lives. Therefore, this study was conducted to find out the evaluation of the level of achievement of Bestari Solat Camp level two in SK Lubok Antu. The research method consists of reading / practice methods with teachers as the main method, apart from observation and oral test methods. The respondents of the study consisted of 30 Level Two students at Sekolah Kebangsaan Lubok Antu. Aspects of the study focus on three main things, namely the pillars of Qalbi, the pillars of Fi'li and the pillars of Qawli. The findings of the study show that the Bestari Solat Camp gives a high level of effectiveness to the aspects of the pillars of Qalbi, the pillars of Fi'li and the pillars of Qawli among the study respondents.

Keywords

Bestari Solat camp. J-QAF program

1. Introduction

Islam introduces to its people various ways to purify and purify themselves either outwardly or inwardly. One of the ways is to take ablution or also known as taking prayer water. Ablution from the Arabic word al-Wudu '. While al-wudu 'is from al-wada'ah which means alhasan, which is good and al-Nazafah, which is clean. Ablution is named as good and clean because the ablution cleans the person who performs ablution and improves it (physically and spiritually) (al-Nawawi, 1981: 99/3; Kamarul Azmi Jasmi, 2007). The main purpose of this study is as a proposal to provide space to perform ablution efficiently in the mosque or in the surau. In this study, an efficient ablution place is an ablution place that has a measurement system that fits the scale of the human body, is built with the right material and has a suitable space placement. Ablution place is an important space for Muslims to perform ablution before performing worship prayers either in the mosque or surau. The practice of ablution before performing prayers is the main practice for every Muslim as mentioned in a hadith (Ahmad, 1994: Masnad al-Qabail):

> Meaning, "Qathm bin Tammam or Tamman bin Qathm from his father reported that the Prophet s.a.w said" If it is not difficult for my people, of course order them to take ablution for every prayer and perform ablution in every ablution "(Ahmad).

Usually the ablution place can be seen in every mosque and surau because it serves as a space to take ablution before entering the prayer room. Like the toilet, the place of ablution should be separated according to gender, namely men and women. This is because to protect the private parts and honor of each other for non-strangers. As is known, the ablution place usually has a number of pipes that serve as a place to perform ablution and the number depends on the condition of the consumer population in a surau or mosque.

According to Sayyid Sabiq. (1990), prayer is an important thing and is the main axis of the faith of a believer.

Ibadah solat is the second pillar of Islam stating that solat is a pillar of religion that has been made obligatory on Muslims who are mukallaf. Prayer education starts from the age of seven years old and is beaten at the age of ten if not praying. Whoever abandons prayer as if he has demolished religion. The obligation of prayer can be found through many proofs from the Qur'an and Hadith.

Prayer or prayer according to the dictionary of the House (2005) is devotion (service) to God, deeds, and practices performed as proof to or to God. From Tafsir Al-Tabari, the meaning of prayer is worship that is devout to Allah, humble and faithful to Him. Prayer or prayer according to the book Guide to Muslim Worship written by the Islamic Center of Universiti Utara Malaysia means prayer.

1.1. Background of the Study

According to Abdullah Nasih ‘Ulwan (2002), the emphasis of Islamic education, especially prayer education on children should be given attention by parents as early as possible at the age of seven years. According to Muhammad Talib, Mithali's parents, parents need to realize their responsibility to ensure that children perform prayers consistently because prayer is the main pillar to fill the souls of children with monotheistic beliefs.

According to Imam al-Ghazali in his book Ihya’‘Ulum al-Din stated that prayer is a pillar of religion and a pillar of faith, being the basis of various ways to draw closer to Allah S.W.T. and be a brilliant ray of devotion to him. According to Al-Ghazali, Al-Imam Abi Hamid Muhammad bin Muhammad (1994), prayer is a very important form of worship and serves to shape one's personality. The more a person performs prayers, the stronger his faith becomes. Therefore, the implementation of prayer can prevent from vile and evil deeds as Allah says, namely:

ٱتل مآ أوحي إليك من ٱلكتب وأقم ٱلصلوة إن ٱلصلوة تنهى عن ٱلفحشآء وٱلمنكر ولذكر ٱلله أكبر وٱلله يعلم ما تصنعون(Al-‘Ankabut 29:45)

> Meaning: Read and follow (O Muhammad) what is revealed to you from the Qur'an, and establish prayer (diligently); Indeed, prayer prevents from abominable and evil deeds; and verily the remembrance of Allah is greater (the benefits and effects); and Allah knows what you do.

However, the role and function of prayer which is a fortress to commit immorality and wickedness has been increasingly forgotten lately. This can be proven through the results of a study conducted by Farihah Hussain in her study on Moral Decline Among Adolescents: A Study in Alor Star. He found that no appreciation of specific worship, especially obligatory prayers, has contributed to the moral collapse among teenagers.

To address this problem, realizing the importance of prayer in human capital development and spiritual formation as well as empowering Islamic education, the Ministry of Education Malaysia has introduced the Smart Prayer Camp Model (KBS) through the j-QAF program in primary schools. This j-QAF program is an idea and inspiration of YAB Prime Minister Dato 'Seri Abdullah Hj. Ahmad Badawi during a visit to the Ministry of Education in December 2003.

He presented ideas to ministers and officials as well as scholars who later held several seminars. The initial stage of this program is through a three-month pilot project that was conducted in 30 schools nationwide in April, May, June and July 2004 before full implementation in all primary schools starting in 2005. According to the Implementation Handbook (2005), word j -QAF stands for j (Jawi), Q (al-Quran), A (Arabic), F (Fardu Ain). The main objective of this j-QAF program is so that primary school Muslim students can master the reading and writing of jawi (j), khatam al-Quran (Q), master the basics of Arabic communication (A), solid and appreciate the practice of fardu ain (F). To achieve these objectives, four teaching models and one j-QAF co-curriculum model have been agreed to be implemented, namely the Jawi Rehabilitation Class Model, Tasmik al-Quran Model, 6-month Khatam al-Quran Model, BAK Implementation Expansion Model and Smart Prayer Model (Fardu Ain).

1.2. Problem Statement

Problems of the study is the reason or reason why a study is implemented. Not an exception for this study. Through the experience of researchers while on duty, there are still students who have not mastered ablution and the pillars of prayer even though they have been through the Smart Prayer Camp at school several times. Mastery in terms of the pillars of qawli that is ablution and recitation during prayers is not satisfactory.

This is clear from the researcher's survey during the implementation of KBS in schools, there are some problems that arise in every time the implementation of KBS is done in schools. Among the factors of student absenteeism in the Smart Prayer Camp at their school. This may be due to students' perceptions and perceptions of the implementation of KBS implemented in schools. The insensitivity of the guardian parents further adds to the record scenario of student absenteeism in their involvement in the Smart Prayer Camp program even though the KBS notification letter was issued earlier.

According to Mohd Harun Salim Harun (2009) stated that during the teaching and learning session (PdP) of Islamic Education he found that there are still many students who do not perform prayers. Only a handful of them perform the obligatory prayers. Apart from that, the problem that arises when there are Year Three students in the school who are still not smooth and do not master the readings in prayer (Rukun Qauli). This can be detected when they take a long time to prepare each time they are tested in the PAFA especially during the practical test of prayer.

This problem becomes very complicated when teachers perform reading tests in the practice of obligatory prayers. If the students practice the obligatory prayers five times a day yesterday in istiqamah or continuous, they will not take long to prepare to memorize the readings in the prayers.

1.3. Objectives of the Study

The objectives of the study are to:

1. Identify the level of knowledge on ablution among level two students in SK Lubok Antu.
2. Identify the practical practice of ablution among level two students at SK Lubok Antu.
3. Analyze the ability of movement in prayer among level two students at SK Lubok Antu.
4. Identify the reading ability in prayer among level two students at SK Lubok Antu.

1.4. Research Questions

1. What is the knowledge of ablution among Level Two students at SK Lubok Antu?
2. How is the practice of ablution among Level Two students at SK Lubok Antu?
3. What is the ability of movement in prayer among Level Two students at SK Lubok Antu?
4. What is the reading ability in prayer among Level Two students at SK Lubok Antu?

1.5. Importance of the Study

This study is important for researchers in order to know the mastery of ablution and the pillars of prayer among primary school students. The results of the study obtained can benefit various parties, including:

*1.5.1. **T**he Ministry of Education Malaysia, especially the Department of Islamic and Moral Education (JAPIM) can increase the level of effectiveness of the implementation of the j-QAF program by improving existing programs and reviewing the implementation of the curriculum.*

1.5.2. The Curriculum Development Division (BPK), Ministry of Education Malaysia. The findings of this study can help identify weaknesses that may exist in terms of the implementation of KBS so that those weaknesses can be overcome.

1.5.3. To the school, to be able to implement the Smart Prayer Camp Program (KBS) in a more organized and organized manner. J-QAF teachers as executives can take responsibility and give emphasis to produce perfect human beings and pious deeds.

1.5.4. To school students so that they can master and perform prayers perfectly.

The results of this study are expected to be a reference and guide to researchers who are interested in continuing the continuation of this study on the level of mastery of the model in the implementation of the j-QAF program. This study is also inspired by the thoughtful idea of Sukmadinata (2005: 27) formulating the purpose of education covering the dimensions of philosophical, psychological, sociological, fairy and cultural values, through the following two elements: A. develop the potential of students to become human beings with integrated personal qualities, moral and virtuous, virtuous and knowledgeable; B. realize an active role in the development of religious, democratic, just and prosperous human beings, love of peace, love of knowledge, and dignity in faith in God Almighty. Thus, this study is not only academic in nature, but it has an implicit and pure meaning and vision. It is to elevate the dignity of human identity that serves as the caliph on this earth in the context of self-slavery to Allah SWT.

2. Literature Review

Highlights of related past studies are a necessity in research so that the study does not stray from its objectives. It even serves as a continuation of previous studies by producing a new discovery. The author has referred many past scientific studies to assist the author in completing this research study. Based on the author's study of previous studies, it was found that the subject of prayer has been much discussed by previous researchers through the results of their writings in various fields of specialization.

Among the previous studies is a study conducted by Awang Mohamad Amin where the study is about reading in prayer. Reading is the basis in mastering something. In prayer, at the initial stage one needs to learn by reciting hijaiyyah letters and Jawi letters in order to learn and read the Qur'an fluently while in prayer. The study conducted by him stated that the level of students' mastery in writing and reading skills in Jawi writing is weak.

This is evidenced by the report that students' mastery in terms of reading in prayer is less than satisfactory. This is also supported by Maimunah Ismail's study which proves that there is a significant relationship between abilities in Jawi lessons by reading the Quran. This clearly shows that the recitation of the Qur'an can affect the mastery and fluency of recitation in prayer. Related studies were also conducted by Nik Rosita Nik Yaacob, where the results showed that the mastery of form 2 and 4 students in the skills of mastering Jawi writing is still at a weak level. This study also found that students' mastery in the skill of changing words from rumi letters to Jawi letters is very low. This shows that students are less efficient in spelling the Arabic words found in ablution and the recitation of the pillars of prayer.

This problem can affect the level of mastery of students when they fail to master the way of ablution, recite and read the recitation in prayer. The teaching and learning process (PdP) of this prayer is done theoretically and practically. To encourage students to perform prayers, then there are schools that require students to do it in congregation. However, there are students who refuse and refrain from performing prayers. Based on the observations of teachers and researchers themselves in the school found that students are less interested in engaging in spiritual programs such as not attending the Smart Prayer Camp Program.

3. Methodologies

The school to be studied is Lubok Antu National School. This district is suitable for research because its location is far from the city. In addition, the residents in this area are Iban Christians. Based on the position of this school, a school has to be studied. This is because this school, Sekolah Kebangsaan Lubok Antu is one of the many Muslim students. In fact, 13 other schools were not surveyed because each school had less than 10 Muslim students. From the aspect of observation test and questionnaire used in this study consists of level two students who have followed several models of Bestari Solat Camp from year one to year three before. The students involved in this study are a total of 30 people consisting of boys and girls. The rationale for selecting level two students as a sample is based on the policy of the Ministry of Education which these students have had experience in the previous year. And can be used to make study samples. This selection was made because they have already gone through the process of learning the pillars of prayer in the Smart Prayer Camp Program adequately. The implementation period of this field study was made in the current year which is the first six months from January to June. This study focuses on the aspects of mastery of the pillars of prayer in the Bestari Solat Camp Program in terms of reading, deeds (prayer performance), understanding the meaning of reading in prayer and its pillars. This study was conducted using observation tests and questionnaires on Level Two students at Sk Lubok Antu with the aim of looking at the achievements and level of evaluation of the effectiveness of the Bestari Solat Camp Program in strengthening prayers. The purpose is carried out in collaboration with school administrators.

This study can only be generalized in the same population and has similar characteristics. Mastery of practical prayer skills can be used as it crosses the curriculum and can be integrated with other components according to the suitability of the environment, location, school capabilities and the provision of available facilities. Therefore, it cannot be generalized when the characteristics of differences in the population. For example, comparison with primary schools in rural areas with urban areas.

Based on the specific characteristics above, this study shows a specific scope of limitations, and produces specific findings on the specified elements only.

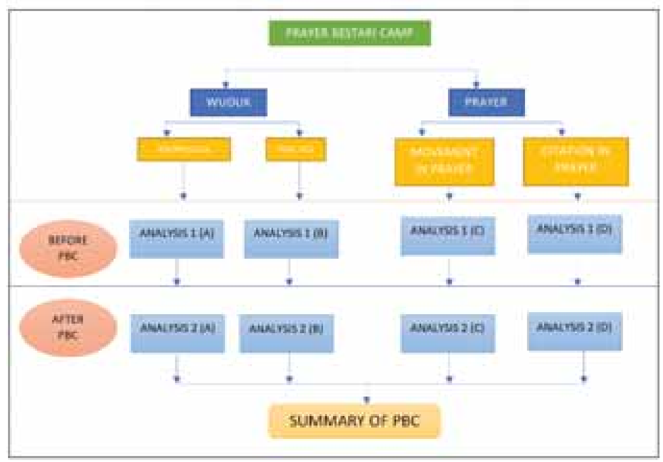

Figure 1: Research Framework

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Communication Technology in the Era of IR4.0: iPad, a Gadget Usages among School Students

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Abstract

IPads are a device designed through the combination of computers and tablets. The use of the iPad is widespread and it can cover all aspects of use regardless of whether it is in the office for official tasks or for casual activities such as playing video games and surfing the internet. As a form of communication technology, the iPad is designed to facilitate communication through browsing the internet, receiving and sending emails, connecting to social media and for anything else on the go. This device is also a medium to gain knowledge in schools; as early as 2010, the iPad was used as learning and teaching tool in select schools in Malaysia. This study was conducted to examine the effectiveness of iPad use among high school students. The qualitative method of semi-structural interviews was selected for this study. The researcher interviewed two teachers from secondary school who were using iPads as part of their learning and teaching. This method of data collection continued to interview eight students, face-to-face to ensure the flexibility of using an iPad in the learning environment. The results of this study are to achieve the objective, which is to determine if the iPad, as a communication technology device, has a positive impact in terms of helping to acquire knowledge amongst the students. As the conclusion, the article is about the efficacy of iPad use in schools, and the challenges of acquiring knowledge of the latest communication technology devices.

Keywords

iPad, communication technology, gadget, school students, IR4.0

1. Introduction

In the development of the Industrial Revolution 4.0 (IR 4.0), communication technology triggered a phenomenon that transcends border and space including the field of education that began to implement the smart learning (Chung & Kim, 2016). Crompton (2013) sees smart learning helped to improve the teaching techniques of teachers in schools, as students' intelligence are now increased and exposed to variety of resources. Henderson and Yeow (2012) and Ireland and Woollerton (2010) see the iPad as a convenient mobile device. It has the same size as the book size, lightweight, portable, wifi-accessible anywhere, longer battery life than laptops, less technical issues and touch screen are the advantages of this device to replace the thicker books.

2. Communication Technology as the Medium

McLuhan (1964) does mention that communication technology is a medium that helps to advance the process in the communication. IR4.0 proves that communication technology nowadays is the advancement in production, design and variation of gadgets, which enhances communication via digital with multifunction to connect people from several of medium (Sofia Hayati & Rosninawati, 2019).

According to Sofia Hayati and Rosninawati (2019) the development of communication technology, which combined technology from computer and smart phone, transformed analog to smart technology. This process of evolution continues to meet the life’s expectation of every human being and resulted a gadget or device called as iPad.

Communication technology devices such as iPad can be used in education system with a meaningful role as a teaching and learning tools (Karsenti & Fievez, 2013).

3. iPad Usages in School

The smart learning that emerged from IR4.0 helped to improve the teaching techniques of teachers in schools and expand the way of learning among students too. iPad is introduced as one of the flexible tools that spark student engagement with new ways to learn inclusive with software that helps the educators to come out with innovative tools in teaching.

The increasingly popular use of iPad in the classroom is seen as a technological potential for education that motivates students to learn (Rosninawati, Suria Hani, Sofia Hayati, Rosidayu & Fauziah, 2019). Hui (2016) sees that the iPad can cultivate interest and seriousness among students, especially when discussion among peers are held in class. This is an encouragement for students' participation in the class, by providing an up-to-date medium and facilitating learning and teaching (Muhammad Heriyudanta, 2016).

Thus, iPad teaches school students to be more positively responding to technology especially in managing their own learning time and their involvement in each subject (Rosninawati, et al, 2019). According to Hui (2016), using this gadget also can train teachers to be facilitators who facilitate the learning and teaching process. By using the iPad, teachers become more creative in building learning content to students (Hargis, Cavanaugh, Kamali & Soto, 2014)

4. Research Methodology

In an effort to prove that the iPad has a positive impact on the learning and teaching to school students, this study has been implemented by conducting field studies in two schools, namely at Sekolah Menengah Imtiaz Ulul Albab, Melaka (SMIUAM) and Kolej Genius Insan (KGI) (formerly known as Kolej Permata Insan) in Negeri Sembilan. The researchers conducted a qualitative study; only one teacher, who used iPad as much as possible in learning and teaching the subjects entrusted to them was selected from each school. Meanwhile, around eight students were selected by the teacher randomly to involve in these interviews.

The semi-structured interview questions revolved around the way teachers and students adopt the iPad in the classroom while studying, the challenges of using technological devices in learning and teaching, and seeing the pros and cons of the iPad to the learning process of students in school. The time allotted in this interview session is approximately one hour.

Themed analysis is used to analyze each of the data obtained.

5. Discussions and Conclusions

iPad is a combination of tablets and computers that have an advantage in the field of education as well as a platform that can encourage students to engage in cognitive and effective learning (Hui, 2016). Respondent 1, a female teacher from SMIUAM agreed that the iPad is also able to produce students who have higher order thinking skills (HOTS). According to Respondent 2, a male teacher from KGI, it is easier for him as a teacher to deliver teaching materials to students by using this technology gadget, iPad, because this Generation Z are really fond of gadgets.

Hargis et al. (2014) see the iPad as a learning platform suitable for use in language subjects. This is concurred by a Respondent 3, a student from KGI, who admitted that using iPad in teaching and learning has shown improvement in his academic especially for subject Bahasa Melayu and English.

Furthermore, iPad gives students more time to do assignments and educates them to be more independent (Chou, Block & Jesness, 2012; Churchill, Fox & King, 2012). This statement cannot be denied by majority of respondents among school students because it did help them to acquire the answer from class activities and then they will discuss the answer with their friends. The use of iPad as an informational gadget for school students is proven useful especially to access the content of the learning syllabus in the internet, it is a good combination of blended learning (Sutan Saribumi, 2016; Rano, Henderi & Fitria 2012). One of the respondent, Respondent 5, who a student from SMIUM agreed that using iPad did help him in improving his academic performance. He said that to compare his exam result before using iPad he found out that with iPad he became more independent and critical because the activities given by his teacher were considered as HOTS.

As the conclusion, the use of gadget such as iPad at school is an effective device for learning and teaching. This is aligned with Syed, Zakaria, Mohd Raus, Hanafi and Syed Hassan's (2015) study that learning aid in this era related to technology such as gadget will provide a platform for students to gain incredible knowledge especially in this borderless age. iPad is proven as a tool in communication technology that can advances students in school in their learning process as what IR4.0 is planned for the whole community in this world.

Acknowledgments

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Rhetoric Of Trans-Identity And Trans-Nation: The Trans-Gender Fault Line

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Abstract

The research paper takes a nuanced look into the idea of gender as a spatial concept and how the political groundings exist within the very spatiality. The paper reconnoitres Arundhati Roy's delicate skill of employing her narrative to reflect the narrative of Kashmir and the entire nation, as she works on the intersection of the political and the social fault lines. The paper looks into the struggles of transgender identity and the challenges of falling out of the gender binary, especially in a country like India. The struggle has been dealt with, through an in-depth parallel between a person's struggle and the insufficiencies, with reference to the Transgender Persons (Protection of Rights) Bill, 2019, thus roping in a legal angle. Roy takes us to the treacherous politics of Kashmir, through the journey of a trans-woman from the utopian world to 'Khwabgah', the heterotopic premise of a graveyard, thus making the personal become political. The exploratory and the descriptive research methods are used for deriving the theoretical analysis and to extract the results. Methods for observations are primary and secondary sources. An attempt has been made to highlight the need of exploring alternative narratives in the current times of rickety media accounts. The paper looks into how Roy sows hope amidst all the desolation of the subject matter that is bound to haunt but not leave the reader with a sense of hopelessness for humanity.

Keywords

social-political fault lines, trans-identity, heterotopia, Transgender Persons (Protection of Rights) Bill, 2019, humanity

1. Introduction

Roy dexterously manages the amalgamation of theme of trans identity and trans nation and skilfully showcases the juxtaposition in the carefully camouflaged narrative that appears fragmented at first, but soon achieves the coherence. Ideas of gender identity, space and queer existence have been dealt with at length. Despite garnering a lot of criticism, perhaps because of its political intrigues, Roy's *The Ministry of Utmost Happiness* has become a polysemic piece of literature that requires more detailed and careful reflection than it has hitherto received. The work navigates through the story of a trans-woman Anjum - her journey from the utopian world to Khwabgah, the heterotopic premise of a graveyard. Roy takes us to the treacherous politics of Kashmir. Roy provides a well-meditated literary dais for the marginalised to interact and those in margins to come forward.

2. The Fault Lines

Anjum is a graveyard of suppressed dreams, desires, and fantasies, of memories of that English man who once met her at the red fort, called her beautiful, and took a picture of her. But the metaphorical beauty of her identity doesn't cease just there. She also happens to be both heaven and haven for the distraught. The political as well as the social fault lines are carefully and, interestingly, quite unabashedly revealed by Roy. For her, the idea of a trans identity is not just confined to Anjum or Khwabgah. Just like Anjum is a trans, so is Musa, so is Tilo, so is Kashmir, and so is the nation. For Roy, trans identity is not in the body but rather in the spirit.

We find that the queer struggle with the legal structure of the country, juxtaposes the idea of home and belongingness. Out of the many flaws of the recent Transgender Bill, a major one remains in how the Bill takes away the rights of community living, from the Trans folks. The Bill explicitly hints that in situations where the family fails to support a trans individual, they'd be given shelter in rehabilitation centres. The struggles with legality are again reiterated through trans struggles with the body. Anjum has to undergo a series of painful and useless procedures in her quest of womanhood. One of the premises of the Transgender Persons (Protection of Rights) Bill, 2019, makes it rather complicated for a trans person to identify as one without showing any proof.

3. Conclusion

Roy creates Foucaultian spaces, capable of juxtaposing in a single real place, several spaces, several sites that are in themselves incompatible. A pastiche of places, ideologies, and individuals as it might be, it all comes together in Roy's exploration of the idea of various trans identities and their existence in the "subversive spaces" of their own making. Roy's novel is a sincere appeal to read into alternative narratives. When Anjum reads about the 9/11 attacks, owing to her lack of understanding of anything beyond the dilapidated walls of Khwabgah, she blames it on Saeeda, thus showing us that more often than not, it is our lack of understanding that makes us look at things in a certain way. It can also be interpreted as a caustic commentary of the flag bearers of our narratives, their intentions and their authority. Thus, towards the end when the landlord decides to dig into all the narratives that he can land his hands on, after being inundated by the other side of the story, it comes across as a wise move and something that is crucial in today's age and time of skewed stories and flawed media narratives. Roy makes you think, she makes you wonder, and most importantly, she makes you question.

Roy makes an attempt to highlight the need of exploring alternative narratives in the current times of rickety media accounts. This paper looks into how Roy sows hope in our heart, amidst all the desolation of the subject matter that is bound to haunt but not leave the reader with a sense of hopelessness for humanity.

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Diploma in Accounting Students' Awareness Towards Professional Accountant

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Abstract

Shortage of professional accountant has been the main issue when leaders of the country were concerned about the aspiration of Malaysia becoming a developed country by 2020. Since the country needs 60,000 certified accountants as part of the profession's contribution, the government has put various effort and initiatives by encouraging the cooperation between professional bodies and educational institutions to increase the number of professional accountants. Therefore, this study has been done to identify diploma in accounting students' awareness level towards importance of professional certification. This study also identifies whether the students are aware of professional bodies' existence. A questionnaire had been distributed to 136 students, randomly picked from 213 population of diploma in accounting semester five from polytechnic in southern region. The findings of this study shows that these two aspects scored high mean. The students' awareness of professional certification scores highest on their awareness of the expensive cost for undertaking the certificate. This study further shows that their awareness of professional bodies' existence is to provide training and examination to individual interested to become a professional accountant. The findings in this study provide positive awareness towards professional accountant among polytechnic students. Therefore, this study provides some understanding to the management of polytechnic in instilling the right path for accounting students to become professional accountant.

Keywords

Accounting student, awareness, professional certificate, professional bodies

1. Introduction

Accountancy is amongst important professional career as it helps to develop the nation's economy. In the report on "The Strengthening of The Accountancy Profession In Malaysia", 2014, accountants are employed at all levels of management and leadership and normally are key people in financial management, financial and management reporting and governance. According to Finance Minister II, Datuk Seri Johari Abdul Ghani, based on statistic from Malaysian Institute of Accountant (MIA), registered accountants with MIA is 33,382 from which only 20,032 members have professional certificate and only 1,686 or 8.4% are Bumiputera members (Harian Metro,2017).

Previous research has proved the country's main issue that has been raised is the need to fulfil the quota of 60,000 certified accountants to assist Malaysia realising the Wawasan 2020 (Azni Suhaily Binti Samsuri, Tengku Rahimah Binti Tengku Arifin, Suhaili Binti Hussin, 2016). Malaysia has its work cut out if it is to produce 60,000 accountants by 2020 as part of the profession's contribution to the Economic Transformation Programme (ETP), to elevate the country to developed nation status by 2020. In order to meet the ambition, Malaysia will need to almost double the number of accountants (MK Lee, 2018)

Accounting professional qualification is defined as a combination of technical exams and practical hands-on business experience which allowing potential accountants to apply their skills and knowledge in difference industries (Sani, 2014)

Accounting undergraduates should be comprehended of the benefits of becoming a professional accountant. According to Dr. Nurmazilah Mahzan, Chief Executive Officer (CEO) of Malaysian Institute of Accountant (MIA), a professional accountancy qualification opens the door to a variety of roles and positions and can take a person places, if the person has the right soft skills and work hard.

Malaysian Institute of Certified Public Accountant (MICPA), a Malaysian-based professional accounting body, has emphasised the importance of becoming a professional accountant as it will differentiate oneself from just being another accounting graduate. The skills you gain as a professional accountant are transferable across multiple organizations and industries. This includes internationally, as the technical knowledge gained can be used across the globe.

1.1. Problem Statement

The accounting education in our country has been introduced through these subjects, principle of accounting and commerce which have been taught at secondary level. In producing a capable accountant in Malaysia, student should be trained and equipped with various responsibilities by the accountable parties. Rather, there are many educational institute either from the public or private institutions offering the course (Nabihah Adnan, Halimah Harun, 2017).

According to the study by Mazlina & Mohammad Hasmawi (2012), educators and universities must play their role to positively influence and motivate the students to pursue professional examination. The favourable information about the profession may attract the potential students to take the challenge.

Therefore, in relation with the ambition of producing more certified accountants, this research is aimed to identify the level of Diploma in Accountancy students from Polytechnic on their awareness towards professional certificate and professional accounting bodies.

1.2. Objectives

The objectives of this study are:

1. Identifying the awareness of Diploma in Accountancy students towards the importance of professional certificate.
2. Identifying the awareness of Diploma in Accountancy students towards the existence of professional bodies

2. Literature Review

2.1. Students' awareness towards professional Accountant

Among the initiative that government has done to increase the number of professional accountant is carried out through college and university by offering diploma and degree in accounting (Dalilah Aziz, Adha Ibrahim, Morni Hayati and Mazilena Tajudin, 2017). Therefore, the opportunity is wide open for the school leavers whose ambition are to become an accountant by pursuing their tertiary studies in an accounting field.

Yusoff *et al* (2011) in his study found out that students will have more intention toward public accountants only if they received more knowledge or information regarding the professional accounting. Therefore, it is very important to supply the right information to the undergrads if the nation need to fulfil the quota of 60,000 accountants by year 2020 to be able to sustain the nation's projected economic growth (New Straits Times, 2015).

Student who has been exposed to education and information regarding accounting profession will have higher ambition to become a professional accountant (Aznil Samsuri, Tengku Arifin, Suhaili Husin, 2016). Regarding this matter, the educator's role is very important to raise awareness to their students in preparing graduates to become a professional accountant. (Noor Lela, Khalid Ismail dan Norizan Saad, 2015).

2.2. Professional Certificate

In Malaysia, the word 'accountant' is protected under the provisions of the Accountants Act 1967, which states that no one can hold himself or herself out or practice as an accountant unless he or she is registered as a member of MIA. Established under the Accountants Act 1967, MIA is the national accountancy body that regulates, develops, supports and enhances the integrity, status and interests of the profession in Malaysia. MIA is responsible for ensuring that the development of the accountancy profession is in harmony with the needs of national development and ensuring that the credibility of the national accountancy profession is in line with public interests. (MIA handbook).

Study by Dalilah Abdul Aziz (2017) has shown that majority of accounting graduates did not choose to become a professional accountant. They rather choose the career in accounting field that do not require them to become professional accountant. Another research finding also seem to be of concern because a very common perception among accounting undergraduates were that they feel that it is so hard to pass these professional certificate (Birawani Dwi, Sandra Aulia and Dyah Putri Kartikasari, 2018).

2.3. Professional Bodies

The professional accounting body's function are different from MIA. One can become professional accountant by taking professional examination offered by the professional body. Each accounting student has to be knowledgeable of the difference in each professional body before registering to become a member in any of those body.

The enrolment of new students remains challenging to accounting professional bodies (Lim, S.M, Yew, K.T and Loh J.Y, 2017). Professional accounting bodies globally have the mandate of representing, promoting and enhancing the global accountancy profession. (Len Jui, Jessie Wong, 2013).

The findings from Nabihah Adnan, Halimah Harun, (2017) include various initiatives have been done by the government to increase the number of chartered accountant, among it is the cooperation between educational institution with professional bodies such as Malaysian Institute of Certified Public Accountants (MICPA), Association of Chartered Certified Accountant (ACCA), Institute of Chartered Accountant of England Wales (ICAEW), Chartered Institute of Management Accountants Malaysia (CIMA) and Certified Public Accountants (CPA).

Therefore, these efforts must be continuous and more focused in order to produce more Bumiputera certified accountants.

2.4. Research framework

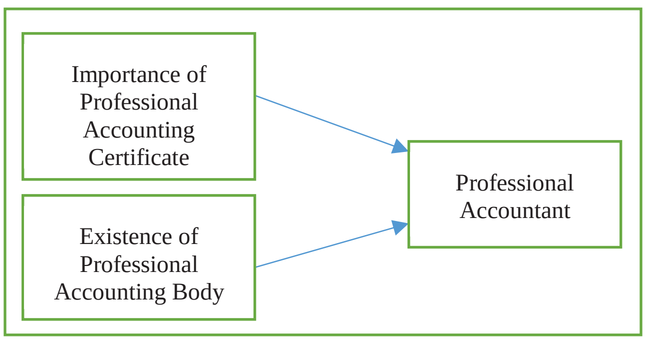

Diagram 1. Research framework
Adapted from: Wen et al. (2015), Lim et al. (2017)

3. Research Methodology

The objectives of this study are to identify diploma in accounting students' awareness level towards importance of professional certification and professional bodies' existence. For data gathering purposes, a set of questionnaire is used as the main instrument which was adapted from the previous research (Mazlina and Mohammad Hasmawi, 2012). The questionnaire was divided into three parts.

Part A is designed to obtain information about the respondents' socio-demographic. Part B tries to identify the students' awareness of professional certification. In Part C (last part), seeks information to identify the students' awareness of professional accounting body. In part A and B, Likert scale has been used (from the scale of 1 to 5).

Questionnaires have been distributed to 136 semester five students studying diploma in accountancy from southern region polytechnics, namely Politeknik Merlimau (PMM), Politeknik Melaka (PMK) and Politeknik Port Dickson (PPD). They have been chosen because these students were in their last semester before going for their internship. Considering that they have almost completed their courses and should be able to have a clearer picture of their career future. Pilot test has been done before the questionnaire were given out to the respondents to ensure the validity and credibility of the questions.

This is important so as to ensure our data collection can be analysed. Validity of the questionnaire had been verified by 5 lecturers picked randomly to ensure the items fulfil the equirement of this study. The lecturers have assessed the questionnaire in terms of content, style and format prepared. During the credibility test, 30 samples from diploma in accounting students in semester five from PMM have been chosen. Result is shown in Table 1. Therefore, it is concluded that items for both parts could be used for the purpose of study.

Table 1. Credibility test result

Plan after graduating	Frequency	(%)
Continue to Degree level	58	42.6
Taking professional certificate	20	14.7
Working	58	42.6

Items of questionnaire is analysed using the Statistical Packages for Social Science (SPSS version 25). Descriptive analysis mean method has been used based on Landell (1977) as shown in Table 2.

Table 2. Mean score interpretation

Mean value	Description
1.00-2.33	Low
2.34-3.67	Moderate
3.68-5.00	High

4. Research Findings

4.1. Part A: Socio-demographic

This part of the questionnaire covers the socio-demographic information of respondents. The respondents were consisted of 41.2% male and 58.8% female students. From 136 respondents, 22.1% were answered by Politeknik Merlimau students, 36.8% from Politeknik Melaka and majority of respondents, 41.2% were from Politeknik Port Dickson. When asked about whether these students took up principle accounting during Sijil Peperiksaan Malaysia (SPM), 75.7% had studied principle accounting before and only 24.3% did not have the basic of accounting before studying in Politeknik. There were 46 (33.8%) with cumulative grade points average (CGPA) above or equal to 3.50-4.00, the majority of the respondents, 80 (58.8%) have

CGPA of between 3.00-3.49 and only 10 (7.4%) of respondents have the CGPA below 3.00.

In the last part of questionnaire, respondents were asked about their plan after graduating from politeknik. Table 4.1 summarised the finding.

Table 4.1: Frequency of Respondents' Plan Upon Graduating

4.2. Part B: Students' awareness of the importance of professional certificate

In part B, the average score from each item will help in assessing the level of students' awareness towards the importance of professional certificate. Table 4.2 shows the mean score of each factor that affect the students' awareness.

Table 4.2. Mean Score for Students' Awareness Level Towards Professional Accounting Certificate

No	Question	Mean Score	Level
1.	I am aware of professional accounting certificate	4.04	High
2.	Professional accounting examination is a big challenge	4.24	High
3.	Professional accounting certificate opens an opportunity for a career enhancement	4.26	High
4.	Professional accounting certificate is well known among public	3.97	High
5.	Professional accounting certificate is internationally recognized	4.15	High
6.	Professional accounting certificate give a better life prospect in future	4.26	High
7.	Professional accounting certificate enables me to become a professional accountant	4.24	High
8.	I am willing to take up professional accounting certificate because I have knowledge in accounting	4.01	High
9.	I am willing to sacrifice my time to take up professional accounting certificate	4.01	High
10.	I am willing to sacrifice in terms of financial aspect to take up professional accounting certificate	4.41	High

The average mean score for students' awareness level towards professional accounting certificate is 4.16 which shows that all respondents have agreed that they are aware of the importance of professional accounting certificate.

However, our findings did not agree with findings from Suhaila Hamid,2017 in which her research shows that financial factor was the main concern for the respondents in

Objective	Alpha Cronbach	Result
1	0.764	Accepted
2	0.819	Accepted

previous research. Our research found out that our respondents are willing to sacrifice in terms of financial aspect to take up professional accounting certificate.

4.3. Part C: Students' awareness of the existence of professional bodies

The average score for this part in each item discover the findings of students' awareness of existence of professional bodies. An everage mean for this part is 4.14. The highest mean score was for item no-9 with 4.29, which shows that the students are aware of function of professional bodies are to provide training to become an accountant. Whereas item no-3 scored the lowest with 3.99 which shows the awareness through printed media was less effective.

Table 4.3. Mean Score for Students' Awareness Level towards Professional Accounting Bodies

No	Question	Mean Score	Level
1.	I am aware of professional accounting bodies existence	4.09	High
2.	I am aware of professional accounting bodies existence from the lecturers	4.23	High
3.	I am exposed to professional accounting bodies existence from printed media	3.99	High
4.	I realized the professional accounting bodies existence from the academic visit	4.05	High
5.	I am exposed to professional accounting bodies' functions	4.07	High

6.	I am aware of the professional accounting bodies have organized programs for undergraduates	4.11	High
7.	I am aware that professional bodies offers professional accounting certificate	4.16	High
8.	Professional accounting bodies play an important roles in producing professional accountant	4.26	High
9.	I am aware of the training given by professional accounting bodies to accountant	4.29	High
10.	I share information regarding professional accounting bodies to my friends	4.15	High

5. Conclusion and Suggestion

5.1. Conclusion

As a conclusion, the findings from this research shows that there are positive level of awareness towards the accounting profesionalisme from diploma in accounting students. The result shows that the students' level of awareness towards the importance of professional accounting certificate and existence of professional accounting bodies are high. This could be interpreted as the students from Politeknik in southern region are aware that pursuing professional accounting certificate is important.

The findings shows these students readiness in term of financial aspect, indicate how much effort they should put in order to become a professional accountant. However previous research by Suhaila Hamid,2017 where financial seemed to be the main concern was quite contradict with this finding.

The respondents were aware of the existence of professional accounting bodies in Malaysia and the important role play by these bodies which is to provide training for an individual who wants to become a professional accountant.

The findings from this research are important to help our country in producing more professional accountants to ensure the demand for these professionals could be fulfilled. Graduates from Politeknik must be supplied with an accurate information regarding the route to become professional accountants, because accounting is just not crunching numbers.

Even though the finding shows that these students' awareness towards importance of becoming professional accountant are high, there are other aspects that are equally important in order to achieve the 60,000 target number for professional accountants.

5.2. Suggestion

After analysing the findings of research, students from Politeknik in southern region should be encouraged to become professional accountants to be part of the 60,000 numbers as aspired by the Malaysian government. Although the findings shows that respondents whom are likely to take up professional certificate is only 20 out of 136 respondents (or 14.7%), the number could be higher if more exposure are given to them.Since the awareness towards professional certificate is high, students from Politeknik must have structured program upon graduating to become professional accountant, rather than letting them seeking the route by themselves.

The feedback from an alumni of Politeknik Merlimau whom currently pursuing an ACCA program called Pra Peneraju Profesional Akauntan Muda (Pra-PPAM), a collaboration program by Politeknik Malaysia, Sunway Tes and Yayasan Peneraju stated that this program is vey good as one way of encouraging Politeknik graduates to become a professional accountant.

Therefore, these are few recommendations to related parties in instilling and encouraging the passion to become a professional accountant among Politeknik graduates:

- Management of Politeknik;
  i. Build more networking between Politeknik,
  ii. Professional Bodies and Funding Institution to create a special pathway program for Politeknik students
  iii. Create a career pathway for students who wants to become a professional accountant even before they complete their diploma
  iv. Discussion on papers that could be exempted from the professional bodies should actively be discussed. (Currently Politeknik graduates taking up ACCA will be exempted for 4 papers)

- Professional bodies;
  i. Representatives from professional bodies should play more pro-active role by coming to

the Politeknik as a campaign in recruitting more graduates to join their programs.

ii. ii) Actively involve in any Politeknik events, especially when it evolves students from Diploma in Accounting

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Implication Of Other Legislations On Negotiable Instruments: A Study In The Light Of Negotiable Instruments Act, 1881

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Abstract

Purpose of the Study: The study focuses on the applicability of other legislations on Negotiable Instruments, which are principally administered by the Negotiable Instruments Act, 1881. The objective is to make a well-established nexus among various provisions of civil, criminal and procedural laws, administering the Negotiable Instruments in India.

Research Methodology: The research is conducted on the secondary data which includes the legislative enactments, a thorough study of the laws on NI and Evidence Law, Law of Contract and the Reserve Bank of India Act etc.

Main Findings: It is found that the Principle Act which governs the NI in India is not exhaustive enough in itself. Moreover, in the matters of contradiction with other legislations, other laws supersede the Act of 1881. It gives a need of enacting a totally new enactment or to do major amendments to cover the gap or contradictions. The study reveals the deviation of principles in terms of interpretation of the provisions from the mother Acts.

Implications of this study: The research is helpful to the enactment of the new/amended legislation on NI in India. It is also helpful to the researchers to understand the applicability and limitations of the present Act.

Novelty/Originality of this Study: The research has covered the most untouched area of the NI, which creates the illusion of the implications of the provisions of the Act, when this is superseded by other legislations. An endeavour is made to make sense of the demand of a new enactment.

Keywords

Bill of Exchange, Cheque, Instruments, Legislation, Negotiable, Promissory Note.

1. Introduction

In day-to-day commercial dealings, all the transactions are not placed in terms of money. With the expanding commerce and trade, the increasing calls of money might not be matched merely with the exchange of money. Under certain circumstances, the businessman does not have ready cash with him. Moreover, he may not like to carry huge amount of money in his pocket. Due to these reasons, the business adopted a new method of exchanging documents, and these documents which are used as substitute for money, are known as Negotiable Instruments (NI). In India, the legal provisions concerning to the NI, are confined in the Negotiable Instruments Act, 1881 and in the Amendments Acts of 1988, 2002, 2015 and 2018.

2. Analysis of the provisions of the Act

The researcher has identified few provisions of the Act which needs further clarifications or reframing for prolonging the significance of the Act.

Following are the provisions that need to be focused upon:

2.1. The Definition of NI

In the Act, the term NI has not been defined by the legislature which always gives the scope of various judicial pronouncements and interpretations, which may vary case to case. Besides giving the definition of the instrument, the Act refers it under three kinds such as a promissory note, bill of exchange or cheque.[1]

The gap is between the provision of this Act and other laws prevailing in India. Indian law recognises several instruments as NI which are not covered under this Act such

[1] The Section 13 of the Act.

as Hundi[2], Share-warrants[3], Dividend-warrants[4], Railway Receipt[5], Bankers Draft and Circular Notes[6].

2.2. Classification of NI

The Act suggested various classifications of NI which includes:

i. Bearer Instruments
ii. Order Instrument
iii. Demand Instrument

The analysis of all the definitions reveals that a promissory note and a bill of exchange may be:

(a) Payable to order or to bearer
(b) Payable to order on demand or payable to bearer on demand

The gap/contradiction is between the provisions of this Act and the Provisions of RBI Act. The Reserve Bank of India Act, 1934 restricts the issue of demand bill of exchange and promissory note. As per the language of the Act: No other person is authorised other than the Bank or Central Government (if expressly recognised by the Act) to issue any bill of exchange or promissory note which is payable to 'bearer on demand'.

2.3. Presumption of Consideration

As per s. 118 of the Act, the court has a presumption i.e. the 'Presumption of Consideration' attached with every NI. It means this need not to be proved by the person who holds the NI until contrary is proved.

In various judicial pronouncements, the court recognises a bill of exchange or promissory note which was made *without consideration*, these kinds of bill of exchange or promissory note are called 'Accommodation Bill or Note'. These kinds of NI may be drawn in urgent need of money, which can be raised by a friend without any valuable consideration.

The gap is about s. 118 and s. 43 of the Act, those are *prima facie* contradictory. One recognises consideration as presumption, second enforces the instrument, which is without consideration. Again the term 'accommodation bill or note' is missing in the definition clause, classification or from any explanation clause of the Act.

2.4. Inchoate Instruments

Section 20 of the Act lays down the provisions related to an Inchoate Stamped Instrument. As per the language of the section, the Act clearly indicates the instruments those are stamped and in the Act, there are only two instruments which are stamped i.e. a promissory note and bill of exchange.

The gap is, many judicial pronouncements recognise or consider a cheque as inchoate instrument, if it's lacking one or two essentials, mentioned in the characteristics of the NI, irrespective of the fact that the cheque is not a stamped document or there are number of differences between the documents recognised by the s. 20 of the Act and in the cheque.

3. Conclusion

Beside the areas/provisions mentioned in the research paper, there are number of other provisions which need improvement/ rectification or clarification**.** Ambiguity in the language of the Act gives the scope of several analysis of the language of the section, explanation and proviso. It imposes the extra burden on judiciary to interpret the contents of the Act, which may differ from case to case basis. The NI Act is a Central Act, but if there is any contradiction of the laws of this Act or the laws of the Reserve Bank of India Act (mentioned in the research paper), the later will prevail. Thereafter, it is the failure of the legislature to give dissimilar Acts which are curtailing or limiting the existence of other Acts.

4. Suggestion

In the opinion of the researchers, enactment of the Amendment Acts is not sufficient in the current scenario, but there is a strong need of reframing of the laws related to NI, keeping in mind all other laws, customs and usages governing these instruments. The researchers suggest the enactment and enforcement of new NI Act, to be free from existing breaks.

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[2] A Hundi consists an unconditional written order to pay a certain sum of money to a certain person whose name is mentioned in the document. Hundis are not come under the purview of NI Act, 1881 but it is treated as bill of exchange form the ancient time and has legal force. (https://www.rbi.org.in/scripts/ms_hundies.aspx)
-a NI, bill of exchange, or promissory note of India used especially in the internal finance of trade (Merriam-Webster).

[3] The document issued by the company stating that it's bearer is entitled of all benefits of the share or stock mentioned on it. The warrants are security under Section 2(za) of FEMA. (RBI vide Notification No. FEMA. 308/2014-RB2 dated June 30, 2014).

[4] A document which entitles the shareholder to a dividend.

[5] S. 65, Railways Act, 1989: a document signed by the railway officer as a proof of receiving the goods and send it to desired place.

[6] Kind of a bill to facilitate a person in terms of finance traveling abroad.

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Industry on Campus (IOC): Fundamental Concepts in Polytechnics and Community Colleges, Higher Education Malaysia

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Abstract

This paper is a fundamental concept of the Industry on Campus (IOC) basic approach of the implementation method, which conducted in Polytechnics and Community Colleges responding to the educational challenges 4.0. The objective is to obtain the factors that assist IOC's planning and implementation methods. A focus group discussion consisting of officers and directors of institutions at Polytechnics and Community Colleges involved in data collection. The findings of this study will assist the Department of Polytechnic Education and Community Colleges in structuring the planning and implementation of IOCs in institutions through a conceptual model design. The concept will be presented to the Polytechnic and Community College Industry Advisory Council to adopt new skills education between industries and institutions.

Keywords

TVET, Collaboration, Industry On-Campus, Industry and Technology

1. Introduction

The development of technology in the developing industry-leading to the latest revolution demands workers who are more knowledgeable, skilled, excellent in communication, and can complete a task in groups with professionals' manners [1]. Only potential and competent employees will get a place and be selected to perform tasks or jobs in the industry. In order to cater this requirement, some initiative need to be done to produce a semi and highly skilled workforce, which requires the efforts in Technical and Vocational Education Training (TVET) to responding in the government target as an area that will help the country to achieve the status of a developed country in the future [2].

Thus, efforts towards achieving the status of a developed country demand for human resources to expected increase by 1.3 million by 2020 [2] and the role of TVET is needed to overcome the demand from industry. In line with this demand, balanced TVET skills in terms of knowledge, communication, and teamwork should be applied in the technical and vocational based education system where the concept of learning is widely used in almost industrial countries, including Malaysia [3].

1.1. Problem Statement

The implementation of TVET education in Polytechnics and Community Colleges Malaysia is based on the syllabus and curriculum development between curriculum (academia) developers and industry representatives. It is to ensure the quality of graduates of the Department of Polytechnics and Community Colleges Education (DPCCE) competent and in line with the industry [6].

Recognizing the importance and requirement to always align with standard with the industry's needs, the Department of Polytechnics and Community Colleges Education (DPCCE) took proactive and responsive initiatives through the Program Planning and Institutions Division to outline the implementation concept of the latest methods for their teaching-learning methods namely Industry on Campus.

This new methodology need to be structured and organized in term of standard operating procedure and need to be develop to be used by all polytechnics and community colleges institutions to ensure the relevance of this institution with current and industry-leading educational methods in term of planning and implementing or in simple meaning fundamental pillars. These fundamental pillars need to be determined for the direction to which this new method's implementation is consistent and reliable according to the standards set by DPCCE. With that, a qualitative study was conducted to determine the fundamental factors or pillars to establishing this IOC, which was conducted through the focus group discussion method (Focus Group Discussion).

2. Literature Review

Collaboration

Collaboration from an industry perspective is defined as a form of collaborative way in production in which several individuals or organizations work together through strategic alliances for the same purpose in achieving business benefits [7]. Reference to [8] has stressed that developing countries oversee the learning system, and the development of workforce resources through collaboration between educational institutions and industry players is a significant contribution to the country. Thus, the education that contributes to the development of human resources for the industry needs to take proactive initiatives in working with the industry to produce competent and highly competitive workforce resources.

Technical and Vocational Education and Training (TVET)

Reference to [9] defines TVET as an alternative effort of training and skills education related to various fields of employment, production industry, and services that contribute to the livelihood of society. TVET is vital as a lifelong learning mechanism that can occur starting as early as secondary school, higher education, or economic improvement courses for the community, aiming to generate individual income. TVET approach needs to be in line with current needs that require the addition of new skills and require new learning methods to highlight experts such as scientists, inventors, and high-level expertise [8]. In making a skilled employee, the need for knowledge should be commensurate with the practical skills that require strategic collaboration between educational institutions and related industries to produce balanced graduates who are highly knowledgeable and competent.

3. Methodology

This study aims to identify, understand, and discover factors related to human behaviour and perceptions, in which the findings are used as a fundamental discovery of an IOC method. With that, the qualitative approach is the most suitable approach with the focus group discussion method used to gather this study's information. A total of five officers selected for this focus group discussion are among the management officers at Polytechnics and Community Colleges. A set of semi-structured question was developed to obtain in-depth and detailed information about this study related to the views, experiences, and perceptions in managing collaborations with industry. The answers from all these discussions were recorded and reported on the theme through pen portray. Findings from informants are arranged according to themes so that the information obtained is easy to handle and can be used as a conclusion for this study.

3.1. Information Analysis

Question 1: What is the Industry-based learning center implement in your institution?

No	Institution	Industry-Based Learning Centre	Informants
1	Politeknik Seberang Perai, Pulau Pinang	• Logistic Services • Accounting Services	1
2	Politeknik Sultan Ahmad Shah, Pahang	• Accounting Services • Engineering Product & Services	2
3	Politeknik Tunku Sultanah Bahiyah	• Accounting Services	3
4.	Kolej Komuniti Taiping, Perak	• Spa Services	4
5	Kolej Komuniti Sungai Petani	• Spa Services • Food & Beverage Services • Laundry Services	5

Question 2: Who will take the benefits/targets of participants on Industry-based learning centres in the institution?

The purpose of this question is to identify who the stakeholders for this IOC program are? It needs to be emphasized in order to provide benefits based on the objectives of the institution establishment. Finding from the information, highlighted the stakeholders for this Industry on Campus Program can be focused into four (4) context namely: a) Institutional students; b) Community / Society representing from various aspects whether individual or group; c) Industrial workers for preliminary training, reskilling and upskilling and; d) Institutional staff who can take advantage of this collaboration to add skills and generate additional income.

Question 3: What are the basics / FACTORS that you see need to be emphasized in setting up an Industry-based learning centre in the institution?

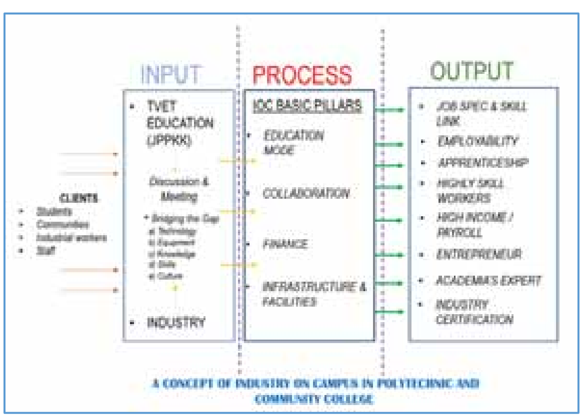
This question is asked in order to know the essential factors required in implementing this IOC program. This answer will help the management of institutions in Polytechnics and Community Colleges to manage based on this element's determination. Findings from the informants on the planning and operation's fundamental factors emphasize on; a) Learning Mode; b) Niche area Collaboration; c) Financial management and; d) Infrastructure and Facilities.

Question 4: What are the Impact Expectations on the implementation of Industry-based learning centres in the institution?

This question is raised to determine the expected output resulted from the implementation of this IOC. The expected output is very much needed in determining the direction of this IOC and contributing to the institution's objectives. Findings from informants on the expected impact are concluded and highlighted as below;

a) The compatibility between job specifications in the industry and graduate skills is improved.
b) The marketability of institutional graduates increased.
c) Apprenticeship system for the industry
d) Highly skilled workers that increased productivity and generate maximum sales and profits.
e) Increased Revenue
f) Entrepreneurial enculturation embarks on the graduates' knowledge and personality.
g) New knowledge and skills for Academician.
h) Certification from the industry

This finding is further complemented by the conceptual framework provided below.



4. Discussion and Recommendation

Findings through focused group discussions provide some insight into the factors that underlie IOCs' implementation in Polytechnics and Community Colleges. The implementation of this IOC needs to consider the four main pillars of its operation.

First Pillar - Learning Mode of Pedagogical approach
Second Pillar - Strong collaboration or strategic alliance
Third Pillar - Financial factors
Fourth Pillar - Infrastructure and facilities

The IOC method, which involves almost 80 percent with the industry, is considered a new TVET method in training future industry players. With this framework model, all institutions under the Department of Polytechnic Education and Community Colleges are expected to create a place for training applications conducted with industry either on institutional premises or in industrial premises managed by institutions as IOC Excellence centres.

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Pendekatan Pembelajaran Menerusi Kemahiran Generik Dalam Kebolehpasaran Pelajar Politeknik Merlimau Melaka Yang Mengikuti Program Tanggungjawab Sosial Korporat (CSR)

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Abstrak

Kebolehpasaran graduan menjadi isu utama yang kritikal dimana berlaku kepincangan dalam kemahiran bukan teknikal (generik) dikalangan graduan. Kelemahan graduan dewasa ini menguasai kemahiran generik menyukarkan mereka untuk bersaing di arena pekerjaan. Graduan yang berpotensi dan mahir dalam teknologi maklumat, inovatif serta kreatif menjadi keutamaan. Oleh itu, sistem pendidikan mestilah mampu melahirkan graduan yang memenuhi kehendak pasaran. Kurikulum masa kini perlu lebih menyeluruh dan bersesuaian mengikut perkembangan semasa. Model Pembelajaran berasaskan program CSR memerlukan penglibatan pelajar yang proaktif dalam kelas, kokurikulum serta penglibatan pelbagai aktiviti yang tidak formal. Kajian ini adalah bertujuan untuk mengenalpasti kemahiran generik dalam kalangan pelajar Politeknik Merlimau Melaka yang diperolehi setelah mengikuti program CSR. Elemen kemahiran generik yang dikaji adalah dari aspek kemahiran komunikasi, kemahiran kepimpinan dan kemahiran penyelesaian masalah. Kajian ini adalah berbentuk deskriptif dengan menggunakan borang soal selidik untuk memperolehi maklumbalas daripada responden. Seramai 84 responden telah terlibat dalam kajian ini yang terdiri dari pelajar Diploma Pengajian Perniagaan dan pelajar Diploma Pengurusan Acara. Data yang diperolehi dianalisis menggunakan sistem perisian SPSS (Statistical of Social Science for Microsoft Window Release 23.0). Hasil dapatan kajian menunjukkan bahawa elemen kemahiran generik dari aspek komunikasi, kepimpinan, kerja berkumpulan, menyelesaikan masalah serta kemahiran etika dan professional dapat diterapkan dalam diri pelajar menerusi program CSR yang dijalankan. Beberapa cadangan kajian juga dibincangkan khususnya dalam konteks kemahiran generik agar kebolehpasaran pelajar dapat ditingkatkan.

Kata Kunci

Pendekatan Pembelajaran, kemahiran Generik, Kebolehpasaran

1. Pengenalan

Pendidikan merupakan asas pembangunan dan perkembangan individu yang seterusnya akan membawa inovatif serta kemajuan kepada bangsa dan negara ke arah merealisasikan wawasan negara. Menurut Azizi, Yusof, dan Amir Hamzah (2015), pendidikan merupakan teras yang dapat menjaminkan penghasilan sumber manusia untuk memenuhi pelbagai faktor dalam sesebuah negara. Proses pendidikan juga dapat melahirkan insan yang berdisiplin, jujur, serta berakhlak mulia. Menurut Hassan bin Hushin (2013), pendidikan secara keseluruhannya ialah satu proses untuk membentuk kebolehan dan sikap individu. Proses ini membolehkan seseorang individu memperoleh keyakinan dan pertubuhan kendiri. Pembangunan modal insan yang berkualiti adalah satu agenda negara bagi menghasilkan kerja mahir dan separuh mahir. Sistem pendidikan pada hari ini berhasrat memastikan setiap murid mencapai potensi sepenuhnya bukan sahaja penekanan dalam bidang pengetahuan dan kemahiran semata-mata tetapi turut memberi penegasan terhadap pembangunan memimpin kemahiran dwibahasa etika dan kerohanian identiti nasional dan kemahiran berfikir. (Pelan Pembangunan Pendidikan Malaysia 2013-2025).

Institusi pendidikan diberi peranan sebagai tempat untuk memupuk insan yang boleh menyumbang dan mengamalkan cara hidup yang positif selain berjaya mencapai pendidikan tinggi dan menjadi insan cemerlang, Nusila (2008). Pelan Srategi Pengajian Negara (PSPTN) memperkenalkan dasar dan program baru ke arah melahirkan modal insan kelas pertama negara. Dasar, program dan modul bahawa seperti dasar keusahawanan IPT, program kebolehpasaran graduan dan modul kemahiran insaniah telah diterapkan disemua IPT selaras dengan hasrat kerajaan dalam melahirkan graduan yang bukan sahaja cemerlang dalam akademi tetapi juga mampu berfikiran kritis dan mempunyai ciri-ciri kepimpinan. hedmore (2014).

Manakala Rodiah Siti Rahayah dan Noriah (2009) menyatakan KPT (2006) telah mendefinisikan kemahiran insaniah merangkumi aspek-aspek kemahiran generik yang melibatkan elemen kognitif yang berkaitan dengan kemahiran bukan akedemi seperti nilai positif kepimpinan kerjasama berpasukan, komunikasi dan pembelajaran berterusan. Menurutnya lagi dalam kajian Siti Rahayah et al. (2008) menunjukkan kemahiran generik perlu diaplikasikan dalam pengajaran dan pembelajaran subjek dan perlu didedahkan dari awal kemasukkan pelajar di semester satu pengajian. Pensyarah perlu lebih sensitif dengan kekuatan dan kelemahan pelajar supaya pengajaran dan pembelajaran dapat diterapkan mengikut kebolehan pelajar.

1.1. Latar Belakang

Dalam kajian Sharifahana et al. (2015) selaras dengan perubahan masa bidang kerjaya menjadi semakin kompleks. Ini turut dinyatakan dalam kajian Noraini (2008) yang menyatakan kemahiran generik perlu diterapkan dalam diri pelajar semasa berada dalam universiti lagi untuk perkembangan diri mereka. Hal ini kerana kemahiran generik adalah suatu keperluan tambahan bagi pelajar dalam menentukan pembangunan dan perkembangan sesebuah organisasi di samping menjamin kecermerlangan diri sendiri. Pelajar yang mahir dalam profesion masing-masing dan mempunyai penguasaan dalam kemahiran generik akan mendapat tempat dalam bidang pekerjaan atau organisasi.

Pelbagai usaha dilakukan oleh pihak kerajaan dan institusi pengajian untuk meningkatkan kemahiran insaniah dalam diri pelajar. Banyak program dan aktiviti telah dilaksanakan antaranya adalah program tanggungjawab sosial (CSR). Melalui aktiviti CSR yang dijalankan memberi peluang kepada pelajar dalam membentuk dan mengukuhkan lagi kemahiran generik yang diperlukan. CSR secara umumnya membawa maksud sebarang komitmen atau penyertaan oleh sesebuah organisasi mengikut pertimbangan peniagaan dan sumbangan dari sumber korporat dalam komuniti atau masyarakat yang bertujuan ke arah meningkatkan kesejahteraan masyarakat di sekitar peniagaan atau perusahaan. Ada diantara badan-badan korporat ini menjalankan kerjasama dengan pihak Institusi Pendidikan untuk memberi peluang kepada para mahasiswa dan mahasiswi untuk mendedahkan diri mereka dengan dunia pekerjaan yang sebenar. Tanggungjawab Sosial (CSR) yang dijalankan dalam sektor pendidikan ini membolehkan pelajar universiti awam mempunyai pengalaman mengenai cara bekerja serta pratikal dalam bidang pengkhususan yang bakal diceburi, secara langsung akan melahirkan lebih ramai pelajar yang berdaya saing serta mempunyai pengalaman dan kemahiran selok-belok pekerjaan bila setelah memasuki zaman pekerjaan (Syed Mahadzir 2013).

Pembangunan pelajar di universiti awam adalah penting semenjak mereka melangkahkan kaki pada hari pertama lagi di kampus atau pusat pengajian. Pembentukan diri pelajar di universiti dapat memperlihatkan perkembangan pergaulan pelajar dalam usaha menyelesaikan masalah yang timbul semasa pengajian mereka di universiti awam. Oleh itu pembangunan diri pelajar dapat ditingkatkan dalam usaha melakukan aktiviti luar dan kerja amal seperti memupuk pelajar dengan galakkan aktiviti tanggungjawab sosial CSR bagi meningkatkan keupayaan diri pelajar semasa berada di institusi pengajian tinggi awam (Hassan Bin Hushin 2011).

1.2. Penyataan Masalah

Keupayaan pelajar untuk berada dalam pasaran pekerjaan dalam kalangan lepasan IPT di Malaysia merupakan satu isu utama yang diperkatakan. Pelbagai pendekatan yang diambil oleh institusi pengajian tinggi bagi memastikan graduan yang dihasilkan dapat memenuhi kehendak industri. Isu pengangguran graduan juga banyak dikaitkan dengan kelemahan graduan dari aspek kemahiran insaniah seperti kemahiran menyelesaikan masalah. Konsep dunia pekerjaan hari ini meyuruh, menyebabkan kemahiran tambahan adalah bonus untuk menarik perhatian industri. (Timbalan Naib Canselor akademik dan Antarabangsa UMP, Dr Wan Azhar Wan Yusof, Metro 16 mac 2015).

Penyataan ini turut selari dengan kajian yang dijalankan oleh Fadilah (2011) yang menyatakan majikan pada hari ini terlalu memilih pekerja disebabkan faktor kepentingan mereka untuk melancarkan produktiviti dan kualiti syarikat mereka, maka seharusnya mereka perlu menekankan dan memperketatkan proses pemilihan pekerja. Oleh hal yang demikian, graduan yang cemerlang dan terampil di dalam akademi semata-mata seharusnya sedar dan bimbang serta mencari penyelesaian yang baik untuk meneroka alam pekerjaan kelak.

Menjadi matlamat pada setiap institusi pengajian seperti politeknik diantaranya iaitu untuk bukan sahaja untuk melahirkan dan menghasilkan graduan yang terlatih dari segi kerja, malah dari pelbagai aspek lain juga seperti kemahiran untuk bekerja dalam kumpulan, kemahiran berkomunikasi dan kemahiran berfikiran dan untuk menyelesaikan masalah. Pelbagai usaha dilakukan oleh pihak kerajaan dan institusi pengajian untuk meningkatkan kemahiran insaniah dalam diri pelajar. Namun, usaha-usaha ini tidak akan berjaya dilaksanakan sekiranya pelajar tidak mengambil peluang yang dibentangkan kepada mereka. Pelajar seharusnya mempunyai kesedaran untuk meningkatkan prestasi diri mereka bukan sahaja dalam bidang akademik malah juga menerusi bidang bukan akademik seperti kokurikulum supaya dapat bersaing di pasaran global.

Selain itu, kegagalan mahasiswa mendapat kerja juga adalah disebabkan mereka tidak memiliki kemahiran insaniah yang diperlukan. Hal ini kerana kebolehan setiap pelajar dinilai dari pelbagai aspek. Selain pencapaian akademik yang cemerlang, setiap pelajar perlu mempunyai kemahiran insaniah yang termasuk komunikasi secara berkesan dan beberapa kemahiran lain seperti kemahiran kepimpinan, kerja berpasukan, kerja berpasukan, pemikiran kritis serta etika dan nilai integriti (Hanum 2008).

Juliyanna Aliman (2010) berpendapat terdapat segelintir pelajar yang tidak mempunyai kemahiran berkomunikasi dengan pelbagai peringkat jawatan sama ada komunikasi ke atas mahupun ke bawah, teknik menyoal, teknik menyampai, teknik mengolah hasil dapatan dan sebagainya. Ini kerana pendedahan dalam pergaulan yang terhad di institusi dan kurangnya penglibatan pelajar dalam aktiviti kokurikulum yang dapat memberi pendedahan kepada pergaulan yang lebih luas dengan pelbagai peringkat organisasi. Di institusi, kebanyakan pelajar hanya berkomunikasi dengan rakan dan pensyarah sahaja. Kesannya, pelajar gagal mengadaptasi cara berkomunikasi dengan pelbagai lapisan organisasi yang ada di persekitaran latihan mereka.

Ahmad Jailani dan Noraini (2005) menyatakan bahawa kegiatan kokurikulum di seluruh politeknik di Malaysia dapat membina kemahiran komunikasi di kalangan pelajar yang mengikutinya dan kemahiran tersebut berpotensi membantu mereka apabila mereka bekerja kelak.

Berdasarkan pernyataan di atas, pengkaji ingin melihat sejauh manakah program CSR dapat menerapkan kemahiran-kemahiran generik yang diperlukan untuk pembangunan diri dalam kalangan pelajar dari elemen komunikasi, kepimpinan, dan penyelesaian masalah.

1.3. Objektif Kajian

1. Mengenalpasti elemen kemahiran generik di kalangan pelajar Politeknik Merlimau yang mengikuti program CSR.
2. Mengenalpasti penguasaan kemahiran generik di kalangan pelajar Politeknik Merlimau yang mengikuti program CSR.

1.4. Persoalan Kajian

1. Apakah elemen kemahiran generik di kalangan pelajar Politeknik Merlimau yang mengikuti program CSR.
2. Apakah tahap penguasaan kemahiran generik di kalangan pelajar Politeknik Merlimau melalui program CSR?

1.5. Skop Kajian

Skop dalam kajian ini adalah seperti berikut:

1. Kajian ini dijalankan di Politeknik Merlimau Melaka sahaja
2. Kajian ini hanyalah melibatkan pelajar Diploma Pengajian Perniagaan (DPM) dan Diploma Pengurusan Acara (DEV)
3. Kemahiran generik dalam kajian ini hanya merujuk kepada kemahiran komunikasi, kepimpinan dan penyelesaian masalah.
4. Sampel kajian hanya melibatkan pelajar yang telah terlibat secara langsung dalam program CSR yang dianjurkan.

1.6. Kepentingan Kajian

1.6.1. Kepentingan kepada pelajar

Hasil dapatan kajian dapat membantu pelajar dalam memberi sumbangan idea-idea baru dalam membangunkan hubungan dengan masyarakat serta dapat menyumbang tenaga dalam membantu masyarakat komuniti. Ini akan dapat meningkatkan kemahiran insaniah yang diperlukan untuk pembangunan diri pelajar pada masa akan datang.

1.6.2. Kepentingan kepada Komuniti dan Masyarakat

Dapatan kajian ini boleh membantu masyarakat dalam memperbanyakan aktiviti kemasyarakatan ini dalam mendidik masyarakat agar lebih bersikap ambil berat dan memberi sumbangan kepada komuniti yang bertujuan untuk menambah baik kesejahteraan masyarakat.

1.6.3. Kepentingan kepada Politeknik

Dapatan kajian ini boleh memberi maklumat kepada pihak politeknik mengenai penerapan kemahiran generik yang dilaksanakan melalui program-program yang dijalankan. Hasil dapatan kajian ini boleh digunakan oleh pihak Politeknik untuk membuat penambahbaikan dan memperbanyakkan lagi program-program yang boleh membantu pelajar untuk meningkatkan kemahiran dan skill yang diperlukan untuk memasuki alam pekerjaan kelak.

1.7. Definisi Istilah

1.7.1. Tanggungjawab Sosial Korporat (CSR)

Menurut Norajila Che Man, 2011 konsep CSR Tanggungjawab Sosial Korporat (CSR) boleh difahami sebagai keadaan bertanggungjawab, bertanggungjawab terhadap sesuatu, ataupun kebertanggungjawaban.

1.7.2. Kemahiran Generik

Menurut Khairun Nisa Binti Aman (2006), kemahiran generik adalah sesuatu yang berunsurkan kemahiran, kecekapan, dan keterampilan. Kemahiran boleh dedifinisikan sebagai kecekapan dan kepandaian untuk mengerjakan sesuatu. Kecekapan pula boleh didefinisikan sebagai kemampuan atau kebolehan membuat sesuatu. Keterampilan dijelaskan sebagai kecekapan dan kemampuan yang tinggi dalam menyelesaikan sesuatu masalah.

1.7.3. Kebolehpasaran

Keupayaan individu untuk mendapatkan pekerjaan dan kekal dalam pekerjaan tersebut serta mampu menyesuaikan diri dengan kehendak industri

2. Sorotan Kajian

2.1. Program Tanggungjawab Sosial (CSR)

Tanggungjawab sosial korporat merupakan gabungan beberapa konsep yang menitiberatkan elemen komuniti atau masyarakat. Tanggungjawab sosial korporat menjadi isu dan topik yang penting dalam agenda pembangunan ekonomi negara masa kini. Menurut Syahrina Abdullah (2015) tanggungjawab sosial merujuk kepada budaya atau nilai yang dipegang oleh sesebuah syarikat atau individu dalam melaksanakan tanggungjawab terhadap alam sekitar dan masyarakat secara sukarela. Menerusi tanggungjawab sosial, masyarakat dan pelajar akan mendapat manfaat sosial yang menyeluruh dapat dinikmati oleh komuniti (Nor Idayu Marhat, 2015).

Tanggungjawab sosial korporat juga menjadi kelebihan serta kesan kepada diri pelajar seiring dengan peningkatan tahap pendidikan, kemahiran, dan kesedaran mengenai isu-isu yang berkaitan dengan tanggungjawab sosial korporat.

2.2. Kemahiran Generik

Manakala menurut Adibah Abdul Latif, (2005) daripada kajian lepas berpendapat bahawa kemahiran generik adalah sesuatu yang berunsurkan kemahiran, kecekapan dan keterampilan. Kemahiran boleh didefinisikan sebagai kemampuan atau kebolehan melakukan sesuatu dengan cepat dan sempurna, berkemahiran, kepandaian, dan kepantasan membuat sesuatu. Keterampilan dijelaskan sebagai kecekapan dan kemampuan yang tinggi dalam menyelesaikan sesuatu masalah.

Menurut kajian Zamri Mahamod, (2012), menyokong kajian lepas Lizzio & Wilson, (2004) yang berpendapat Kemahiran generik perlu ada bagi setiap pelajar. Kemahiran generik merupakan kemahiran yang tidak tertumpu kapada perkara-perkara yang mereka pelajari dalam sesuatu bidang sahaja. Kemahiran generik termasuklah kemahiran berkomunikasi, kemahiran menggunakan teknologi, kemahiran merancang dan mengelola aktiviti, kemahiran bekerja dalam kumpulan, kemahiran menyelesaikan masalah dan kemahiran beretika dan moral. Bagi melahirkan pelajar yang mempunyai kemahiran generik, guru mestilah menerapkan elemen-elemen yang menggalakkan perkembangan kemahiran ini dalam pengajaran mereka.

2.3. Kemahiran Komunikasi

Menurut Sharifah Hapsah (2005), jaminan kualiti di IPT adalah untuk memastikan graduan yang dilahirkan mempunyai kemahiran teknikal dan praktikal, professional, kemahiran pengurusan, pemikiran teknikal, kemahiran komunikasi dan pengurusan maklumat.

Dalam kajian Umi Nadihah Mohd Nor, (2012) pula, menyatakan dalam kajian Persepsi Guru Bahasa Melayu Terhadap Tahap Penerapan Kemahiran Generik di dalam Kelas, telah merumuskan bahawa guru-guru Bahasa Melayu banyak menggalakkan muridnya berkomunikasi ketika proses pengajaran dan pembelajaran di dalam bilik darjah. Pelbagai aktiviti komunikasi digunakan oleh guru bagi memastikan murid-muridnya melibatkan diri secara aktif dalam aktiviti yang disediakan.

2.4. Kemahiran Kepimpinan

Dari kajian lepas Abdullah Mat Rashid, (2013), menyokong kajian lepas oleh Abel (2002) untuk mengukuhkan lagi mereke berpendapat seseorang pemimpin yang baik mestilah boleh berunding bagi mencapai matlamat perbincangan yang dijalankan. Pelajar yang menguasai kemahiran kepimpinan ini akan lebih memahami apa yang diperlukan seseorang dan bagaimana untuk mempengaruhi dan membimbing orang lain bagi mencapai matlamat yang dirancang.

Menurut Ramli, Ibrahim, Rahman dan Endut (2007), melalui satu kajian yang dijalankan oleh Program Kemahiran Siswazah yang melibatkan 293 pelajar tahun akhir dari program diploma dan Ijazah Sarjana Muda mendapati bahawa mereka sangat berpuas hati dengan program Softskills yang telah memberi banyak faedah seperti pengetahuan, keyakinan dalam komunikasi, etika professional dan moral, semangat kerja berpasukan dan kemahiran kepimpinan.

Manakala Adibah Abdul Latif, (2005) pula dalam kajian lepas pelaksanaan kemahiran generik dalam kalangan pensyarah fakulti pendidikan menyatakan bahawa kemahiran berkerja di dalam kumpulan ini kepada pelajar ini sesuai dengan pembelajaran dewasa (andragogi) yang menekankan pembelajaran berdikari. Selain itu bekerja secara kumpulan dalam organisasi merupakan satu aspek yang sangat penting sekirannya sesebuah organisasi itu mahu mencapai matlmat mereka dengan efisien dan keberkesanan.

2.5. Kemahiran Penyelesaian Masalah

Perkataan "masalah" merujuk kepada suatu keadaan, situasi atau pengalaman yang boleh memberi kesan kepada ketidakseimbangan seseorang individu daripada aspek emosi, pemikiran, tindakan dan adakalanya fizikal (Compton, Gallaway & Cournyer, 2005). Menurut kajian Meriam Yusof (2008), masalah berkemungkinan timbul daripada daripada apa sahaja tugasan dan projek yang hendak dilaksanakan oleh seseorang dalam pekerjaan mereka. Terdapat beberapa kemahiran generik dan proses dalam menyumbang dalam kejayaan sesuatu penyelesaian masalah yang turut melibatkan penggunaan kemahiran penyelesaian masalah dalam pelbaga cara dan situasi termasuklah pemikiran yang kreatif dan membuat apa-apa keputuan.

Selain itu menurut Musly Thahar, (2013), daripada hasil dapatan kajian beliau kemahiran penyelesaian masalah tahap penguasaannya juga adalah sederhana tinggi iaitu pelajar pelajar perempuan lebih menguasai kemahiran penyelesaian masalah berbanding pelajar lelaki. Dalam kemahiran ini pelajar diukur apabila dapat mengenalpasti masalah serta mencari idea bagi menyelesaikan masalah. Pelajar boleh menilai perancangan untuk mengatasi masalah, merancang tindakan untuk menyelesaikan masalah dan membaiki perancangan untuk mengatasi masalah.

Kemahiran menyelesaikan masalah perlu sentiasa dipertingkatkan dan diberi penekanan yang penting. Secara keseluruhan nilai min bagi kemahiran ini berada pada tahap yang tinggi. Dapatan kajian ini disokong oleh kajian yang dijalankan oleh Nooreen (2007) yang menyatakan bahawa secara keseluruhan pelajar-pelajar mempunyai tahap penguasaan kemahiran generik yang tinggi dari aspek kemahiran menyelesaikan masalah.

2.6. Kebolehpasaran

Kemahiran kebolehpasaran pertama kali dibincangkan pada awal abad ke 20 yang bermula di Amerika Syarikat dan United Kingdom. Pada peringkat awal abad ke 20, istilah kebolehpasaran hanya fokus kepada 2 golongan iaitu golongan yang boleh bekerja dan golongan yang tidak bekerja (Corker & Holland 2015; Dowling et al. 2015).

Graduan cenderung menghadapi kegagalan disebabkan tidak menunjukkan kemahiran kebolehpasaran dan hanya menunjukkan kelayakan akademik semata-mata. Graduan yang boleh bergerak ke hadapan dan menghadapi cabaran dengan melaksanakan pelbagai tugasan adalah menjadi keutamaan.

3. Metodologi Kajian

3.1. Reka Bentuk Kajian

Rekabentuk sesuatu kajian adalah teknik dan kaedah tertentu untuk memprolehi maklumat yang diperlukan untuk menyelesasikan masalah. Melalui teknik dan kaedah yang dipilih akan memberikan dapatan yang sah dan boleh dipercayai dalam mencapai objektif dan menjawab persoalan kajian.

Kajian yang dijalankan ini adalah kajian deskriptif yang berbentuk tinjauan dengan menggunakan borang soal selidik sebagai alat untuk mendapatkan maklumat. Menurut Mohd Majid Konting (2000), kajian tinjauan ini sering dijalankan dalam penyelidikan pendidikan. Selain itu juga, kajian berbentuk tinjauan ini melibatkan kedua-dua pengumpulan data kualitatif dan kuantitatif. Memandangkan ianya merupakan kaedah pengambilan data dalam satu masa tentu sahaja iaitu menerusi tinjauan situasi suatu masa, ianya dapat menerangkan kaitan lanjutan pola pada satu-satu peringkat masa (Mohammad Najib, (1999).

Borang soal selidik juga sesuai digunakan untuk mendapatkan maklumat berkenaan fakta-fakta, kepercayaan, perasaan, kehendak dan sebagainya. Kaedah ini lebih praktikal dan realistik untuk digunakan dalam mendapatkan hasil yang baik serta mudah mendapat kerjasama dari respoden. Selain itu, tinjauan ini bermatlamat untuk mengumpulkan maklumat mengenai pembolehubah-pembolehubah yang berkaitan dengan sesuatu fonomena tanpa mempersoalkan mengapa pembolehubah tersebut wujud.

3.2. Kaedah Pengumpulan Data

Pengumpulan data dilakukan melalui dua kaedah iaitu dengan menggunakan data sekunder dan data primer. Menurut Boris Blumberg (2005) data skunder adalah maklumat atau data yang telah sedia ada dikumpul dan direkodkan oleh seseorang yang lain untuk tujuan tertentu.

Data primer pula adalah data mentah yang diperoleh melalui borang soal selidik yang akan diedarkan oleh pengkaji. Borang soal selidik ini biasanya dibentuk berdasarkan kepada objektif kajian untuk tujuan pengumpulan data. Menurut Rohana Yusuf (2004), adalah data yang berasal dari sumber yang pertama atau asli. Menurut Sabithan Marican (2005) lagi data primier adalah data asal yang dikumpul secara khususnya untuk menjawab persoalan kajian. Sumber-sumber maklumat selalunya dikumpulkan melalui soal selidik, temu bual dan pemerhatian.

3.3. Populasi dan Sempel

Populasi kajian adalah terdiri daripada pelajar-pelajar DPM dan DEV yang telah menjalani program CSR. Populasi ini dipilih kerana pengkaji beranggapan mereka merupakan golongan pelajar yang terlibat secara langsung dengan aktiviti CSR yang merupakan tujuan kepada kajian yang dijalankan. Seramai 85 responden telah dipilih mewakili populasi dan sampel kajian.

Pemilihan sampel daripada populasi adalah penting kerana jika bilangan sempel yang dipilih tidak sesuai maka ianya akan menyebabkan dapatan yang diperolehi adalah tidak boleh diterima kesahihanya. Bagi mendapatkan keputusan yang lebih tepat pengkaji telah mengambil keseluruhan populasi sebagai sempel kajian.

Kaedah persampelan yang akan dipilih adalah kaedah persampelan secara rawak mudah dimana borang soal selidik akan diedarkan kepada responden iaitu pelajar politeknik merlimau melaka. Pengkaji memilih kaedah persampelan kerana sampel yang diperolehi dengan menggunakan kaedah ini tidak menggunakan tatacara pemilihan secara kebarangkalian.

3.4. Instrumen Kajian

Bagi menjalankan kajian ini, pengkaji menggunakan instrumen borang soal selidik untuk mendapatkan data daripada responden. Tinjauan yang dibuat menggunakan borang soal selidik adalah untuk mengetahui latar belakang responden, mengenal pasti objektif kajian dan mendapat maklum balas serta pandangan daripada responden.

Borang soal selidik ini dibahagikan kepada dua bahagian iaitu Bahagian A dan juga Bahagian B. Bahagian A mengandungi soalan-soalan yang menjurus kepada latar belakang respoden. Manakala bahagian B dipecahkan kepada tiga bahagian iaitu soalan tentang kemahiran komunikasi, soalan berkaitan dengan kemahiran kempimpinan, dan soalan berkaitan dengan kemahiran penyelesaian masalah. Di bahagian B ini responden akan menjawab dengan menggunakan 5 skala likert (rujuk jadual 3.1).

Jadual 3.1. Skala Likert

PENYATAAN	SKOR
Sangat Tidak Setuju	1
Tidak Setuju	2
Neutral	3
Setuju	4
Sangat Setuju	5

3.5. Menilai Kebolehpercayaan

Kesahan dan kebolehpercayaan sesuatu instrumen adalah penting bagi memastikan dapatan yang diperoleh boleh dipercayai dan tidak dipersoalkan (Kerlinger & Lee, 2011). Dengan itu, bagi memastikan kesahan dan kebolehpercayaan instrumen adalah penting untuk mengesahkan kebolehpercayaan dan kualiti instrumen yang digunakan.

Sebelum sesuatu instrumen itu diguna pakai, pengkaji telah menjalankan pengujian awal atau dikenali sebagai kajian rintis atau dikenali sebagai "pilot test". Kebiasaannya ia dilakukan dengan mengambil sampel yang sedikit. Menurut Muhammad Najib (1999), kajian rintis dibuat sebelum kajian sebenar dijalankan dengan tujuan menguji kesahan dan kebolehpercayaan instrumen kajian. Kajian ini perlu dilakukan bagi tujuan menguji borang soal selidik sebelum ianya digunakan dalam penyelidikan sebenar supaya pengkaji dapat mengetahui bahawa borang soal selidik yang diedarkan memenuhi keperluan penyelidikan dan boleh mengukur apa yang hendak diukur.Bagi tujuan ini seramai 30 orang pelajar telah dipilih sebagai responden.

Merujuk kepada Mohd Salleh & Zainuddin (2003), mereka menyatakan sekiranya nilai alpha atau pekali kebolehpercayaan kurang daripada 0.6 maka bolehlah dianggap instrumen yang digunakan di dalam kajian mempunyai nilai kebolehpercayaan yang rendah. Oleh yang demikian rombakan perlu dilakukan pada instrumen sehingga pekali kebolehpercayaannya mencapai sekurang-kurangnya nilai 0.75.

Di dalam kajian ini, kebolehpercayaan soal selidik dianalisis mengikut persoalan kajian iaitu dari elemen komunikasi mencatat nilai Alpha Cronbach's 0.787. Manakala bagi persoalan kedua iaitu bagi elemen kepimpinan mencatat nilai 0.895 dan bagi elemen penyelesaian masalah mencatat nilai 0.913.

3.6. Tatacara Pengumpulan data

Kaedah pengumpulan data bagi kajian ini lebih tertumpu kepada data primer dan data sekunder. Data primer diperolehi daripada borang soal selidik yang telah diedarkan kepada responden.

Data sekunder pula diperolehi daripada kajian-kajian lepas dan melalui pencarian maklumat di internet. Data sekunder yang dirujuk adalah konsep-konsep asas dan kajian-kajian lepas yang dapat membantu.

3.7. Tatacara Penganalisan Data

Borang soal selidik akan diproses dengan menggunakan perisian SPSS (Statistical Packages for Social Sciences for Microsoft Window 10 Release 23.0. Menurut Zulkarnain dan

Hishamudin Md Som (2001), SPSS menjadi pilihan ramai penyelidik memandangkan operasinya yang mudah di damping menyediakan analisis statistik yang bersesuaian dengan keperluan penyelidikan dalan sains sosial.

Selain itu, pengkaji menggunakan pengiraan skor min, nilai kekerapan dan peratusan bagi menganalisis data yang dikumpul. Menurut Uma (1992), pengiraan kecenderungan memusat termasuklah main, median, mod dan pengiraan serakan adalah sisihan piawai dan varian.

Jadual 3.2. Tahap Pengukuran Min dan Tafsiran

Tafsiran	Markat
Lemah	1.00
Sederhana	2.41-3.80
Tinggi	3.81-5.00

4. Dapatan Kajian

4.1. Latar Belakang Responden

Jadual 4.1.1. Peratusan dan kekerapan responden mengikut jabatan

Jabatan	Kekerapan	Peratusan
JP	50	59.52%
JPH	34	40.48%

Jadual 4.1.1 di atas menunjukan kekerapan dan peratusan mengikut jabatan, Bagi jabatan perdagangan menunjukan nilai kekerapan sebanyak 50 dan peratusan 59.52% manakala jabatan pelancongan dan hospitaliti sebanyak 34 dan peratusan 40.48%.

Jadual 4.1.2. Peratusan dan kekerapan responden mengikut Jantina

Jantina	Kekerapan	Peratusan
JP	27	32.14%
JPH	34	67.86%

Jadual 4.1.2 di atas menunjukan jantina lelaki kekerapan sebanyak 27, peratusan 32.14% manakala jantina perempuan sebanyak 57 dan peratusan 67.86%.

Jadual 4.1.3. Peratusan dan kekerapan responden mengikut jabatan

Jantina	Kekerapan	Peratusan
DPM	50	59.52%
DEV	34	40.48%

Jadual 4.1.3 di atas menunjukan program DPM kekerapan sebanyak 50, peratusan 59.52% manakala bagi DEV kekerapan sebanyak 34 dan peratusan 40.48%

4.2. Analisis dapatan kajian

Jadual 4.2.1. Taburan Min Elemen Kemahiran Generik

Bil	Elemen Kemahiran Genetik	Taburan Min
1	Saya Mampu Memberi Motivasi Kepada Orang Lain	4.85
2	Saya Boleh Bertoleransi Dengan Rakan Sejawat Yang Berbeza Pandangan	4.93
3	Saya Mampu Menentukan Keutamaan Dalam Menyelesaikan Masalah.	4.83
4	Saya Berupaya Menilai Kesan Setiap Keputusan Yang Dibuat	4.82
5	Saya Boleh Memberi Arahan Dengan Baik.	4.81
6	Saya Mampu Dalam Membuat Keputusan Dengan Baik.	4.85
7	Saya Mampu Menghasilkan Tugasan Yang Berkualiti.	4.79
8	Saya Memastikan Objektif Tugasan Dapat Dicapai.	4.80
9	Saya Memberi Fokus Kepada Tugasan Dan Tanggungjawab Yang Diberikan.	4.93
Skor Min Keseluruhan		**4.84**

Berdasarkan Jadual 4.2.1, terdapat 10 item yang dikemukakan di dalam bahagian ini. Hasil dapatan yang diperolehi daripada item 8, menunjukkan skor min yang diperolehi adalah tinggi iaitu sebanyak 4.99. Sebanyak 51.2% responden bersetuju bahawa responden berkemampuan dalam berkongsi maklumat dengan rakan-rakan. Manakala 25% respoden sangat setuju dengan penyataan tersebut Selain itu, terdapat 21.4% responden agak setuju ,dan 2.4% responden kurang setuju dengan penyataan tersebut.

Skor min yang terendah diperolehi daripada item 2 iaitu sebanyak 4.69. Sebanyak 54.8% responden bersetuju bahawa mereka berkebolehan berinteraksi dengan penyelia secara professional. Manakala 32.1% responden memilih agak setuju terhadap penyataan tersebut. Selain itu, sebanyak 9.5% responden memilih sangat setuju. Sebanyak 2.4% responden memilih tidak setuju dan 1.2% responden memilih sangat tidak setuju dengan pernyataan tersebut.

Jadual 4.2.2. Taburan Min Mengenai Penguasaan Kemahiran Generik

Bil	Penguasaan Kemahiran Generik	Taburan Min
1	Saya Mampu Berkomunikasi Dengan Baik.	4.82
2	Saya Berkebolehan Untuk Berinteraksi Dengan Penyelia Secara Professional.	4.69
3	Saya Mudah Berkomunikasi Dengan Rakan Sekumpulan.	4.86
4	Saya Mampu Memberikan Maklumbalas Dalam Perbincangan Dengan Efektif.	4.74
5	Saya Boleh Menyuarakan Ketidakpuasaan / Pendapat Dengan Cara Yang Sopan Dan Berhemah.	4.80
6	Saya Boleh Menerima Pandangan Yang Berbeza	4.96
7	Saya Boleh Menggunakan Komunikasi Lisan Dan Gerak Badan Yang Baik.	4.90
8	Saya Berkemampuan Berkongsi Maklumat Dengan Rakan.	4.99
9	Saya Mampu Menyampaikan Maklumat Dengan Tepat Dan Jelas.	4.88
	Skor Min Keseluruhan	**4.86**

Berdasarkan Jadual 4.2.2, hasil dapatan yang menunjukkan skor min yang diperolehi adalah tinggi iaitu 4.84. Item 2 dan 9 menunjukkan skor yang tertinggi iaitu 4.93. Manakala item 7 (Saya mampu menghasilkan tugasan yang berkualiti) menunjukkan skor yang terendah iaitu 4.79. Di samping itu, skor min yang sederhana diperolehi daripada item 8 iaitu 4.80. Sebanyak 46.5% responden bersetuju bahawa objektif tugasan berjaya dicapai.

Jadual 4.2.3. Skor min keseluruhan bagi pesoalan kajian

Bil	Persoalan Kajian	Skor Min Keseluruhan	Tafsiran Skala
1	Elemen Kemahiran generik	4.84	Tinggi
2	Penguasaan Kemahiran generik	4.86	Tinggi

Jadual 4.2.4 menunjukan dapatan kajian skor min bagi ketiga- tiga pembolehubah. Merujuk jadual diatas dapat dilihat bahawa kemahiran komunikasi memperolehi nilai skor yang paling tinggi iaitu sebanyak 4.86. Diikuti oleh kemahiran kepimpinan yang memperolehi skor min 4.84. Manakala kemahiran penyelesaian masalah pula mencatatkan skor sebanyak 4.80. Ini dapat disimpulkan bahawa kemahiran generik di kalangan pelajar Politeknik Merlimau dari elemen komunikasi, kepimpinan dan penyelesaian masalah berada pada tahap yang tinggi. Ini menunjukkan bahawa melalui program CSR kemahiran generik dapat diterapkan dalam diri mereka.

5. Perbincangan, Cadangan dan Kesimpulan

5.1. Elemen Kemahiran Generik

Bagi persoalan kajian pertama mengenai elemen kemahiran generik menunjukan skor min yang diperolehi adalah 4.86. iaitu pada tahap yang tinggi. Ini menunjukan bahawa melalui program CSR yang dilaksanakan pelbagai elemen kemahiran generik dapat diterapkan kepada pelajar. Ini dibuktikan dengan nilai kekerapan yang menunjukan lebih daripada 50% bilangan responden bersetuju bahawa mampu berkomunisi dengan baik dan mampu berkongsi maklumat dengan rakan. Dapatan ini disokong oleh Muhammad Irsyad (2015) menyatakan komunikasi melibatkan penyampaian idea dan perasaan kepada pihak lain, tanpa komunikasi maklumat tidak dapat disampaikan daripada satu pihak kepada pihak yang lain seperti mampu menyuarakan idea dengan jelas secara lisan dan berkebolehan untuk berbincang bagi mencapai persetujuan.

Melalui aktiviti CSR yang dijalankan juga kemahiran komunikasi dapat ditingkatkan dan diaplikasikan oleh pelajar dengan memberi maklumbalas efektif, memberi idea serta berkongsi maklumat dalam aktiviti perbincangan yang berlaku dalam kumpulan. Kenyataan ini disokong oleh Rodiah Idris (2009) komunikasi adalah penting untuk meningkatkan pertukaran dan perkongsian pengetahuan, kemahiran dan kebolehan yang boleh memberi faedah kepada pengajar dan pelajar.

5.2. Tahap Penguasaan Kemahiran Generik

Dapatan bagi persoalan kajian ini, nilai skor minnya berada pada tahap tafsiran skor min tinggi iaitu 4.84. Menyatakan behawa pelajar mampu menguasai elemen kemahiran generik dengan memberi fokus kepada tugasan dan tanggungjawab yang diberikan dalam melaksanakan program CSR. Ini menunjukkan pelajar mempunyai kemahiran memimpin melalui skop tugasan yang telah diberikan dalam mencapai objektif bekerja secara berkumpulan. Situasi ini kerana melalui program CSR yang dilaksanakan memberi peluang kepada pelajar untuk menjadi pemimpin dalam menguruskan sesuatu aktiviti. Pelajar yang menjadi pemimpin akan merasai pengalaman untuk mengurus sesebuah acara dan aktiviti.

Pelaksanaan program CSR dapat membantu pelajar memberi motivasi kepada orang lain. Ini kerana pelajar dilantik menjadi pemimpin di dalam kumpulan secara langsung perlu memberikan sumber dorongan dan motivasi kepada ahli kumpulannya untuk menyelesaikan tugasan. Situasi ini juga digunakan dalam menyelesaikan sebarang konflik yang dihadapi oleh ahli kumpulan. Kenyataan ini disokong Mohd Hasril & Norasmah (2010), iaitu kemahiran generik merupakan elemen yang dikenal pasti mendatangkan kehendak dan keperluan dalam dunia pekerjaan. Kemahiran ini bukan sekadar menekankan seseorang graduan perlu memenuhi keperluan kemahiran dalam menghadapi cabaran dunia pekerjaan malah ianya merupakan elemen yang penting yang perlu diterapkan kepada pelajar yang berada di institusi pendidikan (Wong, Rosnidar & Syakirah, 2015).

Penerapan kemahiran kepimpinan melalui program CSR juga dapat memastikan objektif tugasan dapat dicapai. Ini kerana bekerja di dalam kumpulan membawa kepada kerja yang lebih cekap berbanding bekerja secara konvesional yang memberikan kebaikan kepada pelajar dalam menyumbangkan idea dan meningkatkan rasa kebertanggungjawaban. Seorang pemimpin di kalangan pelajar sememangnye diperlukan untuk dilantik menjadi ketua semasa aktiviti gerak kerja luar dilangsungkan bagi menjamin aktiviti yang dilaksanakan berjaya mencapai matlamat.

Selain itu pelajar juga mampu mencari jalan alternatif yang tepat dan mengaitkan maklumat dengan pengetahuan yang sedia ada hasil daripada pengalaman melaksanakan aktiviti CSR. Dapatan ini disokong oleh kajian Mutalip (2013) bagaimana individu menggunakan pengetahuan sedia ada, kemahiran dan segala pemahaman untuk mengenalpasti suatu keadan berbeza dari keadaan lazimnya berlaku.

6. Kesimpulan

Pelbagai program dan aktiviti telah dijalankan oleh pihak Kementerian Pendidikan Tinggi dalam menegaskan untuk setiap Universiti Awam memperbanyakan aktiviti di luar bilik kuliah khususnya aktiviti program tanggungjawab sosial korporat (CSR). Di peringkat Politeknik program CSR yang telah dilaksanakan oleh pelajar banyak membantu dalam meningkatkan kemahiran generik dalam diri pelajar.

Impak aktiviti program CSR yang dilaksanakan seringkali akan membawa kepada kebaikan pada setiap pelajar. Objektif program sebegini dilakukan adalah untuk menambahkan kemahiran generik pelajar sebagai persediaan untuk menghadapi. Banyak isu yang sedang hangat diperkatakan bahawa pelbagai usaha dilakukan oleh pihak kerajaan dan institusi pengajian untuk meningkatkan kemahiran insaniah dalam diri pelajar. Namun, usaha-usaha ini tidak akan berjaya dilaksanakan sekiranya pelajar tidak mengambil peluang yang dibentangkan kepada mereka.

Pelajar seharusnya mempunyai kesedaran untuk meningkatkan prestasi diri mereka bukan sahaja dalam bidang akademik malah juga menerusi bidang bukan akademik supaya dapat bersaing di pasaran global. Oleh itu pelajar perlu mengambil inisiatif yang disediakan oleh pelbagai pihak untuk memajukan diri mereka dalam menggilap kemahiran generik seperti kepimpinan, kerja berkumpulan, komunikasi dan menyelesaikan masalah.

Elemen kemahiran generik perlu dititik beratkan kerana ini dapat membentuk sikap dan tingkah laku pelajar serta memberi pendedahan kepada pelajar akan kepentingan kemahiran ini ketika mereka menghadapi alam pekerjaan kelak. Oleh yang demikian, penerapan kemahiran ini harus dipertingkatkan dalam proses pengajaran dan pembelajaran bagi mencapai kepentingannya dalam pembangunan sahsiah diri seseorang individu yang bakal menamatkan pengajian dan akan bergelar graduan.

Secara keseluruhannya, elemen dan penguasaan kemahiran generik yang merangkumi kemahiran komunikasi, kepimpinan, kerja berkumpulan, menyelesaikan masalah dan etika dan profesional bagi pelajar Politeknik Merlimau adalah relevan untuk mempelbagaikan kemahiran para pelajar agar ia dapat memenuhi keperluan industri selain sebagai persediaan kepada pelajar dalam menghadapi cabaran dunia pekerjaan.

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Tahap Kepuasan Pelancong Tempatan Ke Negeri Melaka

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Abstrak

Industri pelancongan adalah salah satu industri terbesar di dunia. Dalam pasaran pelancongan tempatan yang semakin kompetitif dengan munculnya pelbagai destinasi pelancongan baru dengan prasarana dan keindahan yang dapat memperolehi kelebihan daya saing melalui lawatan berulang. Sebagaimana sedia maklum, Melaka dikenali sebagai Negeri Bersejarah dan telah diisytiharkan oleh UNESCO sebagai Bandar Warisan Dunia (World Heritage). Ini kerana kedudukan negeri Melaka yang strategik di sepanjang Selat Melaka menjadikan Melaka sebagai empayar perdagangan yang sangat penting sekitar tahun 1300 hingga 1500. Walau bagaimanapun, terdapat laporan yang menunjukkan jumlah pelancong ke Melaka mencatatkan sedikit penurunan bagi suku pertama tahun 2019 disebabkan tiada penjenamaan baharu sehingga menyebabkan pelancong khususnya pelancong tempatan beralih arah kepada negeri lain seperti Pulau Pinang dan Sarawak. Justeru, kajian ini dijalankan bertujuan untuk mengenal pasti tahap kepuasan pelancong tempatan ke Melaka melalui faktor-faktor seperti destinasi, makanan dan kemudahan infrastruktur. Sampel kajian terdiri daripada 300 pelancong tempatan yang berkunjung ke negeri Melaka. Pengumpulan data dilakukan melalui borang soal selidik dan diedarkan kepada pelancong tempatan yang berkunjung ke Melaka. Keseluruhan data dianalisis menggunakan Statistical Package for Social Science (SPSS) versi 25.0 dengan nilai peratusan dan skor min. Hasil kajian menunjukkan bahawa tahap kepuasan pelancong tempatan ke negeri Melaka mendapat skor min tertinggi pada faktor destinasi iaitu 3.95. Manakala faktor makanan dan kemudahan infrastruktur juga mendapat skor min tinggi dengan masing-masing 3.94 dan 3.91. Hasil kajian ini diharapkan dapat membantu industri pelancongan khususnya di Melaka untuk berkembang dengan lebih pesat. Sesungguhnya, sudah menjadi tanggungjawab kita semua sebagai rakyat untuk tidak memandang sektor pelancongan dengan sebelah mata sahaja dan menyumbangkan tenaga dalam proses kelancaran sektor pelancongan di negara kita.

Kata Kunci

Tahap kepuasan, pelancong tempatan.

1. Pengenalan

Sektor pelancongan telah mengalami pertumbuhan yang berterusan dan menjadi salah satu sektor ekonomi yang paling berkembang pesat di dunia sekaligus menjadi pemacu utama dalam kemajuan sosioekonomi. Ketibaan pelancong antarabangsa ke Malaysia telah meningkat sebanyak 3.7% kepada 20,109,203 pelancong bagi tempoh Januari hingga September 2019 berbanding 19,386,115 pelancong bagi tempoh yang sama pada tahun 2018 (*Tourism Malaysia*, 2019). Prestasi kukuh sektor ini telah menyumbang kepada pertumbuhan ekonomi dan mewujudkan peluang pekerjaan di banyak tempat di dunia. Justeru itu, adalah penting bagi negara untuk mempromosikan dasar – dasar yang menggalakkan pertumbuhan pelancongan yang berterusan seperti kemudahan pelancongan, pembangunan sumber manusia dan kemampanan.

Malahan di sesetengah negara membangun sektor pelancongan merupakan sumber utama pendapatan tukaran asing dan menjadi pendapatan bagi pelbagai kumpulan dalam masyarakat. Jika sektor pelancongan ini diuruskan dengan baik dan fokus kepada pembasmian kemiskinan, ia secara langsung dapat memberi manfaat kepada golongan miskin melalui peluang pekerjaan kepada komuniti tempatan dalam perusahaan pelancongan, barangan dan perkhidmatan yang disediakan kepada pelancong sekaligus dapat mengurangkan kadar kemiskinan di negara membangun (UNWTO, 2016).

Sektor pelancongan merupakan suatu sektor yang memerlukan *sinergi* semua pihak dan rakyat di negara kita dalam *ikhtiar* mengembangkannya hingga ke seantero dunia. (Hebatalla Kamaluddin, 2019). Jika sektor pelancongan ini diuruskan dengan baik dan fokus kepada pembasmian kemiskinan, ia secara langsung dapat memberi manfaat kepada golongan miskin melalui peluang pekerjaan kepada komuniti tempatan dalam perusahaan pelancongan, barangan dan perkhidmatan yang disediakan kepada pelancong sekaligus dapat megurangkan kadar kemiskinan di negara membangun. Hal ini telahpun dikemukakan dalam kajian terdahulu seperti yang dilakukan oleh Liedewij & Breauge (2013).

Di Malaysia, sektor pelancongan juga merupakan pendorong utama dalam pembangunan luar bandar dan juga bandar, (Nur Atiqah et al, 2015). Walau terdapat pelbagai produk pelancongan seperti homestay, pantai dan makanan di kawasan ini, masih banyak kawasan luar bandar yang belum diterokai. Salah satu daripadanya ialah Lembah Beriah, yang kedudukannya agak terperinci daripada arus perdana pembangunan Wilayah Ekonomi Koridor Utara (NCER). Kawasan ini dikatakan kurang mendapat perhatian pihak pelaksana kerana ia dianggap sebagai Kawasan yang sukar dihubungi melalui jalanraya. Dengan adanya, jalan penghubung daripada Lebuhraya Utara Selatan, kini kawasan ini sebenarnya mempunyai tarikan yang berupaya menarik lebih ramai pelancong. Walau bagaimanapun, hal ini tidak menonjol kerana tiada kajian komprehensif tentang aset pelancongan luar bandar. Sehubungan dengan itu, kajian ini bertujuan untuk mengenalpasti aset pelancongan yang berpotensi untuk dibangunkan sebagai produk pelancongan luar bandar.

Skop kajian menfokuskan kepada pemetaan aset pelancongan dan pendekatan untuk membangunkan sebagai produk pelancongan yang dapat memajukan negeri Melaka sekaligus memberi kesan yang positif kepada komuniti setempat.

1.1. Pernyataan masalah

Kajian ini dilakukan bagi mengkaji faktor-faktor yang mempengaruhi tahap kepuasan pelancong tempatan ke negeri Melaka. Bagaimana perkara- perkara yang menarik pelancong tempatan untuk datang ke negeri Melaka serta perkara yang menyebabkan berlakunya penurunan dalam kadar pelancongan ke negeri Melaka serta perkara- perkara yang menjadi aduan para pelancong yang berkunjung ke negeri Melaka. Pengusaha di D'Nelayan Beach Resort berkata isu ini juga menyebabkan pendapatan kira-kira 153 pengusaha pusat peranginan yang menawarkan 1,503 bilik penginapan terjejas kerana terdapat pengunjung yang memendekkan masa penginapan apabila berhadapan dengan situasi seperti ini. Katanya selain itu, ada juga pelanggan membatalkan tempahan bilik di saat akhir apabila mengetahui isu pencemaran bau dan air disebabkan penternakan khinzir daripada sumber luar (Rashidah Abd Rahim & Shaidathul Ros, 2017).

Faktor seterusnya adalah mengkaji faktor makanan yang menjadi tumpuan para pelancong tempatan datang ke negeri Melaka. Terdapat pelbagai pengusaha kedai makan di negeri ini sehingga mereka dapat menjaga kebersihan makanan dalam mematuhi standard kebersihan yang telah dikeluarkan oleh pihak kementerian memandangkan negeri Melaka adalah negeri tumpuan pelancong. Apabila terdapat kes-kes seperti ini ianya akan merosakkan imej kedai makanan tersebut dan juga pengusaha kedai makanan lain yang akhirnya merugikan diri sendiri (Amran Ali, 2018).

Sebagai penduduk Melaka, kita sedia maklum bahawa kebanyakkan jalan raya di negeri ini akan menjadi begitu sesak dengan kebanjiran kenderaan apabila tibanya waktu puncak atau cuti am, malahan pada hari biasa juga mengalami situasi yang sama. Majoriti rakyat Malaysia menjadikan negeri Melaka sebagai destinasi utama untuk bercuti bersama rakan-rakan mahupun bersama ahli keluarga. Disamping itu, negeri Melaka juga terdapat banyak hotel antarabangsa bertaraf lima bintang serta hotel-hotel bajet serta pusat membeli belah yang secara langsung akan menarik lebih ramai pelancong mengunjungi negeri ini. Seringkali juga dapat menerima makluman yang kurang senang daripada pelancong tempatan yang pernah berkunjung ke negeri Melaka tentang kemudahan pengangkutan awam di sini terutamanya bas awam. Kadangkala, bas awam yang dinaiki itu tidak begitu selesa, pendingin hawa tidak berfungsi serta jadual perjalanan bas dan kekerapan bas yang tidak begitu sistematik (Utusan Malaysia, 2016).

1.2. Objektif kajian

1. Mengenalpasti faktor destinasi yang menjadi tarikan pelancong tempatan.
2. Mengenalpasti faktor makanan yang menjadi tarikan pelancong tempatan.
3. Mengenalpasti faktor kemudahan infrastruktur yang menjadi tarikan pelancong tempatan.

1.3. Persoalan kajian

1. Apakah destinasi yang menjadi tarikan pelancong tempatan ke negeri Melaka?
2. Apakah persepsi pelancong tempatan terhadap makanan yang terdapat di negeri Melaka?
3. Apakah persepsi pelancong tempatan terhadap tahap kemudahan infrastruktur yang terdapat di negeri Melaka?

1.4. Kepentingan kajian

Kajian ini memberikan maklumat tentang masalah – masalah yang dihadapi oleh pelancong tempatan di sekitar Bandaraya Melaka. Maklumat ini boleh diguna pakai oleh pihak yang berkenaan untuk meningkatkan lagi mutu tarikan pelancong tempatan, secara tidak langsung dapat mempromosikan lagi Bandaraya Melaka di mata para pelancong di seluruh dunia.

Kajian ini amat penting kerana ia dapat dijadikan sebagai asas bagi menentukan jenis latihan yang diperlukan oleh Pengurus Penyelidikan & Pembangunan dan seharusnya dapat pendedahan dari pihak tersebut. Selain daripada itu, ia juga dapat mengenalpasti masalah atau isu yang dihadapi oleh pelbagai pihak seperti kakitangan kerajaan yang sedang berkhidmat. Kajian ini dapat membantu pihak pengurusan dalam mengenalpasti corak dari aspek destinasi, makanan dan kemudahan infrastruktur.

Penyelidikan ini juga diharapkan dapat menjadi panduan asas dan membekalkan maklumat- maklumat kepada para pengkaji dalam menyelesaikan masalah-masalah yang dinyatakan.

1.5. Skop kajian

Kawasan kajian adalah di dalam negeri Melaka dengan penumpuan terhadap beberapa destinasi yang menarik iaitu berasaskan Statistik daripada Rancangan Struktur Negeri Melaka. Kajian merangkumi masalah yang dihadapi oleh pelancong tempatan di sekitar Bandaraya Melaka. Kajian akan ditumpukan kepada pelancong tempatan yang datang untuk tujuan melancong, membeli – belah, berniaga atau sebagainya, sama ada mereka datang secara individu, bersama keluarga, rakan – rakan dan sebagainya.

Kajian ini memberi fokus tentang pelancong tempatan dalam pemilihan tempat destinasi yang menarik. Selain itu, kajian ini juga tertumpu kepada bagaimana pelancong tempatan dalam mencari makanan-makanan menarik yang terdapat di negeri Melaka. Akhir sekali, kami juga memfokuskan terhadap kemudahan infrastruktur yang dapat digunakan oleh pelancong tempatan.

1.6. Batasan kajian

Sepanjang penyelidikan ini dijalankan, banyak batasan dan masalah yang ditempuhi. Ini termasuk soal kewangan, masa, kerjasama pelbagai pihak, jarak tempat penyelidikan dan sebagainya.

Kebanyakan pelancong dan pelawat yang diberi borang tidak mengisi dengan lengkap maklumat yang dikehendaki. Ini mungkin disebabkan maklumat tersebut adalah rahsia baginya atau mereka tidak mempunyai masa yang cukup untuk mengisinya. Semua soal selidik yang dikumpul dari kerja masa lapangan telah diperiksa dan hanya soal selidik yang lengkap sahaja diproses dan digunakan dalam kajian ini.

1.7. Definisi istilah

1.7.1. Tahap

Peringkat atau satu tingkat, pemikirannya sudah sampai ke peringkat atau tingkat yang begitu tinggi. (Kamus Dewan Edisi Keempat, 2014).

1.7.2. Kepuasan

Kepuasan pelancong merupakan elemen penting bagi memastikan lawatan ulangan terus berlaku. Dapatan kajian terdahulu mendapati bahawa semakin tinggi tahap kepuasan pelancong, semakin tinggi kebarangkalian untuk lawatan susulan dan kesanggupan mencadangkan lokasi tersebut kepada pelancong lain berlaku (Christopher, Robert & Zhen 2016).

1.7.3. Pelancong tempatan

Pelancong tempatan ialah seorang yang ingin melampaui perangkap pelancong tetapi mengetahui bahawa terdapat sebab-sebab tarikan yang sangat popular. Pelancong tempatan ingin makan dan minum di kedai tempatan, berbelanja di butik tempatan, mendengar kumpulan tempatan, melihat seni tempatan (The Local Tourist, 2015).

2. Kajian literatur

2.1. Definisi pelancong tempatan

Negeri Melaka merupakan sebuah negeri bersejarah. Pada tahun 2008, Melaka telah diisytiharkan oleh UNESCO sebagai Bandar Warisan Dunia (World Heritage). Pelancongan merupakan sektor kedua terpenting selepas sektor perindustrian di dalam pembangunan ekonomi negeri Melaka. Bandaraya Melaka telah diisyhtiharkan sebagai Tahun Melawat Malaysia pada tahun 2020. Kerajaan negeri Melaka telah mengambil langkah menambah baik kemudahan, infrastruktur serta kualiti perkhidmatan pelancongan di negeri Melaka (M Jefri Razali, 2017).

Terdapat pelbagai faktor yang menyebabkan pelancong tempatan datang melawat ke Melaka antaranya ialah kerana Melaka terdapat pelbagai produk pelancongan. Seperti yang terdapat dalam akhbar Sinar Harian pada 19 April 2015, kerajaan Melaka kini dalam usaha memajukan lebih banyak produk pelancongan luar Bandar negeri ini, kata Timbalan Exco Pelancongan, Pembangunan Sungai, Pantai dan Pulau-pulau Melaka, Datuk Ghazale Muhamad (Perzim Editor, 2015).

Selain itu, faktor yang mendorong pelancong tempatan datang melancong ke Melaka kerana terdapat lokasi pelancongan sejarah. Negeri Melaka menyimpan pelbagai khazanah berharga. Pada zaman Kesultanan Melayu Melaka, negeri ini masyhur kerana memiliki pelabuhan perdagangan rempah utama dunia hingga menarik perhatian kuasa asing termasuk Portugis, Belanda dan Inggeris. Pengurus Besar Perbadanan Muzium Melaka, Datuk Khamis Abas berkata, Bandar Hilir Melaka kini sudah memiliki 15 muzium yang penubuhannya disokong oleh kerajaan negeri dan persekutuan (Nor Shafinaz Sari,2016).

Di samping itu, faktor lain yang menyebabkan pelancong tempatan berkunjung ke Melaka ialah kerana terdapatnya kemudahan pusat membeli-belah yang disediakan. Melaka menyasarkan menerima kehadiran pelancong seramai 20 juta sepanjang tahun 2019, kata Tuan Yang Terutama Yang Dipertua Negeri Melaka, Tun Dr Mohd Khalil Yaakob (Nor farhana Yaacob, 2019).

2.2. Destinasi

Destinasi adalah tempat dimana suatu usaha atau aktiviti usahasama dilakukan. Faktor penting dalam pengembangan suatu usaha adalah letak lokasi terhadap daerah perkotaan, cara pencapaian dan waktu tempuh lokasi ke tujuan.

Di samping itu, destinasi merupakan satu kajian yang menunjukkan jumlah perjalanan yang dilakukan antara berbagai-bagai jenis lokasi. Maklumat yang diperolehi digunakan untuk mengetahui atau menentukan corak perjalanan di dalam kawasan yang dikaji (Hazuan Hafifi, 2016). Malaysia telah diiktiraf menjadi bandar raya beli-belah kedua popular di dunia bagi pelancong Muslim oleh Muslim Travel Shopping Index 2015 dan 'Top 10 Best Travel Destinations for 2016' oleh Lonely Planet (Astro Awani Online, 2016).

Terdapat satu destinasi yang pasti akan dilawati pelancong, iaitu bandar Melaka. Selain menikmati keindahan laut di Selat Melaka, pelancong China juga boleh menyaksikan beberapa tapak peninggalan sejarah yang ditinggalkan oleh nenek moyang mereka pada zaman dahulu. Kaunselor Pelancongan daripada Konsulat Malaysia di Guangzhou, Encik M. Wahid berkata, "Melaka merupakan sebuah bandar yang bersejarah. Melaka bukan sahaja terkenal dengan tapak peninggalan sejarah semasa pendudukan Portugis dan Belanda, tetap juga terkenal dengan Bukit Cina dan Perigi Hang Li Poh yang membuktikan perhubungan rapat antara Malaysia dengan China pada lebih 600 tahun yang lalu (CRI Online, 2010).

2.3. Makanan

Antara aspek keselamatan makanan yang ditekankan semasa pemeriksaan ialah memastikan semua pengendali makanan telah menjalani pemeriksaan kesihatan, latihan pengendalian makanan dan mendapat suntikan pelalian antitifoid, kebersihan pengendali makanan, amalan pengendalian makanan yang baik (Berita Harian, 2018).

Dalam usaha untuk memasarkan jenama Malaysia sebagai destinasi pelancongan yang patut dikunjungi, kerajaan melalui pelbagai agensinya begitu agresif mempromosikan produk pelancongan kepada warga dunia kerana kata orang tak kenal, maka tak cinta. Hasilnya, baru-baru ini Kementerian Penerangan, Komunikasi dan Kebudayaan telah menganjurkan acara "Malaysian Kitchen" di kota London untuk memperkenalkan kepelbagaian makanan tempatan kepada warga Britain. Acara ini didapati telah mendapat sambutan yang hangat daripada warga negara berkenaan. (Ahmad Zamane Omar, 2016).

2.4. Kemudahan infrastruktur

Kemudahan insfrastruktur adalah merujuk kepada satu kemudahan dan perkhidmatan asas seperti kemudahan pengangkutan, pendidikan, kesihatan dan sebagainya. Kemudahan ini diperlukan untuk pembangunan dan pertumbuhan sesebuah negara, masyarakat, organisasi dan lain-lain (Kamus Dewan, Edisi Keempat).

Kemudahan infrastruktur bagi pelancong adalah antara perkara penting yang perlu dinaik taraf dalam meningkatkan kedatangan pelancong ke Malaysia. Setiausaha Agung Persatuan Pembangunan Pelancongan Malaysia, Datuk Jeffri Sulaiman berkata, peruntukkan menerusi bajet 2018 kepada pelancongan akan menggalakkan pelancongan dengan penyediaan infrastruktur yang sempurna. Sudah tentu kemudahan yang selesa akan menarik perhatian pelancong tetapi penyelenggaraan juga harus dilakukan agar infrastruktur sentiasa berada dalam keadaan baik (Harian Metro, 2017).

Kemudahan infrastruktur mula berkembang dengan pesat pada kurun ke-18. Sebelum itu, infrastruktur tidak banyak dibina dan kurang mendapat perhatian. Akibat daripada berlakunya kepesatan dalam sistem ekonomi, pembinaan infrastruktur semakin maju dan galak dijalankan. Antaranya ialah pembinaan sistem perhubungan seperti keretapi dan jalan raya, komunikasi seperti sistem telegraf dan pos, kemudahan awam lain seperti sekolah, pusat kesihatan dan sebagainya. Kesan daripada perkembangan infrastruktur ini, maka secara tidak langsung ianya turut mempengaruhi corak perkembangan bandar dan luar bandar serta telah mewujudkan bandar-bandar baharu dan kawasan luar bandar yang menjadi satu kawasan tumpuan masyarakat.

Tugas menarik kedatangan pelancong harus menjadi tanggungjawab semua pihak dan tidak hanya terletak di bahu kerajaan supaya industri pelancongan dapat dimajukan. Setiap anak watan perlu merancang usaha-usaha yang istiqamah, pragmatik dan efektif bagi memastikan industri pelancongan ini berjaya merentasi benua dan dunia. Langkah prima untuk meningkatkan industri pelancongan negara adalah kerajaan perlu memperlengkapkan kemudahan dan prasarana pengangkutan dan perhubungan di negara kita sehingga menjadi prasarana kelas pertama terutamanya destinasi yang menjadi tumpuan pelancong.

3. Metodologi kajian

3.1. Rekabentuk kajian

Salah satu tujuan menyediakan rekabentuk pengkajian adalah untuk mencari jawapan kepada persoalan-persoalan pengkajian. Rekabentuk kajian menggunakan kaedah persampelan berkelompok kerana kajian ini berbentuk deskriptif. Kaedah ini bermatlamat untuk mengumpulkan maklumat tentang pembolehubah-pembolehubah yang berkaitan dengan sesuatu fenomena dalam satu masa tertentu sahaja dan selalunya menggunakan soal selidik (Mohd.Majid, 1994). Kaedah ini dipilih kerana proses mendapatkan matlamat adalah tepat dan mudah serta relevan dengan objektif.

Kaedah ini menggunakan instrumen soal selidik yang mana ianya mudah untuk untuk mendapatkan kerjasama daripada responden. Dengan menggunakan instrumen ini para pelancong akan ditanya berkaitan dengan jangkaan dan persepsi mereka terhadap aspek keselamatan di sekitar bandaraya Melaka. Pembolehubah dikenalpasti dan dikategorikan kepada pembolehubah bersandar iaitu kepuasan pelancong tempatan ke negeri Melaka.

3.2. Kaedah persampelan

Kaedah persampelan yang digunakan dalam kajian ini adalah kaedah persampelan secara tidak rawak. Responden dalam kajian ini terdiri daripada pelancong tempatan yang berkunjung ke negeri Melaka. Kaedah persampelan kajian ini adalah merangkumi dari aspek populasi kajian, sampel kajian dan tempat kajian bagi mendapatkan maklumat-maklumat dan seterusnya dianalisis untuk memperoleh hasil penyelidikan kajian.

Prosedur persampelan jenis tidak rawak lazimnya diguna pakai oleh pengkaji dalam penyelidikan bersifat kualitatif. Persampelan tidak rawak melibatkan pemilihan sampel daripada suatu populasi yang telah dikenalpasti berdasarkan kriteria yang telah ditetapkan.

3.2.1. Populasi kajian

Populasi bagi kajian ini adalah semua pelancong yang berkunjung ke negeri Melaka iaitu seramai 17,020,000 orang (Kementerian Pelancongan Negeri Melaka).

3.2.2. Sampel kajian

Sampel kajian terdiri daripada 300 set soal selidik yang telah diedarkan kepada pelancong tempatan yang berkunjung ke negeri Melaka. Borang soal selidik tersebut telah digunakan untuk tujuan analisis. Data di analisis menggunakan kaedah analisis deskriptif.

Jadual 3.1. Jadual Persampelan

Perkara	**Jumlah**
Populasi kajian	17,020,000
Bilangan sampel (Berdasarkan jadual Krejie & Morgan,1970)	384
Sampel kajian	300

3.3. Instrumen kajian

Dalam kajian ini, instrument kajian yang akan digunakan untuk mengumpul data adalah dengan menggunakan borang soal selidik. Menurut teori Mohd Majid Konting (2000), instrumen soal selidik dianggap sesuai dalam bidang Pendidikan bagi tujuan pengumpulan data. Borang soal selidik ini dibina sendiri oleh pengkaji berdasarkan kepada objektif kajian yang telah ditetapkan.

Borang soal selidik ini dibahagikan kepada dua bahagian iaitu bahagian A dan bahagian B. Bahagian A mengandungi soalan - soalan yang menjurus kepada latar belakang responden seperti aspek jantina, umur, bangsa dan lokasi negeri asal. Manakala, bahagian B yang mengandungi 16 soalan dan dipecahkan kepada tiga bahagian iaitu 6 soalan tentang faktor destinasi, 5 soalan faktor makanan dan 5 soalan faktor kemudahan infrastruktur. Di bahagian B ini, responden akan menjawab dengan menggunakan 5 skala likert.

Jadual 3.2. Pembahagian item di dalam borang soal selidik

Bahagian soalan	**Item**
Bahagian A	Maklumat demografi
Bahagian B (A)	Destinasi
Bahagian B (B)	Makanan
Bahagian B (C)	Kemudahan Infrastruktur

3.4. Kaedah pengumpulan data

Kaedah pengumpulan data bagi kajian ini lebih tertumpu kepada data primer dan data sekunder. Data primer diperolehi daripada borang soal selidik yang telah diedarkan kepada 300 responden.

Data sekunder diperolehi daripada kajian-kajian lepas dan melalui pencarian makluman di internet. Data sekunder yang dirujuk adalah konsep- konsep asas dan kajian-kajian lepas yang dapat membantu.

3.5. Kaedah analisis data

Dalam kajian ini, pengkaji telah menggunakan kaedah analisis deskriptif. Penggunaan analisis deskriptif adalah untuk melihat tahap kepuasan pelancong tempatan ke negeri Melaka.

Kaedah yang digunakan adalah kaedah kuantitatif dan data yang diperolehi akan dianalisis dengan menggunakan perisisan *Statistical Package for Social Science* (SPSS Version 25.0).

4. Dapatan kajian

4.1. Bahagian demografi

Jadual 4.1. Peratus jantina

Bil	Jantina	Kekerapan	Peratus
1	Lelaki	123	41%
2	Perempuan	177	59%
	JUMLAH	**300**	**100%**

Jadual 4.1 menunjukkan peratus jantina pelancong yang datang berkungjung ke negeri Melaka. Dapatan menunjukkan sebanyak 123 orang lelaki iaitu 41% daripada jumlah keseluruhan manakala 177 orang perempuan yang berkunjung ke negeri Melaka iaitu sebanyak 59% daripada jumlah keseluruhan.

Jadual 4.2. Peratus umur

Bil	Umur	Kekerapan	Peratus
1	15-25	214	71.3%
2	26-40	67	22.3%
3	40 ke atas	19	6.3%
	JUMLAH	**300**	**100%**

Jadual 4.2 menunjukkan peratus umur pelancong yang datang berkungjung ke negeri Melaka. Dapatan menunjukkan sebanyak 214 orang yang berumur 15-25 tahun iaitu 71.3% daripada jumlah keseluruhan manakala 67 orang berumur 26-40 tahun yang berkunjung ke negeri Melaka iaitu sebanyak 22.3% daripada jumlah keseluruhan. Seterusnya, seramai 19 orang yang berumur 40 tahun keatas iaitu sebanyak 6.3% daripada jumlah keseluruhan.

Jadual 4.3. Peratus bangsa

Bil	Bangsa	Kekerapan	Peratus
1	Melayu	279	93%
2	Cina	6	2%
3	India	9	3%
4	Lain-lain	6	2%
	JUMLAH	**300**	**100%**

Jadual 4.3 menunjukkan peratus bangsa pelancong yang datang berkunjung ke negeri Melaka. Dapatan menunjukkan sebanyak 279 orang yang berbangsa Melayu iaitu 93% daripada jumlah keseluruhan manakala 6 orang yang berbangsa Cina yang berkunjung ke negeri Melaka iaitu sebanyak 2% daripada jumlah keseluruhan. Seterusnya, seramai 9 orang yang berbangsa India iaitu sebanyak 3% dan seramai 6 orang berbangsa Lain-lain iaitu sebanyak 2% daripada jumlah keseluruhan.

Jadual 4.4. Peratus Zon

Bil	Zon	Kekerapan	Peratus
1	Timur	64	21.3%
2	Utara	54	18%
3	Barat	68	22.7%
4	Selatan	114	38%
	JUMLAH	**300**	**100%**

Jadual 4.4 menunjukkan peratus negeri asal pelancong yang datang berkungjung ke negeri Melaka. Dapatan menunjukkan sebanyak 64 orang yang berasal dari zon Timur iaitu 21.3% daripada jumlah keseluruhan manakala 54 orang yang berasal dari zon Utara yang berkunjung ke negeri Melaka iaitu sebanyak 18% daripada jumlah keseluruhan. Seterusnya, seramai 68 orang yang berasal dari zon Barat iaitu sebanyak 22.7% dan seramai 114 orang berasal dari zon Selatan iaitu sebanyak 38% daripada jumlah keseluruhan.

4.2. Destinasi

Jadual 4.5. Taburan min bagi destinasi

Bil	Item	Skor min
1	Kualti penginapan yang berpatutan	3.94
2	Bergerak di kawasan sekitar dengan mudah	3.71
3	Kadar kesesakan lalu lintas meningkat	3.94
4	Melawat tempat bersejarah di Melaka	4.11
5	Ruang parkir yang tidak mencukupi	3.93
6	Kepelbagaian dalam pemilihan tempat penginapan	4.04
	MIN PURATA	**3.95**

Jadual 4.5 menunjukkan min skor bagi pembolehubah destinasi. Pada keseluruhannya skor min bagi destinasi berada pada tahap tinggi iaitu antara nilai 3.81 – 5.00, kebanyakan item mendapat nilai skor min lebih dari 3.81 kecuali bagi item 2 (Bergerak di kawasan sekitar dengan mudah) iaitu pada nilai min 3.71 dan berada pada tahap yang

sederhana. Item yang mendapat skor min tertinggi adalah bagi item 4 (Melawat tempat bersejarah di Melaka) iaitu pada nilai min 4.11. Pada keseluruhannya, nilai min purata adalah pada nilai 3.95. Ini menunjukkan bahawa pada keseluruhannya, tahap kepuasan terhadap destinasi adalah tinggi.

4.3. Makanan

Jadual 4.6. Taburan min bagi makanan

Bil	Item	Skor min
1	Harga yang ditawarkan adalah berpatutan	3.66
2	Menu pilihan memenuhi citarasa pelancong tempatan	4.01
3	Kepelbagaian jenis makanan di Melaka	4.14
4	Pekerja makanan memberi layanan yang baik	3.88
5	Dekorasi kedai makan yang menarik	4.03
	MIN PURATA	**3.94**

Jadual 4.6 menunjukkan min skor bagi pembolehubah makanan. Pada keseluruhannya skor min bagi makanan berada pada tahap tinggi iaitu antara nilai 3.81 – 5.00, kebanyakkan item mendapat nilai skor min lebih dari 3.81 kecuali bagi item 1 (harga yang ditawarkan adalah berpatutan) iaitu pada nilai min 3.66 dan berada pada tahap yang sederhana. Item yang mendapat skor min tertinggi adalah bagi item 3 (kepelbagaian jenis makanan di Melaka) iaitu pada nilai min 4.14. Pada keseluruhannya, nilai min purata adalah pada nilai 3.94. Ini menunjukkan bahawa pada keseluruhannya, tahap kepuasan terhadap makanan adalah tinggi.

4.4. Kemudahan infrastruktur

Jadual 4.7. Taburan min bagi kemudahan infrastruktur

Bil	Item	Skor min
1	Kemudahan tandas yang disediakan bersih	3.74
2	Kepelbagaian kemudahan untuk membeli belah	4.02
3	Taman permainan kanak-kanak yang selamat dan terjamin	3.84
4	Paparan maklumat yang disediakan jelas dan terang	3.99
5	Penyelengaraan infrastruktur dalam keadaan yang baik	3.97
	MIN PURATA	**3.91**

Jadual 4.7 menunjukkan min skor bagi pembolehubah kemudahan infrastruktur. Pada keseluruhannya skor min bagi kemudahan infrastruktur berada pada tahap tinggi iaitu antara nilai 3.81 – 5.00, kebanyakan item mendapat nilai skor min lebih dari 3.81 kecuali bagi item 1 (kemudahan tandas yang disediakan bersih) iaitu pada nilai min 3.74. dan berada pada tahap yang sederhana. Item yang mendapat skor min tertinggi adalah bagi item 2 (Kepelbagaian kemudahan untuk membeli belah) iaitu pada nilai min 4.02. Pada keseluruhannya, nilai min purata adalah pada nilai 3.91. Ini menunjukkan bahawa pada keseluruhannya, tahap kepuasan terhadap kemudahan infrastruktur adalah tinggi.

5. Rumusan & Cadangan

5.1. Rumusan

Hasil kajian mendapati bahawa faktor destinasi, makanan dan kemudahan infrastruktur amatlah diperlukan untuk mengetahui tahap kepuasan seseorang terhadap negeri Melaka.

Berdasarkan hasil kajian menunjukkan bahawa ketiga-tiga faktor mendapat keputusan pada tahap yang tinggi. Tidak dinafikan, bahawa ketiga- ketiga faktor ini juga telah memberikan kesan kepada kepuasan seseorang terhadap negeri Melaka.

Secara keseluruhannya, pengkaji telah berjaya mendapatkan segala maklum balas yang diperlukan daripada responden untuk mencapai objektif kajian. Kesimpulannya semua objektif kajian telah berjaya dicapai.

5.2. Cadangan

Kemudahan dan prasarana pengangkutan serta perhubungan perlu dinaiktaraf sehingga menjadi prasarana kelas pertama terutamanya destinasi yang menjadi tumpuan pelancong perlu dititikberatkan. Selain darpada itu juga, pihak kerajaan harus menjenamakan semula produk pelancongan yang baru agar ianya dapat menarik minat pelancong tempatan dan pelancong antarabangsa. Di samping itu, Lembaga Penggalakkan Pelancongan Malaysia (LPPM) wajar menyediakan maklumat lengkap tentang sesuatu destinasi menarik yang terdapat di Melaka. Selain itu, aspek keselamatan perlu dipertingkatkan bagi menjamin kepuasan dan kesejahteraan pelancong di samping mempelbagaikan aktiviti yang menarik seperti kejohanan sukan bertaraf antarabangsa. Seterusnya, mengadakan kempen tahun melawat Melaka dengan lebih berkesan dan melibatkan lebih banyak penyertaan untuk menggalakkan lebih ramai pelancong tempatan berkunjung ke negeri Melaka.

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Kajian Tahap Kepuasan Bekerja Kakitangan Akademik Kolej Komuniti Kuantan

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Abstrak

Kepuasan bekerja adalah alat pengukur dalam menentukan kejayaan sesebuah organisasi. Sekiranya organisasi dapat memberikan kepuasan kepada pekerjanya, ianya bukan sahaja dapat meningkatkan imej sesebuah organisasi tetapi juga dapat meningkatkan motivasi dan produktiviti semua pekerjanya. Kajian ini bertujuan untuk mengetahui tahap kepuasan bekerja kakitangan akademik di Kolej Komuniti Kuantan. Kajian ini mengesan tahap kepuasan bekerja dalam tiga aspek utama iaitu pengurusan organisasi, pengurusan kerja, kelengkapan pejabat dan kemudahan fizikal lain. Kajian ini turut mengemukakan syor penambahbaikan dalam mewujudkan kepuasan bekerja di kalangan kakitangan akademik Kolej Komuniti Kuantan. Seramai 55 orang responden terlibat dalam kajian yang berbentuk kuantitatif ini. Instrumen yang digunakan adalah borang soal selidik. Data yang diperolehi dianalisa secara elektronik melalui sistem SPSS. Semua langkah ini dilakukan secara teratur sehingga mendapat keputusan yang sebenar. Dapatan kajian menunjukkan bahawa responden menyatakan beberapa faktor kepuasan bekerja iaitu faktor pengurusan organisasi, pengurusan kerja, kelengkapan pejabat dan kemudahan fizikal. Manakala faktor ketidakpuasan bekerja pula adalah kemudahan yang tidak lengkap, pemberian penghargaan yang tidak adil dan kemahiran membuat keputusan yang tidak tepat. Di akhir kajian ini diusulkan beberapa syor penambahbaikan dalam mewujudkan kepuasan bekerja di kalangan kakitangan akademik Kolej Komuniti Kuantan. Sehubungan dengan itu, dicadangkan agar langkah-langkah segera dalam membaiki aspek karier masa depan dan persekitaran kerja dapat dilakukan untuk meningkatkan tahap kepuasan kerja.

1. Pengenalan

Pekerja merupakan tunggak utama sebuah organisasi. Kekuatan suatu organisasi bergantung kepada kecekapan pekerjanya. Pekerja merupakan individu yang banyak mengerah tenaga dan juga mencurah idea bagi membantu mencapai matlamat, visi dan juga misi bagi sesebuah organisasi. Tanpa pekerja bukan sahaja banyak pekerjaan akan tergendala, malahan organisasi juga tidak mampu mencapai sebarang kejayaan. Oleh sebab itu, kepuasan bekerja adalah sangat penting dan perlu diambil berat oleh majikan demi memastikan sebuah organisasi dapat berjalan dengan teratur dan lancar. Kepuasan kerja boleh didefinisikan sebagai satu keseronokan atau perasaan positif hasil daripada nilaian sesuatu kerja atau pengalaman kerja. Kepuasan kerja dapat dilihat daripada pencapaian dan kejayaan sesuatu organisasi. Bagi menentukan tahap kepuasan pekerja kajian ini dijalankan di Kolej Komuniti Kuantan Pahang, Kementerian Pengajian Tinggi. Kolej Komuniti Kuantan mula beroperasi pada 1 Jun 2001 di Politeknik Sultan Haji Ahmad Shah Kuantan. Pada 21 Januari 2002, Kolej Komuniti Kuantan telah berpindah ke Bandar Indera Mahkota sebagai kampus tetap. Kolej Komuniti Kuantan mempunyai dua blok bangunan dan satu blok sewa bagi menampung kemudahan prasarana untuk 1000 orang pelajar. Kolej Komuniti Kuantan merupakan Kolej Komuniti rintis Jabatan Pendidikan Politeknik dan Kolej Komuniti Kementerian Pengajian Tinggi. Kajian tahap kepuasan kakitangan ini dijalankan bagi mengenalpasti kepuasan pekerja di Kolej Komuniti Kuantan dan bagi memenuhi kriteria Instrumen Penaziran Akademik (PeNA) sempena Lawatan Instrumen Kesepunyaan dan Keserakanan oleh pihak JPPKK. Bagi memenuhi aspek kajian ini dijalankan kepada semua kakitangan akademik Kolej Komuniti Kuantan. Kajian ini bertujuan untuk mengenalpasti Indeks Kepuasan Pekerja (PPPT DH) semasa berkhidmat di Kolej Komuniti Kuantan. Seramai 54 orang responden daripada 62 orang kakitangan akademik telah menjawab soal selidik ini. Soal selidik ini telah diberikan secara atas talian kepada semua responden yang terlibat.

2. Objektif Kajian

Tujuan utama kajian ini dilaksanakan adalah untuk mendapatkan maklumbalas pekerja tentang perasaan dan tanggapan mereka selepas bekerja di Kolej Komuniti Kuantan dalam tempoh masa yang tertentu. Kajian ini dijalankan bagi mendapatkan respon pekerja dalam menjawab beberapa soalan kajian yang telah dibangunkan. Objektif kajian termasuklah:

i. Untuk mengenalpasti tahap kepuasan kakitangan akademik terhadap pengurusan organisasi
ii. Untuk mengenalpasti tahap kepuasan kakitangan akademik terhadap pengurusan kerja
iii. Untuk mengenalpasti tahap kepuasan kakitangan akademik terhadap kelengkapan pejabat dan

kemudahan fizikal lain

iv. Untuk mengemukakan syor penambahbaikan dalam mewujudkan kepuasan bekerja di kalangan kakitangan akademik Kolej Komuniti Kuantan

3. Metodologi

Kajian yang dijalankan menggunakan kaedah kuantitatif. Kajian kuantitatif merupakan satu kajian yang secara umumnya menggunakan analisis statistic, lebih bersifat objektif dan berorientasikan kepada hasil. Kajian kuantitatif ini melibatkan soal selidik berbentuk deskriptif. Alat kajian yang digunakan dalam kajian ini mengandungi 47 item yang terdiri daripada dua bahagian iaitu Bahagian A dan B. Bahagian A merupakan aspek demografi iaitu latar belakang responden seperti jantina, unit, gred perkhidmatan semasa, tempoh perkhidmatan sebagai Pegawai Pendidikan Pengajian Tinggi (PPPT) dan tempoh berkhidmat di Kolej Komuniti Kuantan. Bahagian B pula merupakan soal selidik tahap kepuasan kerja yang menyentuh perihal kerjaya mereka. Item-itemnya adalah berkaitan persekitaran kerja, majikan, rakan sekerja, bebanan kerja dan lain-lain. Subjek kajian ini merupakan kakitangan akademik Kolej Komuniti Kuantan yang terdiri daripada 22 responden lelaki dan 32 responden perempuan. Untuk tujuan tersebut, pengkaji telah mengedarkan set soal selidik melalui atas talian.

Skala yang digunakan ialah Likert Scale pada skala 1 – 5 di mana:

1= Tidak Memuaskan
2= Kurang Memuaskan
3=Tidak Pasti
4= Memuaskan
5= Sangat Memuaskan

4. Dapatan Kajian

Data yang diperolehi daripada soal selidik telah dianalisis dan keputusan diringkaskan dalam bentuk graf untuk memudahkan perbandingan dibuat. Analisis keputusan soal selidik kepuasan bekerja ini adalah berdasarkan kepada aspek utama iaitu mengenai:

i. Pengurusan organisasi
ii. Pengurusan kerja
iii. Kelengkapan pejabat dan kemudahan fizikal lain

Analisis soal selidik ini dibahagikan kepada beberapa aspek utama untuk melihat sejauh mana keberkesanan setiap aspek ini dalam mempengaruhi kepuasan bekerja seorang kakitangan di Kolej Komuniti Kuantan. Data-data telah dikumpul dan telah dianalisi menggunakan program *Statistical Package for the Social Sciences Version 26.0* (SPSS 26).

5. Analisis Data

Responden kajian ini merupakan kakitangan akademik Kolej Komuniti Kuantan. Sebilangan besar daripada kakitangan ini telah berkhidmat lebih daripada 10 tahun di institusi ini. Tempoh masa berkhidmat juga menjadi salah satu faktor yang boleh mempengaruhi keputusan dalam kajian kepuasan bekerja ini.

Sebilangan besar daripada responden dalam kajian ini telah berkhidmat di Kolej Komuniti Kuantan selama 10-15 tahun. Faktor tempoh masa bekerja di suatu tempat yang sama untuk satu masa yang panjang juga mempengaruhi data dalam kajian kepuasan bekerja yang telah dijalankan ini. Kebanyakan pekerja yang telah lama berada di suatu organisasi lebih mendorong mereka untuk memberi maklumbalas yang berbeza dalam kajian ini.

Faktor – faktor kepuasan Kakitangan Akademik Kolej Komuniti Kuantan dapat dilihat dalam pelbagai aspek. Pertama, dari segi tahap kepuasan pekerja terhadap pengurusan tertinggi jabatan. Daripada data dan jadual ini, purata skor yang dicapai adalah pada tahap memuaskan dan menunjukkan hubungan baik pengurusan tertinggi terhadap semua lapisan kakitangan mendapat peratusan yang tertinggi. Namun terdapat seorang kakitangan yang memberikan respon sangat tidak memuaskan terhadap keprihatinan pengurusan tertinggi atas kebajikan dan permasalahan warga organisasi.

1. PENGURUSAN TERTINGGI JABATAN	Purata Skor
Memainkan peranan memastikan organisasi Jabatan dalam keadaan teratur, sistematik dan dilaksana berlandaskan kepimpinan melalui teladan	4.20
Keterbukaan dan kesediaan menerima pandangan dari segenap kakitangan	4.20
Berdaya tindak, tegas dan rasional dalam membuat keputusan	4.11
Hubungan baik dan mudah berinteraksi dengan semua lapisan kakitangan dalam program rasmi / tidak rasmi	4.31
Pengurusan tertinggi prihatin atas kebajikan dan permasalahan warga organisasi	4.26

Selain pengurusan tertinggi, penyelia ataupun ketua unit memainkan peranan yang sangat penting dalam menentukan tahap kepuasan pekerja di suatu organisasi. Berdasarkan jadual dan data yang telah dikumpulkan, purata skor menunjukkan tahap memuaskan bagi kebanyakan aspek yang dikaji. Walaubagaimanapun, kemahiran untuk membuat keputusan dengan baik menunjukkan purata skor yang terendah. Ini mungkin disebabkan oleh faktor kepimpinan organisasi seorang penyelia atau ketua unit.

2. PENYELIA / KETUA UNIT	Purata Skor
Arahan jelas dan mudah difahami	4.13
Penyelia / Ketua Unit sentiasa memberi maklumbalas dan tunjuk ajar	4.11
Penyelia / Ketua Unit mempunyai kemahiran untuk membuat keputusan dengan baik	4.09
Pembahagian kerja yang dibuat oleh Penyelia / Ketua Unit dilakukan secara adil	4.13
Penyelia / Ketua Unit bersedia menerima cadangan / pendapat dan sentiasa memberi galakan	4.28

Faktor ketiga yang dikaji adalah berdasarkan tahap kepuasan pekerja terhadap bidang tugas dan tanggungjawab. Kesemua lapan faktor yang dikaji menunjukkan purata skor yang memuaskan dan tinggi. Kebanyakan responden menunjukkan respon yang positif kepada semua aspek yang dikaji. Daripada keputusan ini, data yang diperolehi menunjukkan responden memahami bidang tugas dan tanggungjawab mereka terhadap organisasi ini. Tiada responden yang memberikan maklumbalas sangat tidak memuaskan terhadap bidang tugas dan tanggungjawabnya.

3. BIDANG TUGAS / TANGGUNGJAWAB	Purata Skor
Saya berusaha untuk melaksanakan tanggungjawab yang diberikan	4.39
Agihan kerja saya adalah sesuai dengan skop kerja yang disandang	4.19
Saya berpeluang untuk melakukan tugas dengan menggunakan kebolehan diri	4.28
Saya diberi kebebasan menggunakan pertimbangan sendiri untuk skop kerja saya	4.26
Kesesuaian tugas dengan jawatan yang disandang adalah sesuai dengan bidang tugas saya	4.31
Saya berpeluang untuk mengikuti program latihan yang sesuai dengan bidang tugas	4.26
Saya minat dengan tugas saya	4.43
Saya maklum dengan hala tuju dan matlamat jabatan	4.37

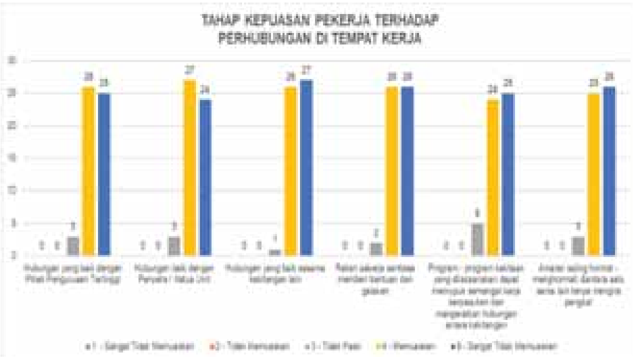
Kajian yang dijalankan ini turut melihat tahap kepuasan pekerja terhadap peluang peningkatan kerjaya mereka di organisasi ini. Berdasarkan data yang diperolehi, semua responden memberikan respon yang positif dan baik kepada aspek ini. Walaubagaimanapun, terdapat seorang responden yang memberikan jawapan tidak memuaskan atas peluang untuk mengaplikasikan apa yang dipelajari selepas latihan. Hal ini mungkin disebabkan kekangan masa untuk mengadakan latihan dalaman selepas kembali ke tempat kerja.

4. PENINGKATAN KERJAYA	Purata Skor
Berpeluang mengikuti program latihan bagi peningkatan prestasi diri	4.20
Peluang mengaplikasikan apa yang dipelajari selepas latihan	4.26
Adil dalam penilaian (SKT) dan maklumbalas untuk meningkatkan prestasi kerja	4.11
Peluang untuk melakukan kerja yang berbeza untuk menonjolkan prestasi diri	4.15
Peluang cerah untuk terus maju dalam perkhidmatan awam	4.26

Kajian ini juga melihat tahap kepuasan pekerja terhadap penghargaan dan pengiktirafan yang diberikan terhadap mereka. Sebilangan responden dalam kajian ini memberikan respon yang positif dan mengakui ketua menghargai hasil kerja yang baik. Hanya sebilangan kecil iaitu seorang responden memberikan jawapan tidak memuaskan kepada faktor dasar kenaikan pangkat yang adil dan berorientasikan kepada kebolehan serta pencapaian hasil kerja. Hal ini mungkin disebabkan oleh faktor panduan kenaikan pangkat yang sering berubah-ubah kerana pertukaran kementerian di peringkat tertinggi.

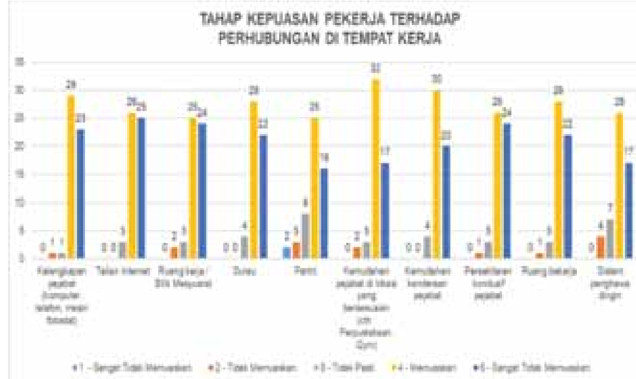
5. PENGHARGAAN / PENGIKTIRAFAN	Purata Skor
Ketua memperakui dan menghargai hasil kerja yang baik	4.24
Dasar kenaikan pangkat yang adil dan berorientasikan kepada kebolehan serta pencapaian hasil kerja	4.24
Pemberian insentif (APC), Majlis Apresiasi bersama Jabatan, Penghargaan dalam Perhimpunan Bulanan adalah berdasarkan pencapaian prestasi dan kecemerlangan individu	4.09

Aspek perhubungan sosial sangat penting dalam satu organisasi. Hubungan sesama pekerja amat dititikberatkan di semua organisasi bagi menjamin semangat berpasukan dan mengeratkan hubungan silaturrahim di antara kakitangan. Berdasarkan data yang diperolehi dalam kajian ini, kesemua responden memberikan jawapan yang sangat memuaskan bagi semua aspek. Hanya sebilangan kecil responden menjawab tidak pasti bagi beberapa aspek. Hal ini menunjukkan hubungan sosial di kalangan pekerja dalam organisasi ini adalah sangat baik dan boleh dicontohi.



6. PERHUBUNGAN DI TEMPAT KERJA	Purata Skor
Hubungan yang baik dengan Pihak Pengurusan Tertinggi	4.41
Hubungan baik dengan Penyelia / Ketua Unit	4.43
Hubungan yang baik sesama kakitangan lain	4.48
Rakan sekerja sentiasa memberi bantuan dan galakan	4.46
Program - program kekitaan yang dilaksanakan dapat memupuk semangat kerja berpasukan dan mengeratkan hubungan antara kakitangan	4.39
Amalan saling hormat - menghormati diantara satu sama lain tanpa mengira pangkat	4.43

Kemudahan di tempat kerja merupakan antara salah satu elemen penting dalam sesebuah organisasi. Keadaan fasiliti yang baik dan selesa amat menyumbang kepada kepuasan bekerja dan mampu meningkatkan prestasi kerja seseorang. Berdasarkan kajian ini, semua responden memberikan jawapan yang memuaskan dan menunjukkan keseronokan dalam bekerja. Walaubagaimanapun, terdapat dua orang responden yang memberikan jawapan sangat tidak memuaskan terhadap fasiliti pantri yang terdapat di organisasi ini. Hal ini boleh ditambahbaik di peringkat akan datang.



7. KEMUDAHAN DI TEMPAT KERJA	Purata Skor
Kelengkapan pejabat (komputer, telefon, mesin fotostat)	4.37
Talian Internet	4.39
Ruang kerja / Bilik Mesyuarat	4.33
Surau	4.31
Pantri	3.94
Kemudahan pejabat di lokasi yang bersesuaian (cth : Perpustakaan, Gym)	4.17
Kemudahan kenderaan pejabat	4.30
Persekitaran kondusif pejabat	4.37
Ruang bekerja	4.28
Sistem penghawa dingin	4.04

6. Cadangan dan Penambahbaikan

Kajian yang dilaksanakan ini bertujuan untuk meningkatkan tahap kepuasan bekerja bagi semua kakitangan Kolej Komuniti Kuantan. Soal selidik yang diberikan kepada semua pekerja telah berjaya mendapatkan beberapa cadangan dan idea penambahbaikan untuk meningkatkan lagi kepuasan bekerja di kalangan kakitangan. Cadangan yang diberikan telah dibahagikan kepada beberapa kategori seperti pengurusan organisasi, pengurusan kerja, keceriaan ruang pejabat, hubungan di tempat kerja dan kebajikan kakitangan. Beberapa cadangan ini telah dibincangkan bersama pihak pengurusan dan dipersetujui untuk dilaksanakan demi keselesaan bekerja kakitangan di Kolej Komuniti Kuantan. Antaranya adalah membuat satu garis panduan untuk lantikan jawatan dalaman dan membuat satu tempoh masa untuk satu-satu jawatan dipegang oleh seorang kakitangan. Garis panduan ini telah dibangunkan dan disebarluas kepada semua kakitangan. Selain daripada itu, terdapat cadangan untuk memberi peluang kepada semua kakitangan untuk menonjolkan bakat dalam bidang pengurusan dan melantik pegawai yang bergred tinggi untuk mengetuai sesuatu unit atau jawatan.

Dari segi pengurusan kerja, cadangan yang diberikan termasuklah keperluan untuk penyebaran maklumat prosedur semasa yang jelas dan jika perlu latihan diberikan dengan jelas untuk mudah difahami oleh kakitangan. Selain daripada itu, turut dicadangkan untuk menggalakkan penglibatan semua staf dalam tugas-tugas penting dan tidak hanya orang yang sama sahaja setiap masa. Terdapat cadangan untuk penambahbaikan dari segi keceriaan bangunan ditambah baik denga mural lukisan pelajar. Cadangan tentang hubungan di tempat kerja adalah yang paling banyak dikongsi kakitangan dalam kajian ini. Antara cadangan yang diberikan termasuklah memperbanyakkan program teambuilding untuk merapatkan lagi ukhwah sesama kakitangan. Selain daripada itu, turut dicadangkan untuk dibuat lebih banyak aktiviti menyatukan silaturrahim staf semua unit dan program serta berpandangan terbuka terhadap masalah pekerja serta memberi ruang dan peluang kepada setiap masalah pekerja bagi mengurangkan tekanan setiap individu. Selain daripada itu, kebajikan kakitangan turut diambil berat. Terdapat cadangan untuk menyediakan tempat letak kereta untuk kakitangan. Perkara ini telah diambil maklum oleh pihak pengurusan dan beberapa petak parkir di sekitar kolej telah disewa untuk kegunaan kakitangan. Seterusnya, terdapat cadangan untuk meningkatkan kualiti kemudahan kolej termasuklah kemudahan penghawa dingin dan capaian internet. Perkara ini juga telah diambil maklum oleh pihak pengurusan dan tindakan telah diambil. Penghawa dingin sedia ada telah ditukar kepada yang baru dan system internet telah ditambah baik bagi memastikan pengurusan kerja kakitangan adalah cepat dan teratur.

7. Kesimpulan

Hasil daripada kajian ini bolehlah disimpulkan bahawa kebanyakan kakitangan Kolej Komuniti Kuantan sangat berpuas hati dan selesa bekerja di institusi ini. Perkara ini dapat dibuktikan apabila data yang dikumpul bagi kesemua aspek yang dikaji menunjukkan respon yang tinggi dan sangat memuaskan. Namun masih terdapat beberapa aspek yang perlu dititikberatkan dan diberi perhatian oleh pihak pengurusan demi menjamin keselesaan bekerja di kalangan kakitangan. Kepuasan bekerja di kalangan kakitangan adalah sangat penting bagi memastikan struktur organisasi sebuah jabatan itu dapat berjalan dengan lancar. Kajian ini akan dapat memberikan pandangan dan input kepada pihak pengurusan untuk melancarkan lagi urusan kerja di institusi. Cadangan yang diberikan dalam kajian ini telah dipanjangkan kepada pihak pengurusan dan ada di antaranya yang telah dapat diselesaikan. Justeru itu, kajian ini adalah sangat penting dan impaknya kepada institusi adalah sangat besar.

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Etika Perhubungan Awam Dan Kewartawanan Dalam Era Media Baharu

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Abstrak

Tujuan kertas ini adalah untuk membincangkan tentang amalan etika dalam penggunaan media baharu. Media baharu didapati sangat membantu dalam perlaksanaan tugas-tugas wartawan dan pengamal perhubungan awam. Namun begitu didapati juga penggunaan media baharu turut menimbulkan permasalahan dan kesangsian dari aspek amalan etika. Justeru, berdasarkan interpretasi pengkaji-pengkaji terdahulu, kertas ini membincangkan persoalan-persoalan berkaitan amalan etika dalam penggunaan media baharu dalam kalangan pengamal media, khususnya wartawan dan pengamal perhubungan awam.

Kata Kunci

Etika kewartawanan, pengamal perhubungan awam, wartawan, etika media baharu

1. Pengenalan

Media baru telah membentuk budaya moden yang mempengaruhi cara seseorang bertindak, berkomunikasi, belajar dan memahami diri dan juga dunia persekitaran mereka (Nicoleta, 2008). Gregory (2004) serta Allagui dan Breslow (2016) menekankan bahawa terdapat bukti-bukti yang kuat menyokong bahawa kemunculan media baru telah menyebabkan pembaharuan dalam pengamalan perhubungan awam (PR). Contohnya, Marx (2017) mendapati bahawa terdapat beberapa agensi PR yang telah mula menggunakan Artificial Intelligence (AI) untuk melaksanakan tugas memantau media sosial dan meramal trend-trend media. Persoalannya, sejauhmanakah pengamal-pengamal PR beretika dalam penggunaan media baru ini?

Kajian-kajian terdahulu membuktikan bahawa membayar para wartawan adalah dianggap tidak beretika jika ia bertujuan untuk memastikan berita-berita positif ditulis berkenaan organisasi yang diwakili oleh pengamal PR (Archer, 2016), namun, teknologi yang dibawa oleh media baru telah membolehkan pengamal PR menulis dan menerbitkan sendiri berita dan penulisan yang diinginkan (Yang, Taylor, & Saffer, 2016). Ini bererti, pengamal PR telah mempunyai kuasa untuk mengawal kandungan media dan juga media yang dimiliki, contohnya laman web organisasi, akaun Facebook organisasi, dan sebagainya. Sudah pastinya, kelebihan ini sangat membantu, namun kajian Navarro (2017) telah membuktikan bahawa kandungan yang ditulis, khususnya dalam media sosial, adalah hanya untuk memenuhi kehendak organisasi, dan bukannya untuk memenuhi keperluan-keperluan pihak-pihak yang berkepentingan kepada organisasi. Situasi ini jelas menunjukkan unsur tidak beretika, walaupun diakui bahawa pengamal PR ini perlu patuh dalam melaksanakan kehendak pihak yang membayar gaji mereka.

Selain tidak perlu terlalu bergantung kepada berita-berita positif oleh wartawan-wartawan media utama, pengamal PR juga telah didapati menukar fokus mereka kepada individu-individu yang berpengaruh dalam penggunaan media baru, contohnya pemilik akaun Twitter atau Facebook yang mempunyai pengikut yang ramai. Strategi ini sememangnya sangat berkesan kerana pengikut yang ramai berkemungkinan besar akan menjadi pelanggan atau pengguna yang berpotensi bagi sesebuah organisasi apabila para pengikut ini mempercayai dan mengikut setiap yang diperkatakan oleh pemilik Twitter yang berpengaruh. Menurut Archer (2016), kemampuan pengamal PR yang mewakili organisasi mereka untuk mempengaruhi individu-individu berpengaruh dalam penggunaan media baru ini adalah dikenali sebagai pengurusan perhubungan, dan membayar individu-individu berpengaruh ini demi untuk kandungan editorial atau untuk mempengaruhi pengikut adalah sesuatu yang dilihat sebagai tidak beretika. Namun begitu, tidak dinafikan bahawa ini adalah norma terkini yang muncul semenjak kehadiran media baru. Mengenalpasti dan memilih individu-individu berpengaruh khususnya dalam media sosial adalah antara cabaran utama yang sangat dititikberatkan oleh sebahagian besar organisasi pada masa ini (De Veirman, Cauberghe, & Hudders, 2017), sedangkan majoriti individu-individu yang berpengaruh ini adalah jelas tidak berkemahiran dalam menguasai latihan tertentu, mempunyai standard editorial yang kurang berkualiti, dan tidak memahami tentang etika professional (Navarro, 2020).

Apabila membincangkan tentang kebebasan menulis kandungan berita oleh pengamal PR dan juga mereka yang berpengaruh dalam penggunaan media baru, tidak dinafikan kita juga akan turut membicarakan berkenaan pengeksploitasian terhadap maklumat yang ditulis atau digunakan. Kandungan penulisan yang semata-mata menekankan kehendak organisasi sememangnya tidak beretika, tetapi yang lebih menyukarkan lagi apabila Lane dan Kent (2018) menyatakan bahawa masyarakat dan pihak-pihak yang berkepentingan kepada organisasi telah dieksploitasi demi untuk mewujudkan anggapan bahawa mereka mempunyai minat dan kehendak yang sama dengan organisasi. Pengikut yang ramai di akaun Instagram organisasi, jumlah suka atau 'like' di akaun Facebook, dan sebagainya, seringkali dijadikan sebagai kayu ukur yang menunjukkan bahawa organisasi tersebut mempunyai rekod cemerlang dan diterima ramai. Walau media sosial dikenali sebagai "sosial" oleh para penyelidik dan professional, namun itu tidak bererti media sosial tidak terlibat dengan pengeksplotasian (Kent & Li, 2019). Maksudnya adalah, sesiapa sahaja yang terdedah dalam penggunaan media sosial, bukanlah itu bererti bahawa mereka membenarkan diri mereka untuk digunakan dengan bebas. Apabila butang "like" diketik, tindakan itu mungkin sekadar tanda sokongan tapi bukan sebagai tanda untuk membenarkan dilibatkan dalam mana-mana aktiviti promosi sesebuah organisasi.

Grunig (2014) menekankan peranan pengamal PR adalah untuk bertindak sebagai kaunselor etika kepada organisasi, dimana mereka ini membantu organisasi untuk bertingkahlaku dengan beretika, bertanggungjawab dan seimbang. Tidak dinafikan kerana Coleman dan Wilkins (2009) telah mendapati bahawa pengamal PR adalah pemikir etika yang cemerlang berdasarkan pencapaian-pencapaian mereka dalam menyelesaikan persoalan-persoalan berkaitan etika, dan juga dalam perlaksanaan kempen-kempen komunikasi organisasi mereka (Schauster & Neill, 2017). Walaupun pematuhan terhadap kod etika PR bukanlah sesuatu yang mandatori untuk dipatuhi, contohnya kod etika yang disediakan oleh Institut Perhubungan Awam Malaysia (IPRM), namun pengamal PR di Malaysia menjadikan kod tersebut sebagai satu asas untuk dipegang, selain turut menjadikan norma sosial, agama, dan budaya, serta arahan-arahan kerajaan sebagai panduan untuk menjadi lebih beretika (Idid & Arandas, 2016).

Justeru, adalah diharapkan bahawa penglibatan pengamal PR dalam era media baru ini tidaklah melupakan pengamalan etika seperti yang dilaksanakan dalam era sebelum kemunculan media baru. Teknologi akan datang bersilih ganti, namun masyarakat akan tetap kekal sebagai perlu dihargai dan dihormati. Ini kerana, ahli-ahli dalam masyarakat adalah mereka yang akan menjadi pekerja, pelanggan, dan juga pelabur organisasi di masa depan.

2. Etika Kewartawanan dalam Era Media Baharu

Etika kewartawanan menjadi gagasan penting dalam era media baharu dan turut menjadi penting dalam kalangan pegawai perhubungan awam kerana didorong faktor pegawai perhubungan awam yang kini berkeupayaan mengawal isi kandungan menerusi penghasilan berita. Dengan aplikasi AI dalam amalan perhubungan awam, aktor perhubungan awam kini bukan hanya perlu mengetahui dan menghayati etika perhubungan awam tetapi juga etika kewartawanan.

Secara umumnya, etika kewartawanan boleh wujud dalam bentuk bertulis atau tidak bertulis. Walau dalam apa bentuknya sekalipun, kod etika yang diamalkan perlulah dihayati dalam minda dan hati para wartawan. Pengamalan etika kewartawananlah yang menentukan tahap profesionalisme seseorang wartawan dan yang membentuk praktis kewartawanan seseorang (Bucholtz, 2019). malah etika kewartawanan dilihat sebagai keperluan utama yang membezakan antara wartawan amatur dan wartawan professional (Craft, 2017) walaupun pengamalan etika diancam oleh faktor ekonomi dan komersialisasi (Luengo, et al. 2016). Dari segi praktis etika kewartawanan dalam era media baharu, kertas ini menghujahkan keperluan pegawai perhubungan awam untuk turut menghayati dan mengamalkan etika kewartawanan.

Selain praktis kewartawanan tradisional, kewartawanan data adalah satu cabang dalam kewartawanan yang memerlukan pengamalan etika yang lebih tinggi kerana kompleksitinya berbanding kewartawanan lama. Antara yang paling mencabar ialah proses pengumpulan data dalam proses penghasilan berita. Persoalan etika seperti "kenalan atau kemahiran teknikal untuk mengumpul data" yang manakah lebih penting dalam proses ini adalah antara soalan yang berunsur etika yang perlu dipertimbangkan oleh wartawan di era media baharu. Misalnya, Google Fusion memberi akses terhadap data secara percuma kepada public. Namun persoalannya ialah dari segi kualiti data dan pemilikan data. Siapa yang mengumpul data dan mengapa? Adakah dalam hal ini, wartawan yang perlu mengumpul data tersebut atau hanya menggunakan data yang ada untuk menghasilkan berita? Ada hujah yang menyatakan data tidak boleh terus diterima pakai bulat-bulat dan perlu disiasat terlebih dahulu. Ini menjadikan isu mempunyai "pandangan awal" (preconceived notion) terhadap data memerlukan pendekatan etika dalam memahami data.

Selain itu, satu lagi isu etika dalam kewartawanan data ialah memastikan data yang digunakan dalam berita tidak membahayakan sumber berita atau pihak yang dilaporkan. Memastikan tiada bahaya berlaku kepada individu yang terlibat dalam berita yang dilaporkan adalah salah satu etika kewartawanan yang penting. Dalam kewartawanan data, persoalan etika ini menjadi penting kerana wartawan bukan sahaja memastikan berita diterbitkan tanpa membahayakan orang lain tetapi juga memastikan tentang bahaya yang mungkin berlaku kepada seseorang akibat data yang diterbitkan dalam bentuk berita (McBride, 2016).

Beberapa prinsip yang harus menjadi sebahagian daripada pemikiran utama para wartawan data adalah:

- Wartawan mesti bertanggungjawab terhadap data yang mereka rancang untuk terbitkan. Mereka perlu memastikan data yang digunakan adalah sahih.
- Wartawan juga harus mempertimbangkan dari mana data tersebut berasal, siapa yang mengumpul data tersebut dan motif orang yang mengumpul data.
- Dalam proses ini, seorang wartawan juga harus mencari data dan nilai yang hilang dan cuba tentukan bagaimana itu mempengaruhi hasil akhir penulisan berita.
- Wartawan perlu menghasilkan laporan berita yang cuba mengatasi masalah yang besar iaitu menggunakan data untuk mencari jalan keluar terhadap sesuatu masalah.
- Pastikan memasukkan data ke dalam konteks pemberitaan supaya data dapat difahami oleh pembaca dengan lebih baik dan mengelakkan membuat kesimpulan yang salah (McBride, 2016: 26)

3. Kesimpulan

Perbincangan ini menunjukkan beberapa aspek keperluan bagi kalangan pengamal perhubungan awam untuk menghayati dan mengamalkan etika kewartawanan terutama kerana desakan dan perubahan yang berlaku dalam dunia komunikasi di era baharu. Selain itu, beberapa aspek evolusi etika kewartawanan dalam konteks kewartawanan data juga dibincangkan dengan memperlihatkan aspek etika yang lebih mendalam dan kompleks berbanding dalam amalan kewartawanan tradisional.

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Developing Islamic-Compliance TVET Education Framework In Community College In Malaysia In Line With Industrial Revolution 4.0.

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Abstract

The 21st century education sector has taken steps to transform teaching training towards industrial revolution 4.0. Education is seen to be more modern and advanced in line with being the main driving force in producing human capital that meets holistic characteristics and has ethical values and is able to deal with modern challenges. The importance of the role of teachers, especially from the support sector such as Islamic Education should be emphasized for the continuity of this field in the Technical and Vocational Education Training (TVET) industry. This concept paper emphasizes on the importance and justification of emphasis given to the Islamic Education sector in TVET Education to enrich the talent of teachers and contribute to the achievement of holistic student production and add value to the quality of Malaysian polytechnic TVET graduates and community colleges.

Keywords
TVET education, Islamic TVET, educators competencies.

1. Research Objectives

1. To understand in depth the idea of Islamic compliance in TVET (ICTVET) education in Malaysia higher education institution.
2. To explore the factors that can contribute to the development of ICTVET education framework in Malaysia higher education institution.
3. To develop an ICTVET education framework in line with industrial education 4.0 in community college in Malaysia.

2. Problem Statement

TVET institution is the largest TVET training provider and contributes 30% of the country's TVET workforce by 2020. Hence, TVET institute talents should be enhanced from time to time in order to remain the quality of the programme offered (Ahmad, Mazlan, & Anuari, 2018). Its strategy is to produce effective staff through comprehensive long-term talent development programmes. To execute this strategy, three initiatives have been developed to introduce an experienced enrichment training programme, implement the new leadership development programmes, and introduce 4IR teaching and learning programmes for professional growth and enhancement. The outcome of these initiatives is to produce industry-experienced lecturers that occupied with 4IR (Industrial Revolution) talent expertise. Therefore, lecturers are encourage to join several training programmes such as Multi-skilling, Executive Management TVET, Federal Scholarship Scheme (SHLP), Structured Internship Programme (SIP), Upskilling Programme (PPK), Career Path Competency Matrix Courses (CPCM) and In-service training (KUDAP) (Ahmad et al., 2018).

The 11th Malaysia Plan (11MP) has laid one of the six thrusts of increasing human capital development for developed countries. One of the efforts to meet this core is to develop a centralized database on competency gap profiles and provide an effective training direction plan. To meet this goal a TVET Instructor Profiling project was introduced. This project aims to close the gap that exists in every TVET instructor so that quality training can be delivered to trainees. It also develops world-class TVET instructors who are knowledgeable, competent, disciplined and responsive to environmental and technological changes (Ciast, 2020). TVET Instructor Profiling is a project where the collection of TVET instructor skills is collected and consolidated to be compared with the ability checklist to obtain teacher competency gaps. Ability checklist is generated using CUDBAS (Curriculum Development Based on Vocational Ability Structure) method. TVET Instructor Profiling is a process to obtain relevant TVET instructor data (Ciast, 2020).

The current truth that one can not dispute about the comprehensiveness provided by Islamic teaching in many sectors. Starting with the concept of Islamic compliance in the capitalist banking service in Malaysia, it has steadily progressed towards complete implementation of Islamic compliance in the banking system, namely Syariah compliance banking products such as mudarabah, murabahah, takaful and so on. In education, Islamic compliance education has already been introduced in government universities such as IIUM (Firdaus & Fatah, 2019) and USIM (Berita Harian, 2018). The disparity in the capacity of Islamic educators to teach a TVET training programme tends to be greater because of the incomparable courses or programmes provided to meet the teaching outcome criteria. In particular, TVET educators who are from religious department teach Islamic module that not be placed parallel with technical field. Expanding the idea of Islamic-compliance in higher institutions into TVET education sectors is something good to have. Polytechnic has started to introduce Tahfiz TVET Programme (Yusak, Razak, Noh, Yusuf, & Nasirudin, 2019). The pioneer project was carried out in the Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam. UniKL Ulul Albab Programme, UniKL provides a platform of an integrated and balanced learning system centred on the spiritual, moral, intellectual and ethical values of Islam (Mahmud, 2018).

This research therefore will contribute to develop an ICTVET education in Community College in Malaysia. Various study addressed that the implementation of Islamic teaching in education can give added value to the quality of students and industries in Malaysia. A new conceptual framework is assumed to be intended to serve as guidance for the creation of effective TVET Islamic-compliance in community college in Malaysia. This is one of the efforts to bring credibility back to tertiary education as previous education ministers have mentioned (Sani, 2019).

3. Background of Study

Competency and Career Development Division (BKPK), Department Polytechnic and Community College Education (JPPKK) includes four main units namely Development Unit Professionals, Competency Development Unit, Talent Excellence Unit and Unit eSIS. Competency Development Unit emphasizes training and activities in the form of preparation for professional advancement and human resource growth to enhance the career path of PPPT such as Career Pathway and Competency Matrix (CPCM), Development Program Skills (PPK), Multiskilling, Professional Industrial Certificate, Course Instructional Leadership and Andragogy Development (KIPA), and others.

One of its programs which was JPPKK in collaboration with Colombo Plan Staff College (CPSC) has organized the In-Country Program Course on “Redesigning Teaching and Learning Practices towards IR 4.0 ”on 25 - 29 March 2019 at Tuanku Polytechnic Sultanah Bahiyah (Omar, Ashaari, & Sharin, 2019). Part of the filling for the course has been held a national seminar entitled "TVET 4.0 - Opportunities and Challenges of IR 4.0 ” on March 28, 2019 (Thursday) at the Main Lecture Hall, Tuanku Sultanah Bahiyah Polytechnic (PTSB). The course session was attended by 120 participants consisting of citizens of polytechnics and community colleges North Zone (Omar et al., 2019).

3.1. Technical Working Group For Skills (Twg-S) Jppkk 2019

Through TWG-S, the government has allocated to the MOE to undergoing the Training of Trainers (ToT) program for the year 2019. Through the program ToT, polytechnic lecturers and community colleges have been given training for prepare them with the latest technology in line with developments Industrial Revolution 4.0 (IR 4.0). Among of the training that have been given are internet system integration of things (IOT), artificial intelligence, cloud computing, big data analytics, cybersecurity, system integration dan additive manufacturing.

Looking at JPPKK's annual report, it is clear that training skills have been developed to improve professional educators who are specialist in these fields. Unlike TVET educators with Islamic background, the emphasis is still minor. Basically, the issue in this study is finding a response on how to develop the ICTVET education specifically in Malaysia's Community Colleges.

4. Literature Review

As far as the proposed topic is concerned, the researcher assumed that there is no or little extensive study has been done by previous scholars related fully to the course. The current literature has not provided adequate attention to the questions about why and how Islamic-based educators are being offered for talent enrichment in Malaysian TVET Community College's higher institutions for the sake of their career. Few studies have highlighted the competencies of educators mostly in engineering based sectors (Haolader, Cicioglu, & Kassim, 2017);(Bünning, 2006);(Ahmed, 2010); TVET teacher competence is one of the main factors affecting the standard of TVET graduates and the TVET system. Some studies suggests that TVET teachers should be trained by local policy makers and TVET higher education institutions to equip those educators with competency elements which are necessary and specific to TVET (Haolader et al., 2017).

Other research includes some inventions of educational innovations which may be of great importance to enhancing learning for TVET (Amran, Ananta, Hanafiah, Ali, & Mohd, 2020). This outcome of research can be expanded to TVET Islamic educators. Other conference was to set up a discussion forum for enhancing the standard of technical and vocational education and training (TVET). Emphasis was on establishing and implementing an international Master Degree Program in TVET teacher and trainer education

(Raihan & Shamim, 2013). Thus, this research will be helpful in getting explanation more on Islamic educators in TVET education sector.

Other study shows that TVETagogy module via Project Oriented Problem Based Learning and Work Based Learning can enhance teaching and learning effectiveness for Design and Agriculture Technology. They are less competent in the technical skills required by the industry, and they do not have good soft skills, including professional work ethic, communication skills, teamwork, decision making and leadership. The module usability assessment results show that students gain new learning experiences such as learning topics quickly, facilitating understanding and creating fun learning (Rus, Husain, Hanapi, & Mamat, 2020). Thus, to deliver the module, the root idea of this project must rest on a competent and knowledgeable educator. This research will therefore seek an explanation on how to develop a capacity for Islamic TVET-based educators in order to achieve the intention of producing good quality graduates.

Yunos, Sern, & Hamdan, (2019) expected that the outcome of their study will contribute towards the sustainability of TVET Teacher Education programmes in Malaysia improving the quality of TVET graduates to achieve the national goal of becoming a high-income nation. Several criteria for the sustainable curriculum of TVET Teacher Education programme emerged from the thematic analysis conducted in their study. This refers to the need for the curriculum to be specific to the programme offered This finding is supported by (Goodine, 2010) who stated that specialization is crucial for TVET teachers to remain updated with the current development in technology. Several quotations from experts are stated to buttress the point. The aim of this study was to explore the criteria for the sustainable curriculum of TVET Teacher Education. Findings from the study revealed five main criteria which include i) specialization; ii) work-based design; iii) dynamic; iv) interactive teaching and learning, and v) international syllabus. In conclusion, data from this study supported the government's plan to improve the educational system holistically. Therefore, for the sake of Islamic-based educators in TVET sectors specifically at Community College in Malaysia, this current study would benefit from this outcome to expand.

Oviawe, Uwameiye, & Uddin, (2017) argued that educational institutions are constantly confronted with the challenges of producing virile graduates that the workplace of the 21st century will deem suitable and acceptable for taking on functions in the industries. Based on the findings of their study, the following recommendations are made: i) Educational institutions offering technical education programmes should take full advantage of the complexities of the workplace of the 21st century to produce graduates of technical education who will be able to fit and excel in the world of work of the 21st century, (ii) Educational institutions that offer professional education programmes may include the workplace of the 21st century in the planning and review of their curricula and (iii) The workplace should make a meaningful contribution to technical education programmes by supporting the school's infrastructural needs , providing grants and technical support for technical education research and development. Thus, this advice for Islamic-based educators in TVET sectors can also be extended in this current study.

The technical and vocational education and training system in the Asia and Pacific region must adapt to these key features, including globalisation and the knowledge society, the revolution in information and communication technology, climate change and sustainable development. Majumdar, (2011) argued educators who actively use ICTs or any form of technology-supported instruction assume the role of educational designers, who need to understand the full potential of technologies in parallel with providing content relevant to the context in which learning occurs. Educators are expected to create a new flexible and open learning environment with interactive, experience-based, and multimedia delivery systems in the ICT era. He proposed the eclectic model based on Constructivism Learning to Learn, Higher Order Thinking Sustainable, Transmitter of Learning Knowledge Controller Always Expert Learning to use ICT Didactive / Expository, Guide & Facilitator of Knowledge Creator of Learning Environment Collaborator & Co-Learner Using ICT to improve interactive / Experiential / Exploratory Learning. This current research will therefore discuss all of those features in the sense of TVET Islamic educators at Community College in Malaysia in order to respond to the study's main objectives.

There has been one recent paper that discusses the competencies of educators. Ismail et al., (2018) described components and core competencies that could promote mutual understanding of accepted practises and levels of competency for educators in TVET institutions comprising acceptable components of expertise , skills and attitude (KSA); It aims to define the core competencies for TVET educators, who completely prepare their students for their transition to work. When implemented successfully, these competencies will ensure that Malaysian TVET educators are equipped with adequate skills and provide their students with a smooth transition from the institution to the working world. This research was essentially a project sponsored by the Higher Education Ministry to improve the standard of the graduates of TVET. This study's landscape revolves around higher education level lecturers or educators. The portion mentioned in the study is intended to serve as guidance for the creation of effective TVET educator.

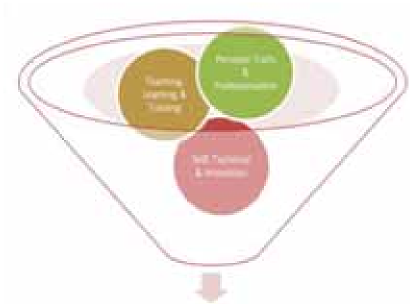

Figure 1. Main Component for TVET Education Standard

The collection of design models in the learning method must be tailored to the characteristics of the field of education. TVET 's sector orientation is occupational preparation. The definition of developed needs is therefore work-based schooling, maturity and freedom. In science, the Technological Pedagogical Content Knowledge (TPACK) model is best suited. Whereas TVET requires an andragogy approach to build knowledge, skills and attitudes. In addition, knowledge in the work field becomes its own dominance that must be discussed. Previous study modifies a new model for learning on content knowledge on TVET, namely Technology Andragogy Work Content Knowledge (TAWOCK) (Arifin, Nurtanto, Kholifah, & Nurhaji, 2020).

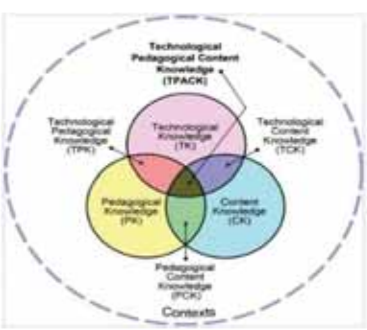

Figure 2. TPACK model

In this research a new conceptual paradigm is expected to contribute to the current body of information by compressing and analysing all previous models and analysis. The research assumes that a TECIE framework is developing that stands for awareness of the TVET Educator Competency for Islamic Educator. This cannot be done immediately in order to set up a professional development for educators. A Model for Assessment-Driven Professional Development by Kelleher, (2003) explained six stages that would be helpful for designing this conceptual framework. There is a need to set up a professional image for TVET educators especially for Islamic based educators. We should create a new picture of professional growth, not as a series of separate activities that may or may not be related, but as a network of goals and activities closely linked together.

This study would address these core competencies in more detail by looking at particular areas that focused on TVET-based Islamic educators. This is critical in order to close the gap between technical and Islamic educators in the education sectors of TVET. It is hoped that the outcome of this research will contribute to the creation of professional growth among Islamic-based educators at community college in Malaysia by providing a deep description and discussion about Islamic compliance in TVET education sectors for the sake of organization and industrial benefit as well as ministry's mission to produce high quality TVET graduates.

Educators should be given practises to create high quality students in close proximity with the industries. They should engage in prospective instruction which is aligned with the curriculum standards of their state. Educators should exemplify, and embed in instruction, the demands of the global economy (Yusof, Azis, & Othoman, n.d.). Thus, having a framework to inculcate compliance in education with Islamic teaching would benefit many segments of the institution.

5. Scope of the study

This research will explore thoroughly the debate from previous studies that emerged with model creation such as the TPACK model for TVET science education, the TAWOCK model for TVET education in the social sciences. The propose outcome would be the development of conceptual framework for Islamic compliance TVET educations namely ICTVET framework.

6. Participant demography

This study will be conducting towards a few sample of selected informants. Data will be obtained from informants that represent several sectors that will be able to answer the research questions. Data sources will be from industries and graduates. The expected outcome of this study will be contributing to development of framework.

7. Methodology of Study

Grounded theory is analysing an comprehensive collection of qualitative data collected by participants. Observation, in-depth interviews , focus groups, audio / video recording narratives or other secondary documents in in this method. One of these techniques is grounded theory for analysing text data–an inductive technique for evaluating recorded data on a social phenomenon to construct hypotheses about that phenomenon (Bhattacherjee, 2012).

Qualitative analysis relies heavily on the analytical and integrative abilities of the researcher, as well as personal awareness of the social context in which the data are obtained (Merriam, 2009). The researcher takes a line-by-line look at the raw textual data to identify discrete events, incidents, ideas, actions, perceptions and relevant interactions that are coded as concepts (hence in vivo codes). For later validation each concept is linked to specific portions of the text (coding unit).

In this research, the methods used in the research such as library research, field work, historical documentary, interview, survey, evaluation and analysis, etc.

8. The Quantification of Qualitative Survey Data

Surveys can be reviewed by comparing the frequency of responses to each of the questions in the survey form. This can be done manually using a "table stream", which can be easily configured in an Excel spreadsheet to study descriptive statistics. ATLAS.ti and NVIVO are qualitative data analysis packages that allow researcher to study non-statistical information from interviews, group activities, observations, audio, video, photos or documents according to the selected criteria.

9. Interviews

One of the most popular method used in social sciences of collecting information from people about something is interviewing them. Different types of information can be derived out using different types and styles of interviews. Conducting interviews is an interpersonal process and the challenges is to be aware with personal behaviours and assumptions in the context. Respectfulness and maintain appropriate boundaries are a pre-requisites before conducting interviews.

9.1. Interview Type

These are some of the types of interviews:

Fact finder - This type of interview is used to obtain specific information from interviewees and often includes structured or standardized interview questions. It is used when some information is known, and the researcher need to get a deeper understanding. An example of whether the interview is appropriate for finding facts is an interview with a business employee as part of the review of marketing strategies. The amount of information (or "quantitative") is often known (for example, results and numerical data), so an interview can be used to see efficient information that can not be given by quantitative data, such as personal experience.

Idea generator - An idea generator interview is usually used at the beginning of a research project to identify and analyze the problems of a particular group or community. In many respects, this type of interview is the opposite from fact finder type of interview. It is used when the interviewer has no settings about what to find in the interview, and the results can be used to determine the learning parameters or structure. Interview questions are more structured or controlled for a deeper study of this phenomenon. For example, in order to develop a successful business strategy, interviews needed to develop ideas to find out which successful business strategy is designed for different SMEs from select firms.

Exploratory - Types of interviews require some level of preceding knowledge of the subject of study, such as those regarding the hypotheses testing. Most types of research projects commonly used interview, as they are relevant to. It usually works with people who play a strategic role in organizations, establishing links between other operational elements, ensuring appropriate actions and pushing forward research results (for example, senior officers from selected companies can be interviewed using a way to know future priority plans and how they fit the plans and priorities of others).

Experiential - Experiments interviews can be used to obtain information from people who have benefited from selected projects. This type of interview aims to identify the feelings, beliefs, and experiences of people in a particular period of time (for example, the duration of an advertising campaign). It provides a rich, in-depth material as the subject under one study influences one's life at a personal level. Thus, these interviews can match feelings and impressions of any changes and add a "story" to the quantitative data.

In this study, all four interview types will be taken into discussion to obtain necessary data. Those data will be processed using specific software such as Atlas.ti and NVivo for triangulation if any.

10. Justifications of the study

Polytechnics and Community Colleges aim to be the leading leaders of TVET institutions to generate capital and holistic, entrepreneurial and balanced human being. Based on current needs, six (6) cores strategies have been developed and each one focuses on the aspects that have been identified as an important element in the context of National Higher Education. The strategic core is the foundation of implementation planning translated based on the vision, mission and direction of the organization. It plays an important role to steer the Strategic Plan of Polytechnics and Community Colleges, to achieve the desired goals. The third strategic cores emphasizes on the ability to enrich talent to the workforce and JPPKK staff in particular (Ahmad et al., 2018). In order to enrich talent, it is necessary to look at the overall need for talent development both in terms of technical and support areas.

Therefore, because of the core strategic of Polytechnics and Community College to improve their workers abilities, it is the key goal which influences this research to be conducted. It can therefore be expected that this research can contribute in the future to small sections of strategic planning , especially with regard to the future of Islamic educators in TVET education sectors.

11. Significance Of Study

This research is expected to be important to three types of organizations, namely government, industries, institution, and contribute to new information value. The contribution of this research would realise 11MP for the government. Education for century graduates 21^{st} urges for providing graduates to face that future dynamic through the application of knowledge and critical skills, as well cultivate ethics and morals, from preschool to education level height (Unit, 2015). It is therefore important to enroll the role of Islamic compliance in the TVET sector in order to inculcate the ethical value in students. It is hoped that the proposal will be visualized in the future, by providing the right capacity for Islamic-based educators in community college Malaysia. Enable TVET industry-leading: 60% out of 1.5 million jobs to be created during the 11MP period will requires TVET related skills (Ahmad et al., 2018).

The government will enhance the role of the industry across the value chain, from student intake to curriculum development, delivery and job placement for ensure graduate offerings meet industry demand (Unit, 2015). That is why more and more engineeringbased skills were being imparted to technical educators rather than to Islamic educators. Learning will be adapted according to individual needs through online resource expansion and life-long learning. Improvement of human capital in particular in Islamic sectors is essential in every way. This is because the government sees the importance of instilling Islamic teaching in TVET education in future will help to increase the value of human capital.

The implementation of Islamic compliance in TVET education to the industries that build more added value of being multiscale person consisting of worldly and subsequent awareness in line with the spread of industrial revolution 4.0 in Malaysia.

It will help the organization attain the goal and vision of creating a better human capital with more holistic and potential entrepreneurial characters. And for the importance of knowledge this study would obviously open up a new paradigm of Islamic teaching that embraces modification but still in line with the Prophet's teaching.

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FULL PAPER

Eye Motion Tracking Using Image Processing To Improve Computer User

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***Abstract*—Looking at a digital screen can have different experience than viewing a written or printed paper. Spending a long time looking at a computer screen can strain the eyes and causing what is known as Computer Vision Syndrome, a health condition that cannot be corrected with eyeglasses or contact lenses. In order to overcome this issue, authors came up with an Eye Motion Tracking System. The objective of this system is to improve users' experience when looking at the computer or laptop screen by provide suggestions on brightness settings or breaks based on the detected user's eye behavior. The system was developed using Python, OpenCV, Dlib's face detector and eye aspect ratio (EAR) as eye blink detection algorithm based on waterfall methodology. This system introduces an inexpensive and simple installation for most computer platforms. Several performance tests were done with different volunteer users. Based from the result, the volunteers are satisfied where the system able to improve the user's experience when looking at the screen by providing reminders.**

Keywords— eye blink, eye detection algorithm, EAR, user experience

I. INTRODUCTION

In the current era, computers become an important part of human daily life. Many tasks cannot be efficiently performed without the help of computers. As such humans become heavily reliant on computers. According to KPCB's report in 2018, which aggregates data from market research company eMarketer, the average adult user in 2017 spent 5.9 hours with digital media as shown in Fig. 1. This includes smartphones, desktops and laptops, and other connected devices including over-the-top (OTT) streaming devices and game consoles [1].

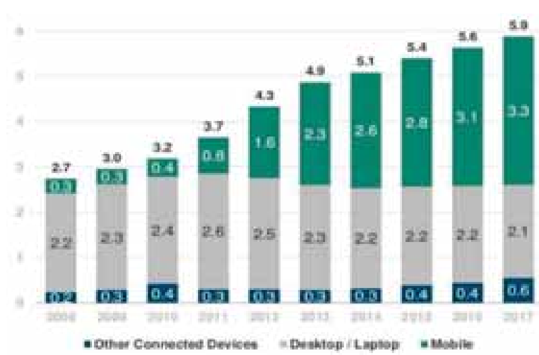


Fig. 1. Daily Hours Spent with Digital Media per Adult User

A research by Transitions Optical in 2016 [2], approximately 80% (as shown in Fig.2) of Malaysians also agree that, smartphones, TVs, laptops and desktops are sources of eye health hazards, while more than half are aware that LED lights and e-book readers can also be harmful to eye health. Electronic device usage in Malaysia is advanced. Close to 80% of Malaysians spend more than four hours looking at screens each day. In fact, nearly 20% spend more than 12 hours a day on screens. In addition, 92% percent of Malaysians use their smartphones just before going to sleep compare to other devices as illustrated in Fig.3. On weekdays, 73% of Malaysian spend time indoors, however much of their time throughout the entire day is spent on electronic devices. While 56% of Malaysians aged 18 to 34 clock more than eight hours a day of screen time such as WhatsApp, Twitter, Facebook, YouTube and game. This has caused the number of people showing signs of vision problem to skyrocket.

Fig. 2. Device Usage > 4 Hours

Fig. 3. Device Usage Before Bedtime

A study by Khalaj and cliques [3], found that about 70% used computers for at least two hours a day. While 80% Up to half reported eye strain, blurred vision, dry eyes and headaches. From this study shows that (Fig. 4), the most prevalent eye-related problem in computer users was eyestrain (81.9%) while the least prevalent was dry eyes.

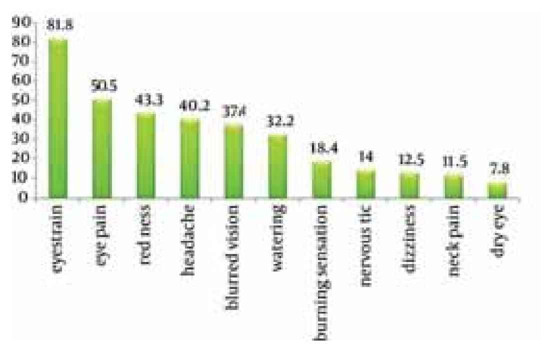


Fig. 4. The Frequency of Eye-Related Problems in Computer Users

Several types of contributing factors, such as lighting conditions, computer screens, computer environments, human eyes, posture of computer users, position of the monitor, computer tasks, and the use of rest breaks can play an important to overcome the eye-related problem. An effective way to prevent or reduce eye-related problem, Khalaj and cliques [3] suggested by taking a short break, stretching muscles, massaging the palpebral muscles, change of scenery and a quick walk around the workstation. One easy way to remember this is to think of 20-20-20. This reminds you that every 20 minutes you should try to look at something 20 feet away for a minimum of 20 seconds [4]. However, when working with thigh schedule, time gets away. The user may not realize that an hour or more has gone by without taking their eyes off from the computer screen. In this study, the goal is to design and implement eye tracking system based on number of eye blink by user. Then the system advice the user to take a break or adjust the computer settings such as brightness, level of contrast or word sizes.

The remainder of the paper is organized as follows: in Section 2 related literature is reviewed in the area of eye tracking. System development methodology will be described in Section 3. Section 4, implementation of the system. Section 5, testing the system and Section 6, provides perspectives for future work. Finally, Section 7, conclusion of the project.

II. LITERATURE REVIEW

Leading brands are now actively using eye tracking to capture the customer's fixation regarding key messages, advertising performance, product performance and general customer experience. Eye tracking technology can also produce information regarding the situation and difficulty of in-store navigation, search conducts, and buying behaviors when implemented to instore testing [5].

Combining visual behavior data using Eye Tracking with contextual information related to any advertisement like the respondent's demographic data, it is possible to build up a rich picture of the overall consumer engagement with the advertisement in terms of both behavior and underlying opinions [6]. These data can determine which marketing strategy works for their customer demographics and proposing better solutions.

Understanding the usability and effectiveness of web pages is easier using an established research method like eye tracking by identifying design and functionality problems increases conversions and performance [7]. With eye tracking technology, we can accurately map out the pattern in which the user look at when performing a certain task in the website. The pattern can be graphicallize into heat map as shown in Fig. 5.

Heat maps consist of static and dynamic aggregations of gaze points and fixations showing the distribution of visual attention, with color-coded scheme that is easy to differentiate. A heatmap representation shows where the most users looked at and where they overlooked the most in a website. This can provide information through the view patterns of the visitors such as how long does it take them to find a specific product on your site, what kind of visual information do they omitted [5]. With the given information, the developer can conclude what was lacking from the website design and make changes to catch the user's attention.

Fig. 5. Heatmap of a Website

There are mainly two kinds of eye trackers, one of them is screen-based. Screen-based usually involve the participant sits in front of a computer monitor or laptop, which has a panel or stand-alone unit mounted below or otherwise near the screen as shown in Fig.6. Then, the participant is presented with multimedia stimuli like photographs, websites, videos or games to trigger, record, and analyze the participant's eye movements [8]. Specialized equipment is usually required but conventional webcam has been an option, but this technology is inherently inferior to infrared-based eye trackers [5].

Fig. 6. Screen-based

Another way to track the eye movement is utilizing devices like glasses and Virtual Reality (VR) headsets (Fig. 7) to record eye activity from a close range. Unlike screen-based devices, the users can move around freely. Wearable eye tracking devices are recommended for behavioral studies in real-world scenarios and natural dynamic surroundings such as professional training in industrial fields [8].

Fig. 7. Device-based

Most modern eye trackers use near-infrared technology along with a camera or other optical sensors to track where the direction of the eye is looking at. A commonly used technique is pupil center corneal reflection (PCCR). The basic concept is to use a light source to illuminate the eye causing highly visible reflections, and a camera to capture an image of the eye showing these reflections. The image captured by the camera is then used to identify the reflection of the light source on the cornea and in the pupil [7]. The light reflecting from the cornea and the center of the pupil are used to inform the eye tracker about the movement and direction of the eye as illustrated in Fig. 8.

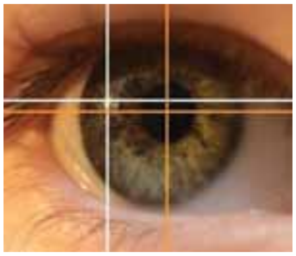


Fig. 8. Pupil Center Corneal Reflection (PCCR)

The visible spectrum is likely to generate uncontrolled reflections, while illuminating the eye with infrared light which is not perceivable by the human eye and renders the demarcation of the pupil and the iris an easy task. While the light directly enters the pupil, it just reflects from the iris. This means that a clear contrast is generated with little noise and can, therefore be followed by algorithms running inside the eye tracker with ease [5].

III. System Development Methodology

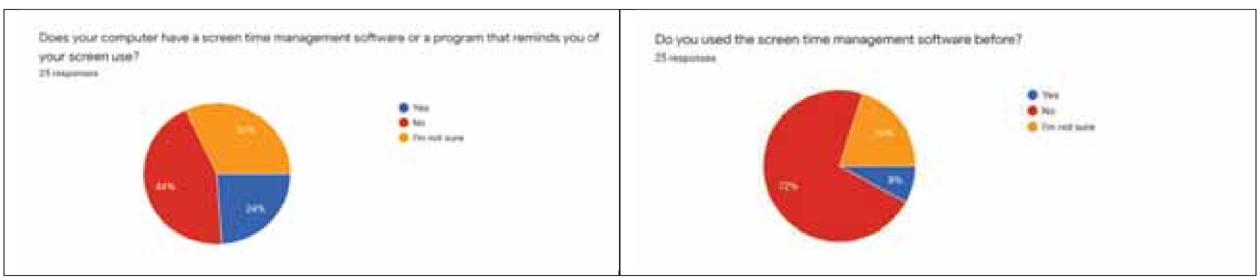
The research methodology for this project will be spiral model development lifecycle as shown in Fig.9. The method is commonly used for risk management that combines the iterative development process model with elements of the waterfall model [9].

Fig. 9. Spiral Model

A. Planning

The planning phase will identify the requirement and functions of the project. All the objectives and system requirement was elaborated and analyzed. In this study quantitative method using online questionnaire was conducted to identify system requirements. 25 participants involved in the survey where 60% at the age of between 18 to 24. Whereas the rest of 40% are above 25. The questionnaire consists 10 questions including demographic.

From the findings it shows that, 60% of the respondents do not have the habit of taking breaks in between session of using computer. From Fig. 10, the author realized that only 24 percent of respondents have a screen time management software installed in their computer, and even less of them uses it, only 8 percent of the respondents. This shows that despite the respondents are affected by excessive usage of computers, most of them did not know of the assistive system or did not bother to use them.



(a) (b)

Fig. 10. Time Management Software

An important fact that was gained from the questionnaire is, all the respondents have the low-end built-in webcam installed on their computers, and none of them uses external camera or high-end cameras. The author also has asked the respondent about the features to be included. Most of the respondents favor the real-time eye detector through cameras, but around 70 percent of the respondents does not like the auto-adjusting screen settings feature.

From the results of the questionnaire, the system functional requirements were identified. The requirements are, the system must be able to: correctly detect the user's eye through the computer's camera; correctly identify the user's eye behavior such as blinking or squinting; show the user the time they spent looking at the screen or using the computer; show a reminder based on the time the user spent looking at the screen or using the computer.

B. Risk Analysis

Risk analysis involve the identification of potential risk and all possible solutions to find any vulnerabilities. Flowchart of the system will be produced in order to help the developer to identify the potential risk that might happened in every module. Fig. 11 shows the system design flowchart. Here the software will constantly be monitoring the movement and behaviors of the user's eye. It will show information such as blinks per minute and total blinks. From here the user can access to four functions, namely usage status, reminder settings, screen settings and re-calibrate.

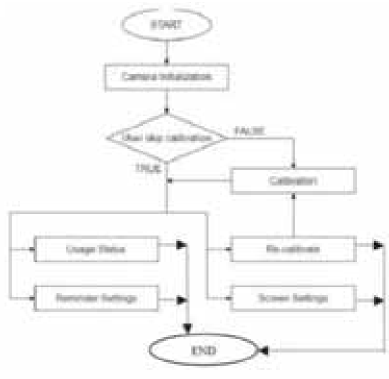


Fig. 11. System Design Flowchart

C. Development & Testing and Evaluation

In the development phase, the prototype will be built based on the design and planning of previous stage. It includes testing, coding and deploying. The fourth phase which is evaluation, the test results of the testing phase is evaluated. The evaluation will provide better understanding of the new build to the developers and identify the changes that must be made based on the gathered feedback. This phase is important as it can dictate whether the final product meets the requirement. The detail explanations are in the following sections. However, in this study, user evaluation not been carried due to Covid-19 pandemic.

IV. DEVELOPMENT AND TESTING

A. Development

Before can accurately detect the user's eye and blinks, the user's face must be identified first. This can be done by utilizing the Dlib's facial landmark. The pre-trained facial landmark detector can estimate the location of 68 (x, y) coordinates that map the facial structure as shown in the Fig. 12.

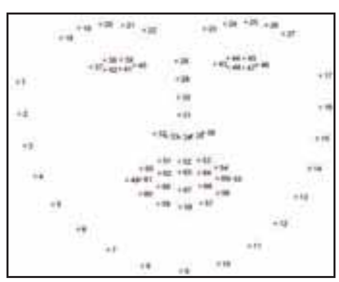


Fig. 12. Dlib's Facial Landmark

With the values of the coordinates (Fig.13), eye blinks can be detected using a calculation method known as Eye Aspect Ratio (EAR). Soukupová and Čech proposed this method in 2016 to accurately detect eye blinks in a video sequence from a conventional camera [10]. The method utilizes landmark detectors to localize the eyes and eyelid contours. Based on the landmarks detected, the eye aspect ratio (EAR) can then be derived. EAR is a value that characterize the eye opening in each frame [10].

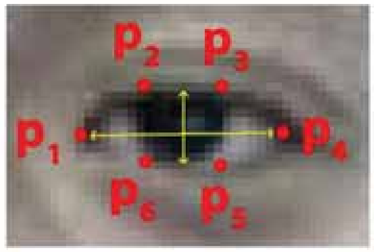


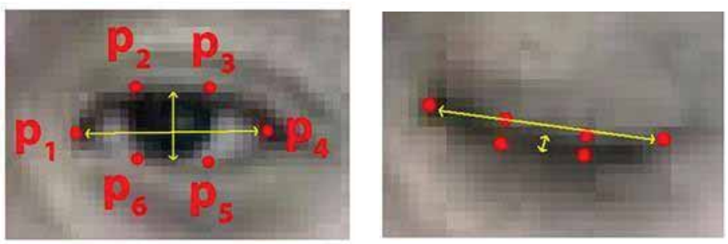
Fig. 13. Facial Landmarks of an Eye

There are 6 (x, y)-coordinates, starting at the left-corner of the eye and then working clockwise around the remainder of the region to represent the eye. The equation of the EAR is shown below.

$$\text{EAR} = \frac{\|p_2 - p_6\| + \|p_3 - p_5\|}{2\|p_1 - p_4\|}$$

P1, P2, P3, P4, P5 and P6 are the 2D facial landmark locations from Fig. 12. The numerator of this equation computes the distance between the vertical eye landmarks while the denominator computes the distance between horizontal eye landmarks, weighting the denominator appropriately since there is only one set of horizontal points but two sets of vertical points. The EAR is approximately constant while the eye is open, but will rapidly fall to zero when a blink is taking place [11].

From Fig14(a) shows the eye is fully open. The EAR would be of higher value and constant over time. Fig. 14(b) shows the eye blinks and the EAR drops dramatically, almost reaching zero. The graph (Fig.15) shows the plot of the EAR overtime. The EAR is constant and then drops rapidly close to zero for a short period, then increase back to normal again, indicating an eye blink occurred [11].



(a) (b)

Fig. 14. Example of Detected Blink Using EAR

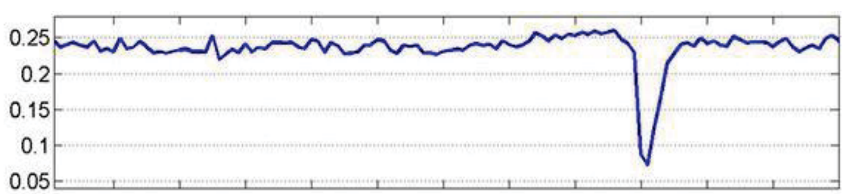


Fig. 15. Graph of Detected Blink Using EAR

To develop the proposed system, Python 3 was used. The language offers a wide range of extended libraries for developing image processing system. The following are a brief explanation of each code function written in Python for the system.

1) Libraries

Python offers a wide range of extended libraries for developing specific system. The libraries used in the project are NumPy, SciPy, OpenCV, dlib, imutils, and PySimpleGUI (Fig. 16). Before development, the libraries should be imported.

```
# import the necessary packages
from scipy.spatial import distance as dist
from imutils.video import FileVideoStream
from imutils.video import VideoStream
from imutils import face_utils
from uptime import uptime
import numpy as np
import argparse
import imutils
import time
import dlib
import cv2
import os
import PySimpleGUI as sg
import subprocess
```

Fig. 16. Libraries are Imported

NumPy library are used for working with multi-dimension array, algebra, and matrices. SciPy library provides scientific computing and mathematical functions used for mathematical and numerical analysis through wide range of high-level command. OpenCV is an open source library that provides algorithm related to computer vision, image processing and machine learning. Dlib is a library originated from C++ but can also be used on Python. It is also for image processing and machine learning development. Imutils is an extension library made specifically for OpenCV, providing image processing functions such as rotation, resizing, contours, and detecting edges. PySimpleGUI is for creating simple user interfaces.

2) Eye Aspect Ratio (EAR) Function

The system must accurately detect the human eye blink behavior by calculating the EAR. This function (Fig. 17) will get the cartesian coordinate (x,y) of the detected facial landmarks of the eyes. The values are taken from the facial landmark detector from the dlib function which will be explained later. The values of A and B are the distance between two sets of vertical eye landmarks whereas the value of C is the distance between the horizontal eye landmarks. With these values, the eye aspect ratio can then be calculated using the formula (A+B) / (2 x C). Then the function returns the value of eye aspect ratio.

```
def eye_aspect_ratio(eye):

    A = dist.euclidean(eye[1], eye[5])
    B = dist.euclidean(eye[2], eye[4])

    C = dist.euclidean(eye[0], eye[3])

    ear = (A + B) / (2.0 * C)

    return ear
```

Fig. 17. EAR Function

3) Facial Detector

The dlib facial detector uses a pre-trained predictor for facial detection. The predictor is a file that will be imported through the code as shown in Fig. 18. The code read the dlib pre-trained facial landmark predictor based on the directory path.

```
print("[INFO] loading facial landmark predictor...")
detector = dlib.get_frontal_face_detector()
predictor = dlib.shape_predictor('shape_predictor_68_face_landmarks.dat')
```

Fig. 18. Import Predictor

With the predictor, the facial landmark can be produced and determined. The code (Fig. 19) extracts the indexes of detected eye regions.

```
(lStart, lEnd) = face_utils.FACIAL_LANDMARKS_IDXS["left_eye"]
(rStart, rEnd) = face_utils.FACIAL_LANDMARKS_IDXS["right_eye"]
```

Fig. 19. Determining Facial Landmark

4) Accessing Webcam

The facial landmark cannot be defined without a video stream, or in this case a camera recording in real-time. To accesses the built-in camera or USB camera the following code (Fig. 20) was written.

```
# Start the video stream thread
print("[INFO] starting video stream thread...")
vs = VideoStream(src=0).start()
fileStream = False
time.sleep(1.0)
```

Fig. 20. Initiate Webcam

5) Detecting Facial Landmark

With the camera accessed and the predictor in place, facial landmark can be detected by converting the video stream from the camera to greyscale to allow the predictor to detect the faces and eyes in greyscale frame. The code given in Fig. 21.

```
frame = vs.read()
frame = imutils.resize(frame, width=600)
gray = cv2.cvtColor(frame, cv2.COLOR_BGR2GRAY)

rects = detector(gray, 0)
```

Fig. 21. Greyscale theVideo Stream

Each frame of the video stream is looped, and the facial landmark detection is applied to each of them. The values are then converted into a NumPy array, with it the converted values can be applied to the function created earlier to calculate the eye aspect ratio (Fig. 22.).

```
for rect in rects:

    shape = predictor(gray, rect)
    shape = face_utils.shape_to_np(shape)

    leftEye = shape[lStart:lEnd]
    rightEye = shape[rStart:rEnd]
    leftEAR = eye_aspect_ratio(leftEye)
    rightEAR = eye_aspect_ratio(rightEye)

    ear = (leftEAR + rightEAR) / 2.0
```

Fig. 22. Computing EAR

6) Calculating Blink

With the eye aspect ratio, a blink behavior can be determined by checking whether the EAR is below a certain value. A constant (EYE_AR_THRESH) is declared as a threshold value, if the EAR is below the threshold, it represents the detected eye is closed, thus a blink (Fig 23a). Another constant is declared as a threshold for the number of successive frames with the EAR below the threshold to count as a blink (Fig. 23b).

```
EYE_AR_THRESH = 0.3
EYE_AR_CONSEC_FRAMES = 3

COUNTER = 0
TOTAL = 0
```

```
if ear < EYE_AR_THRESH:
    COUNTER += 1

else:

    if COUNTER >= EYE_AR_CONSEC_FRAMES:
        TOTAL += 1

    COUNTER = 0
```

(a) (b)

Fig. 23. (a) The Threshold Constant (b) Determining Blink Behavior

7) Drawing Contours

The code shown in Fig. 24, will draw a contour over the detected eye region on the video stream to visualize the detected eye.

```
leftEyeHull = cv2.convexHull(leftEye)
rightEyeHull = cv2.convexHull(rightEye)
cv2.drawContours(frame, [leftEyeHull], -1, (0, 255, 0), 1)
cv2.drawContours(frame, [rightEyeHull], -1, (0, 255, 0), 1)
```

Fig. 24. Drawing Contour

8) Displaying Video Stream

The code shown in Fig. 25, will display the video stream captured from the camera and display information such as blink count, EAR, and the uptime of the system.

```
    # Display text on the frame
    cv2.putText(frame, "Blinks: {}".format(TOTAL), (10, 30),
        cv2.FONT_HERSHEY_SIMPLEX, 0.7, (0, 100, 0), 2)
    cv2.putText(frame, "EAR: {:.2f}".format(ear), (10, 60),
        cv2.FONT_HERSHEY_SIMPLEX, 0.7, (0, 100, 0), 2)
    cv2.putText(frame, "Uptime: {}min".format(up), (10, 90),
        cv2.FONT_HERSHEY_SIMPLEX, 0.7, (0, 100, 0), 2)

# Display the frame
cv2.putText(frame, "Press Q to open Menu", (10, 420),
        cv2.FONT_HERSHEY_DUPLEX, 1.0, (0, 0, 255), 2)
cv2.imshow("Eye-Rest", frame)
key = cv2.waitKey(1) & 0xFF
```

Fig. 25. Display Frame

B. Testing To meet the project objective, the system must be tested to ensure it can detect the user's eye under different scenarios. Multiple tests are conducted to see whether the system can accurately detect the user's eye, detect user's blink, detect user with eyewear, and detect the user's eye under low light environment.

1) Detection Test

In this test (Table 1a) the tester will position himself in front of the webcam and allow the system to detect the tester's eye. The aim of this test is to identify whether the system can detect the user's eye.

2) Blink Test

In this test (Table 1b) the tester will blink 10 times at the screen and allow the system to detect the tester's blink count. The aim of this test is to identify whether the system can accurately detect the user's blink.

3) Eyewear Test

In this test (Table 1c) the tester will position himself in front of the webcam and allow the system to detect the tester's eye while wearing a spectacle. The aim of this test is to identify whether the system can detect the user's eye with eyewear such as spectacle.

4) Lighting Test

In this test (Table 1d) the tester will position himself in front of the webcam and allow the system to detect the tester's eye while under low light environment. The aim of this test is to identify whether the system can detect the user's eye when there is insufficient light.

5) Blink Alert Test

In this test (Table 1e) the tester will use the system to trigger the alert dialog box when a number of blinks is detected by the system. The aim of this test is to identify whether the reminder function is working. The number of blinks before alert is set to 10 just for this test.

6) Change Blink Count Test

In this test (Table 1f) the tester will change the number of blinks detected before alert by using the menu. The aim of this test is to identify whether the change value function is working as intended. The tester will have to change the number of blinks from 10 to 5 just for this test.

7) Display Settings Shortcut Test

In this test (Table 1g) the tester will access the Windows display settings by using the shortcut in the menu. The aim of this test is to identify whether the shortcut can redirect the user to the display settings.

TABLE I. TEST CASES

Test Case ID	T001
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system can detect the user's eye.
Expected Results	The system detects the user's eye and draw a contour on the frame.
Test Procedures	1. Launch the system 2. Tester position himself in front of the webcam 3. Record the results
Actual Results	The system successfully detects the tester's eye. 
Pass/Fail	Pass

(a) Test case of Detection Test

Test Case ID	T002
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system can detect the user's blink.
Expected Results	The system can correctly detect the user's blink count. Result between 8 to 12 counts as pass.
Test Procedures	1. Launch the system 2. Tester position himself in front of the webcam 3. Tester proceed to blink 10 times with 1 second interval 4. Record the results
Actual Results	The system successfully detects the tester's blink count of 10. 
Pass/Fail	Pass

(b) Test case of Blink Test

Test Case ID	T003
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system can detect the user's eye while wearing a spectacle.
Expected Results	The system detects the user's eye and draw a contour on the frame.
Test Procedures	1. Launch the system 2. Tester position himself in front of the webcam while wearing spectacle 3. Record the results
Actual Results	The system successfully detects the tester's eye. 
Pass/Fail	Pass

(c) Test case of Eyewear Test

Test Case ID	T004
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system can detect the user's eye while under low light environment.
Expected Results	The system detects the user's eye and draw a contour on the frame.
Test Procedures	1. Launch the system 2. Tester position himself in front of the webcam while under low light environment. 3. Record the results
Actual Results	The system could not detect the tester's eye 
Pass/Fail	Pass

(d) Test case of Lighting Test

Test Case ID	T005
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system will display the pop-up window when a number of blinks are detected.
Expected Results	The system will display the pop-up window
Test Procedures	1. Launch the system 2. Tester position himself in front of the webcam 3. Tester proceed to blink 10 times 4. Record the results
Actual Results	The system displays the pop-up window 
Pass/Fail	Pass

(e) Test case of Blink Alert Test

Test Case ID	T006
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the system will change the number of blinks before alert correctly.
Expected Results	The number of blinks before alert will change to 5.
Test Procedures	1. Launch the system 2. Tester access the menu 3. Tester change the values in the input box to 5. 4. Tester click on the OK button 5. Tester proceed to blink 5 times 6. Record the results
Actual Results	The system displays the pop-up window
Pass/Fail	Pass

(f) Test case of Change Blink Count Test

Test Case ID	T007
Test Date	22 July 2020
Prototype Developer	Por Shao Cong
Test Objective	Test whether the shortcut can redirect the user to the display settings.
Expected Results	The user is redirected to the display settings.
Test Procedures	1. Launch the system 2. Tester access the menu 3. Tester click on the Display Settings button 4. Record the results
Actual Results	The display setting window pop up. 
Pass/Fail	Pass

(g) Test case of Shortcut Test

After conducting the test, it can be concluded that the system can effectively detect the user's eye under normal circumstances and even when the user is wearing a spectacle. The system can accurately detect the user's eye blink. However, the system cannot detect the user's eye under low light environment as the system could not accurately identify the user's facial landmark. The system features like the reminder function and shortcut are working as intended.

V. Future Work

The prototype system was developed and working as intended. However, the system is far from perfect as it still has some limitations and room for improvement, given that the prototype was developed within limited time frame and resources.

The current system only utilizes the built-in camera or webcam of the computer, which usually have lower resolution. With the inclusion of better cameras or equipment such as infrared (IR) camera or wearable tracker, the user's eye behavior can be detected more accurately, and more information can be gathered to enhance the system features. One of the limitations of the current system is that it could not detect the user's face and eyes without sufficient light. The features that can be incorporated in the future is to detect the lighting level surrounding the user as lighting is a factor that could affect the accuracy of the detection system. Lighting level can also affect the eye behavior of the user when looking at a digital screen. The system should also be able to run while hidden in the background. This can reduce the number of windows on the screen at a time and might affect the performance of the computer or cause screen clutter. Eye gaze control can be integrated with the system can detect the gaze point or where the user is currently looking through their eye movement to perform actions such as cursor control. This allow hands-free control of the computer which can be useful for people with disabilities or injuries to use the computer with comfort. The system can be redeveloped to work on mobile devices such as smartphones as mobile devices are also widely used.

VI. CONCLUSION

The project objectives are met as the combination of Dlib's facial detector and eye aspect ratio are proven to be effective in detecting the user's eye blink. With it a working prototype system are developed to utilize the algorithm and help improve the user's experience when looking at the screen by providing reminders and accessibilities.

With the capabilities of modern technology, eye tracking has become more prominent in the daily life of human. Through this project, a system was developed by using eye tracking technology to help improve the user experience and wellbeing even with conventional equipment and devices. The system was able to detect user's eye and blink using image processing algorithm. This shows that eye tracking technology are extremely useful and can be explored further as its potential is limitless.

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Hospitality TVET Students' Attitude And Satisfaction Towards Simulation-Based Learning

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***Abstract*—This study aims to examine the attitudes and satisfaction of hospitality TVET students towards the use of Front Office Tasks Simulator (FOTS) as an innovative teaching tool. In total, 22 students of the Hospitality Operations Program semester 3 participated in this study. The results found that students' attitude of using FOTS as a whole was at a high level (M = 4.83, SD = .14) and students' satisfaction using FOTS as a whole was also at a high level (M = 4.66, SD = .52). Pearson Correlation Test found that there was a significant relationship between students' attitudes and satisfaction in using FOTS as an innovative teaching tool for Front Office subjects (r = .835, p <.01). In conclusion, the use of innovative teaching tools - Front Office Tasks Simulator (FOTS) can increase students' understanding and satisfaction of learning the procedures of Doorman, Bellmen, and Concierge, reservation, check-in, check-out, payment of guest bills. The researchers also suggested that the use of FOTS be introduced to institutions that offer the same program to improve the process and atmosphere of T&L, as well as further studies should also be conducted to see the compatibility of research findings when using other college respondents.**

Keywords—Simulation-based learning, attitude, satisfaction, hospitality TVET students, Front Office Tasks Simulator

VII. Introduction

Nowadays, educators are advised to integrate technology and innovate in students' teaching skills to meet the educational needs for the student learning experience, as stated in the Malaysia Education Plan 2015-2025 (Higher Education) [1]. Various teaching pedagogies have been used in hospitality programs in previous studies such as business simulations [2], hotel simulations [3], Second Life (SL) as 3D virtual worlds in hospitality teaching [4], and active learning [5] to achieve specific course objectives. In hospitality classes in community colleges, traditional role-play is often used as one of the teaching and learning techniques. However, through the observation of researchers, the use of traditional role play is not very effective when students perform practical training for Front Office. Some problems have been identified as follows:

i. Students do not practice Front Office practical training seriously and correctly. Thus, students already have all the student's information as guests. When students are asked to perform practical exercises, students have neglected some important procedures such as taking important information from students as guests. For example, guests' details like student name, identity card number, and guest information.

ii. When students perform traditional role-play, only two students are involved at that time, and the other students do not concentrate and even make noise and this will affect the performance and focus of students who are doing practical training.

iii. Students who perform practical role-playing exercises are difficult to get an idea and cannot imagine the real work situation or situation in the hotel because of the situation or environment in the lecture that does not reflect the real work situation.

iv. Students performing traditional role-playing exercises cannot see the continuity of workflow from one work procedure to another procedure such as the scope of Bellmen's task should start from the Front Office counter after guests have completed the Bellmen flat entry procedure should come and offer luggage lifting services, escort guests to rooms and explain the facilities in hotels and rooms even students do only one scope of work or one traditional role play only.

v. Lack of teaching aids in hospitality classes will make it difficult for students to understand the teaching and learning of Front Office subject procedures.

B. Problem Statement

As mentioned above, Sungai Petani Community College also often faces problems related to teaching and learning (T&L) for Front Office subjects. Among the problems encountered are as follows:

i. The use of traditional role-play is ineffective in teaching and learning in Front Office subjects [6].

ii. Circumstances or environments in lectures that do not reflect actual or unconducive work situations [7],[8].

iii. Lack of teaching aids in hospitality classes [9],[10].

Accordingly, an alternative method or approach needs to be created so that students can understand and implement the Front Office practical procedures. In this study, an innovation idea that is Front Office Tasks Simulator (FOTS) has been produced and used in the hospitality class of Sungai Petani Community College to facilitate students to understand the procedure of doing check-in and check-out process, reservation procedure, guest billing procedure, Bellmen procedure, procedure Doorman and Concierge procedures. Front Office Tasks Simulator (FOTS) as an innovative teaching tool has been developed for Front Office simulation classes. The main purpose is to provide a simulated work environment for students to adapt to learning the actual activities of the check-in / check-out process that requires students to combine motor skills (data entry, credit card / cash processing) with customer service and orientation (welcoming and interacting with guests). Therefore, a study needs to be conducted to study the perceptions of Front Office students on the use of Front Office Tasks Simulator (FOTS) as an innovative teaching tool for Front Office subjects in community colleges.

C. Objectives of the Study

This study aims to examine the attitudes and satisfaction of hospitality students towards the use of Front Office Tasks Simulator (FOTS) as an innovative teaching tool. In particular, this study has two objectives, namely:

i. to identify the attitudes and satisfaction of students using FOTS as an innovative teaching tool for Front Office subjects; and

ii. to determine the relationship between attitudes and student satisfaction using FOTS as an innovative teaching tool for Front Office subjects.

VIII. Literature Review

D. Unconducive of Learning Environment

According to [7], the suitability of the learning environment is one of the determinants in the success of the learning process in the room. The findings state that the physical aspects of the room should be appropriate and meet the needs of teachers, students, and learning activities. This statement is supported by the study of [8], that learning facility such as rooms for teaching and to implement adequate practical are seen to influence students' learning while they are pursuing their studies at the Polytechnic. Meanwhile, Minhat [11] stated that a positive lecture room atmosphere will not only encourage fun learning but also provide space for students to more easily and quickly understand the lesson in a more effective way.

E. Lack of Teaching Aids

In a study conducted by [12], researchers stated that the use of teaching aids is important to improve students' memory of the lessons delivered. Meanwhile, Sharudin [13] stated that the lack of tools and materials to do practical work will result in disrupted teaching and learning process.

F. Simulation-Based Learning

Training simulations are designed to reproduce or simulate processes, events, and situations that occur in a trainee's work. Trainees can experience these events in a controlled manner within a designated area, where they can develop their skills or discover concepts that will enhance their performance [14]. The purpose of the simulation method is to improve students' abilities and certain concepts in problem-solving. A simulation is a situation created to resemble a real situation but in a simplified form, summarized or minimized, so that related problems or issues are easier to solve.

In the study of [15], they concluded that simulations provide a beneficial learning experience through teamwork development, offer fun learning methods, and combine their knowledge from other courses. Another study conducted by [16] adds to this finding that simulation has proven to be a useful tool for skill development essential for hospitality business management. In this study, the results show that the use of student simulation is positive.

G. Front Office Tasks Simulator (FOTS)

FOTS is used to create a real work situation/environment to perform practical. In particular, FOTS has combined four innovation ideas, namely:

i. VIRTEST plus 3D 4th version- Virtual guest room allows students to move the position of view and movement in the Virtual guest room. Students will see every item in the guest room, and this makes it easier for students to understand and explain items or facilities to guests.

ii. FOTOKIT (2 in 1) for Beginners (manual & online) 2nd version - Has two versions, namely manual (laminate) and online allows students to practice the Front Office system simultaneously with reservation, check-in, check-out, and guest billing procedures

iii. Front Office Simulation Tasks 2nd version - Is a Tasks Card to create real work environment situations that students will face for the scope of duties of Reservation Clerk, Receptionist, Cashier, Concierge, Doorman, and Bellman.

iv. Front Office Tasks Simulator Kit - This kit includes the manual for using this Simulator, specimen money, room key card, bills, receipts, and others to make it easier for lecturers and students to use.

Fig. 1. The Situation Shows When FOTS Is Implemented

IX. METHODOLOGY

This study is a descriptive study using a quantitative approach and data collected through questionnaires answered by respondents. Purposive sampling techniques are used to select all hospitality education students in their 3rd semester year of college. Thus, students in the 3rd semester they take the Front Office subject. Therefore, a total of 22 students were selected as a sample for this study. In this study, data were obtained through a questionnaire that was distributed to a total of 22 students. All 22 forms submitted have been received. The study was made using the Likert Scale, where there are five points of Likert Scale used, namely, strongly disagree, disagree, uncertain, agree, and strongly agree. The questionnaire is divided into 3 parts, namely part A - demographic, part B - attitude (instrument has been adapted and modified from the study of [17],[2], and part C - satisfaction (instrument has been adapted and modified from Davis study) (1989) and Pratt and Hahn (2016). The data obtained were analyzed using descriptive analysis (personal details of students such as age, gender) and Pearson Correlation analysis (the relationship between student attitudes and student satisfaction with the use of FOTS.

X. FINDINGS

A. *Profile of Respondents*

In terms of gender, the selected sample includes seven male students, which is 31.8%, and 15 female students, which is 68.2%. While for the age category, 21 respondents are 95.5% between 18-21 years, and only one respondent is over 25 years.

B. *Descriptive Analysis*

The mean value describes the propensity of each dependent variable and the independent variable. The classification analysis for the mean score and evaluation level was categorized into three levels, namely: 1.00-2.33 (low level), 2.34-3.67 (medium level), and 3.68-5.00 (high level/positive).

TABLE I. DESCRIPTIVE ANALYSIS OF HOSPITALITY TVET STUDENTS' ATTITUDES TOWARDS THE USE OF FOTS

No.	Items	Mean	SD	Level
1	Imitate the actual state of hospitality business.	4.59	.796	**Positive**
2	**Front Office Tasks Simulator increased my focus on learning compared to traditional learning.**	**4.68**	**.568**	**Positive**
3	**Front Office Tasks Simulator can maintain my learning performance.**	**4.68**	**.568**	**Positive**
4	**Front Office Tasks Simulator is easy to use.**	**4.73**	**.550**	**Positive**
5	Interacting with Front Office Tasks Simulator is clear and easy to understand.	4.68	.568	**Positive**
6	It is very easy for me to remember how to perform tasks using Front Office Tasks Simulator	4.64	.581	**Positive**
7	**Front Office Tasks Simulator provides useful guides in performing tasks.**	**4.68**	**.568**	**Positive**
8	Likes to use Front Office Tasks Simulator	4.59	.796	**Positive**
9	Front Office Tasks Simulator is fun to use.	4.64	.658	**Positive**
10	Improve the quality of courses compared to others.	4.55	.671	**Positive**
	Overall mean score	**4.66**	**.52**	**Positive**

Table 1 displays the data analysis for the variables of students' attitudes towards the Use of FOTS. Overall, the mean recorded for all items in the variables studied was 4.66 and the average standard deviation was .52. This study shows that students' attitude towards the use of FOTS in teaching and learning at Sungai Petani Community College is at a very satisfactory level. Item B4 shows a high level of mean interpretation of 4.73 (Front Office Tasks Simulator is easy to use). Meanwhile, Item B2 (Front Office Tasks Simulator increases my focus on learning compared to traditional learning) item B3 (Front Office Tasks Simulator can maintain my learning performance) and item B7 (Front Office Tasks Simulator provides useful guide in carrying out tasks) is the second mean score the highest is 4.68. Next, Item B1 (Imitating the actual hospitality business situation) and item B8 (Like using Front Office Tasks Simulator) showed a mean score of 4.69. Item 10 (Improving the quality of the course compared to others) is the item with a low mean score of 4.55.

TABLE II. DESCRIPTIVE ANALYSIS OF HOSPITALITY TVET STUDENT'S SATISFACTION IN THE USE OF FOTS

No.	Items	Mean	SD	Level
1	Front Office Tasks Simulator is important for connecting theory with practice.	4.82	.395	**High**
2	Front Office Tasks Simulator is an effective learning method.	4.82	.501	**High**
3	Front Office Tasks Simulator developed my teamwork skills	4.68	.477	**High**

4	Learning through Front Office Tasks Simulator helped in preparing me for the workforce.	4.82	.395	**High**
5	Front Office Tasks Simulator is a fun way of learning.	4.73	.631	**High**
6	Using Front Office Tasks Simulator developed my decision-making skills.	4.73	.550	**High**
7	Front Office Tasks Simulator requires me to analyze the current situation and find the best results.	4.77	.429	**High**
8	**Front Office Tasks Simulator is a practical method for understanding hotel operations**	**4.86**	**.351**	**High**
9	**Using Front Office Tasks Simulator gives me an understanding of the interdependent relationships between departments.**	**4.86**	**.351**	**High**
10	Front Office Tasks Simulator helps me learn about management decisions.	4.82	.395	**High**
11	Front Office Tasks Simulator provides an opportunity to analyze my results.	4.73	.456	**High**
12	**Scenario-based simulation is an effective learning experience.**	**4.86**	**.351**	**High**
13	Simulations provide an opportunity to observe the cause and effect of the decision relationship.	4.77	.429	**High**
14	Using Front Office Tasks Simulator gives me the opportunity to improve my problem solving skills	4.77	.528	**High**
15	I learn more effectively through Front Office Tasks Simulator than traditional assessment methods.	4.64	.658	**High**
16	Front Office Tasks Simulator allows me to practice what I learned in the previous topic.	4.68	.568	**High**
17	**Front Office Tasks Simulator provides a real learning experience.**	**4.86**	**.351**	**High**
18	Front Office Tasks Simulator combines my knowledge from other topics I studied	4.73	.550	**High**
19	Front Office Tasks Simulator mimics real life situations.	4.64	.848	**High**
20	Front Office Tasks Simulator displays the problems I need to solve.	4.68	.568	**High**
21	Front Office Tasks Simulator complements conventional classroom learning.	4.73	.550	**High**
	Overall mean score	**4.76**	**.36**	**High**

Based on Table 2, items C8 (Front Office Tasks Simulator is a practical method for understanding hotel operations), C9 (Using Front Office Tasks Simulator gives me an understanding of the interdependence between departments), C12 (Scenario-based simulation is an effective learning experience) and C17 (Front Office Tasks Simulator provides real learning experience) got the highest mean score (mean score = 4.86, standard deviation = .351). The second highest mean score is item C1 (Front Office Tasks Simulator is important to connect theory with practice), C2 (Front Office Tasks Simulator is an effective learning method), C4 (Learning through Front Office Tasks Simulator helps in preparing me for the workforce), and C10 (Front Office Tasks Simulator helped me learn about management decision making) (mean score = 4.82). Items C7, C13, and C14, got the same mean score, and the third-highest (mean score = 4.77). Items C5, C6, C11, C18, and C21 got the same mean score of 4.73, followed by items C3, C16, and C20 (mean score = 4.68). While items C15 and C19 got the same and lowest mean score of 4.64. Despite getting the lowest mean score but this statement is still at a high level of mean interpretation. Overall, the mean value of the student satisfaction variable for the use of FOTS is 4.76. This finding shows that students' satisfaction with the use of FOTS in teaching and learning at Sungai Petani Community College is at a high level.

C. Relationship between Attitude and Student Satisfaction with the use of FOTS

The Pearson Correlation test was used to test the relationship between attitudes and student satisfaction with the use of FOTS. Table 3. shows that there is a significant relationship between attitudes and student satisfaction ($r = .835$, $p < .01$). This indicates that student attitudes will affect student satisfaction with the use of FOTS.

TABLE III. PEARSON CORRELATION BETWEEN ATTITUDES AND STUDENT SATISFACTION WITH USAGE OF FOTS

Variables		Satisfaction
Attitude	Pearson Correlation	.835**
	Sig. (2-tailed)	.000
	N	22

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

XI. DISCUSSION

The results show that the overall mean for students' attitudes is at a high level. From the findings of the study, it was found that all the question items studied showed a high mean interpretation. This shows that students have a positive attitude towards the use of FOTS. Thus, FOTS can provide a real learning experience; FOST is easy to use; FOTS can increase my focus on learning compared to traditional learning and FOTS can maintain learning performance. Therefore, students' attitudes are positive due to the fact that FOTS can have an impact on students.

The results of this study also show that the overall mean for student satisfaction is at a high level of 4.76. This is because FOST is a practical method for understanding hotel operations; the use of FOTS can give students an understanding of the interdependence between departments; scenario-based simulation in FOTS is an effective learning experience, and FOTS can provide a real learning experience. Therefore, when students get satisfaction in the use of FOTS then the level of student satisfaction will also increase.

The results of the next study were to test the relationship between attitudes and student satisfaction with the use of FOTS. The results show that there is a significant relationship between attitudes and student satisfaction. This finding indicates that student attitudes will affect student satisfaction with the use of FOTS. When students' attitudes are at a high level, then student satisfaction will also increase. This finding shows that the use of FOTS as an innovative teaching tool in teaching and learning among hospitality students, especially in the field of Front Office is appropriate.

XII. Conclusion

Overall, this study shows that students' students' attitude and satisfaction of the use of FOTS in Hospitality Teaching and Learning in Sungai Petani Community College is high. As this study is very beneficial to institutions in upgrading the T&L process, further research is very important and useful to assist the Hospitality Operations Unit of Sungai Petani Community College, especially in further improving the quality of T&L and students. It is hoped that the findings of this study will help the Hospitality Operations Unit in creating an attractive T&L environment, interactive and interesting teaching aids and increase the level of use of the latest technology in the T&L process to Sungai Petani Community College students so that not being left behind in this new era. The researchers suggest that these FOTS can be continued and improved to facilitate the T&L process. The researchers also suggested that the use of FOTS be introduced to institutions that offer the same program to improve the process and atmosphere of T&L, as well as further studies, should also be conducted to see the compatibility of research findings when using other college respondents.

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A Study Of Software Quality Assurance Perspective On E-Commerce System Development

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***Abstract*—With the recent global pandemic, COVID-19 has tremendously accelerated the growth of E-commerce revenue and market size within a few months despite the hardships people are facing. Nevertheless, software quality of E-commerce systems has to be up to date to gain a competitive edge in this modern era. This study attempts to maximize feasibility and boost confidence throughout the development of small and medium-sized E-commerce systems. Moreover, this paper presents a comparison on different types of software development methodologies, including traditional and agile methodologies. This study also presents the related works on software development methodologies, comprising Extreme Programming, Scrum, and Kanban and a particular software quality model, named ISO/IEC 25010. Furthermore, their difficulties and advantages are discussed. Additionally, the sub-characteristics defined in the ISO/IEC 25010 quality model are constructively mapped with the necessary features incorporated into the E-commerce system. As a result, Scrum with high frequency of effective meetings is able to minimize technical debt, design failures, stress, miscommunication, and ambiguity and to improve shared vision, continuous feedback for verification, productivity, team morale, delivery predictability, project visibility, risk reduction, and engineering discipline. The ISO/IEC 25010 quality model contributes to overall success of the system development life cycle of the E-commerce system. Altogether, the findings contribute to achieving feasible outcomes, generating an adequate understanding, and adopting effective software development methodology and software quality model for practitioners.**

Keywords—Software Development Methodology, Software Quality Model, Extreme Programming, Kanban, Scrum, ISO/IEC25010, E-commerce

I. INTRODUCTION

The global pandemic has further proved its destruction on the business domestically and globally, which could be even severe to the business conditions and human life if there is not an existence of E-commerce for companies to generate revenue and people to purchase products online [1].

The E-commerce systems are composed of various subsystems that contribute to the overall complexity and performance of the systems [2]. The E-commerce systems are capable of conducting processes including purchasing, selling, transfer, and exchange of services, products, and information with the involvement of computer networks and the Internet [3]. Studies have been showing that the long term success in which the E-commerce system is being widely accepted by users is based more on the quality of the services provided, rather than the ideas of the E-commerce system because the ideas could be taken from other competitors [4], [5]. Thus, every organization which heavily relies on software development prioritizes the enhancement of software performance and quality [6].

According to statistics reported for Malaysians online shopping [7], 60% of respondents mentioned that their online purchases have increased tremendously compared to pre-COVID levels, and the promotions and sales of household items as well as packaged food helped the shoppers with great savings. It is also reported that the Shopee E-commerce platform experienced 82% of growth just from quarter 1 to 2 in this year, 2020, and dominate the rankings because Shopee has made the most of consumers during the Covid-19 pandemic lockdown period [8]. About 187.7% increase in revenue generated compared to last year from the Shopee E-commerce platform alone [9]. This evidence further signifies the impact especially the convenience of the E-commerce systems provide to the customers.

In addition, the customer base of E-commerce will be increased because the customers of different ages have tried to purchase goods via online during the lockdown situation, and the E-commerce provides them more convenient, accessible, and affordable, resulting

in the death of old habits that require the customers to physically go for grocery shopping [10]. The aforementioned statement aligns with the forecasted findings stating that all of the commerce will become e-commerce eventually by the year 2050 [11].
Besides, the females are more reliant on the levels of the reputation of the E-commerce in doing online shopping, whereas the males are dependent on the levels of perceived trust on the E-commerce [12]. The customers' trust is one of the distinctive factors in the E-commerce system [13]. Therefore, it is necessary to increase the levels of reputation and perceived trust of an E-commerce system, the quality aspects of the E-commerce system have to be considered, designed, and implemented to strategically attract the customers because females and males have different purchase intentions. As for buying groceries online from the perspective of customers, the criteria that impact the customers opting for purchasing groceries online include environmental consequences on the city, the way the goods reach customers' houses, and where the goods are consumed [14]. The aforementioned criteria allow E-commerce practitioners to make full use to better penetrating the market audience during E-commerce system development. For instance, by displaying relevant statistics and information in the E-commerce system for the customers.
With the adoption of a formal design approach, the overall E-commerce system development cost can be reduced as the efforts during implementation, testing, debugging, documenting, and maintenance are reduced [15]. By summarizing and examining the recent studies that are related to the E-commerce system, this study aims to maximize feasibility and boost confidence for small and medium-sized E-commerce system development phases. The contributions of this study include identifying key challenges, and advantages from related works of the use of software development methodologies, and software quality models. In addition, it also provides empirical explanations on the adoption of chosen software development methodology as well as the software quality model to attempt to allow practitioners and developers to have a clearer understanding of the intentions of this study.

II. Types of Software Development Methodologies (Traditional versus Agile Methodology)

A. Traditional Methodology

The variation can be outlined as followed: Traditional development approach obeys a top-down approach, which makes any change an uneasy work, follows leadership style of architecture, ensures pre-planning for executing subsequent phases, only requires customer involvement in initial requirements gathering phase, constructs project plan prior to initiating the system development process, allows the only project manager to govern project ownership, follows the one-time dispatch of product discipline, and obeys mechanical alike organization structure that is highly formalization and used in a large organization [16].
According to a comparative study of web application development methodologies [17], there are two reasons why managers from different sizes of companies opt for unsystematic or traditional development methodologies, which are the size and the delivery time of the project. It is because the managers and developers strictly consider the established deadline, govern the implementation stage, and ensure the documentation of possible future work resources [17].

B. Agile Methodology

The Manifesto for Agile Software Development was created by leaders from different work backgrounds to include values and principles to optimize the software development process [18]. The four essentials Agile Manifesto are listed below:

- Individuals and interactions over processes and tools
- Working software over comprehensive documentation
- Customer collaboration over contract negotiation
- Responding to change over following a plan

As for the agile development approach, it allows various techniques to be experimented to identify the best possible solution, enables the free flow of communication that embraces ideas from team members, increases flexibility and adaptability of workflow for adjustment, actively involves customers to ensure success, prepares each module with the demonstration to allow the customer to receive project work incrementally with the correct direction, allows a sense of shared ownership of project contribution, follows the incremental dispatch of the product, and obeys organic structure that encourages cooperation with flexibility and participative that commonly utilized in the small and medium organization [16]. By following certain techniques in the study [19], the agile methodology can certainly help crisis management during software development.
A study [20] also reveals the experience on agile approach did not affect the level of stress and further indicates that any new agile practitioner appreciated the transition of adopting the agile approach that follows collaborative practices, particularly it helped to

avoid stress as well as providing the practitioners a better overall project experience. According to an annual report [21], the top 5 reported benefits of adopting agile practices include (1) ability to manage changing priorities, (2) improve project visibility, (3) enhance business or IT alignment, (4) reduce time-to-market, and (5) improve team morale, which the aforementioned benefits can be summarized as a theme to improve the speed and adaptability. In addition, customer satisfaction and business value are still consistently the two main metrics to measure the success of the use of the agile methodology in the last few years [21].

As for the challenges, a study [22] found that the most universal 7 challenges faced during decision-making for requirements in agile development environment from 8 papers published from 2017 onwards consist of (a) rapid changing market trends, (b) low drive from team members in knowledge contribution for requirement engineering, (c) minimal of development time because of frequent disagreement from each stakeholder with different experiences, (d) difficulty in ascertaining requirements during the preliminary phase of development, (e) miscommunication of project goals between stakeholders and development teams, (f) dominance of High Paid Person Opinion (HiPPO) during development, and (g) unforeseeable drawbacks from customer involvement for the development team.

In addition, companies have to scale up the agile approach in order to facilitate more complex product development. A case study [23] for a world-leading Swedish telecommunication company in Sweden which adopts a large-scale agile approach for their product management and found technical ability challenges and contextual challenges. Firstly, the former challenges include poor estimation ability due to a large amount of content, lower prioritization ability because of disagreements by many stakeholders involved, and complex planning ability due to vague requirements and unclear role of operational product owners [23]. Secondly, the contextual challenges consist of distracting work environment as the environment is an open space where daily meetings can disturb other teams [23]. Thirdly, it would be poor team build-up due to the capabilities of certain teams because of different views on team capabilities [23]. For instance, the teams are unable to deliver what the operative product owner has promised and the teams feel their incapability, results in both sides feeling frustrated and pressure [23].

III. Related work of software development methodologies

A. *Extreme Programming Methodology*

Extreme Programming was the most well-known software development methodology from 1999 to 2009 [24], which correlates with the claim from [25] that there were 9 cases of circumstances that involved “XP-Distributed Team” during that period. Besides, according to a survey [6], about 80% of the organizations think a detailed software quality model is essential for the XP process and product.

a. *Difficulties*

According to a study conducted [26], the rapid code development and delivery by team-based Extreme Programming indicated that it has a high tendency of being detrimental to the maintenance of software quality in the long term, resulting in technical debt as there is too little time for consideration on good design and it aligns with the findings in this study [27]. It could also due to the unawareness of the context of meaning for the term technical debt, which caused the team to be thinking it as a trivial issue [26]. A study [28] states that the most frequent technical debt is design amongst other attributes, including test, project convention, performance, documentation, build, and security. A report [29] reveals that the consequences of technical debt will damage the quality of systems.

The complexity of XP increases as the practices or modifications in phases increase because XP is comprised of poor architectural structure with minimal documentation [27]. Furthermore, there is a lack of proper guidance provided to tackle XP’s drawbacks and limitations [27]. It is also found that even in the context of very small organizations, the XP software development method was the least chosen methodology among 50 respondents [30].

The most frequent agile practices adopted in Extreme Programming (XP) during the period between 1999 and 2009 were continuous integration and pair-programming [24]. However, the pair-programming practice raises controversial issues and is difficult from the implementation perspective [27].

b. *Advantages*

According to a study conducted [26] between 2015 and 2016, it was found that the Extreme Programming approach was the second most efficient team-based development methodology with the lowest effort required for the unstructured process amongst Scrum, Scrum with Kanban, and Banana. Furthermore, the use of Extreme Programming contributed more to user story decomposition, followed by Scrum with Kanban, and Scrum [26]. Importantly, the frequent usage of user story decomposition helps to reduce stress for the team [20]. The outstanding features offer by Extreme Programming (XP) are comprised of firstly the Requirement as Story Cards. Secondly, Simplicity. Thirdly, Continuous Interaction. Fourthly, Test Driven Development, and Fifthly is the Refactoring [31].

In addition, a study found that the team behavior was influenced by the awareness of technical debt and it provided certain values to the teams, including better communication and collaboration, encouragement of making changes, and feedback for continuous improvement of system development and maintenance [26]. According to an empirical study of the effects of technical debt awareness [32], Extreme Programming was found to be able to provide a certain value to the teams, including better communication and collaboration, and encouragement of making changes and feedback for continuous improvement of system development or maintenance.

B. Scrum Methodology

From 2010 to 2016, the Scrum approach became the predominant agile methodology across all the distributed teams [24]. Importantly, an annual report [21] reveals that the Scrum methodology with at least 75% of respondents practicing Scrum and 58% of respondents' organizations were found that they have continuously used the Scrum agile methodology.

a. Difficulties

According to a study [32], at least 100 working who worked on past projects utilizing traditional development methodology and their mindset transition to agile development methodology was not easily observable. Furthermore, a certain team initially was unable to keep up with the timeline scheduled in the Sprint, causing the whole team to be frustrated and disappointed. However, after a few Sprints, the teams began to adapt coherently to the procedures, and everything was gradually normalized [32].

Thirdly, the conference call was overcrowded which caused lengthy meetings with seriously low feedback from the participants and resulted in terrible meeting outcomes and a little improvement of progress [33]. Furthermore, different project teams had to constantly collaborate to stay updated on project progress by demonstrating the system to ensure everyone is on the same track as well as to allow other teams to verify the system immediately [33]. Lastly, the implementation of units and the required end-to-end tests took the project team a huge amount of effort for execution since multiple teams were working on the same project and the code coverage was found to be low [33].

b. Advantages

According to a research study [35], the importance of the Scrum agile approach implicated by 136 Agile practitioners claimed that the benefits of the Scrum approach include customer collaboration, shared vision, and continuous feedback for verification. The Scrum software development approach helped to detect the defects incrementally while the features are being delivered [33], which gradually led to a low number of defects in the project. The incremental delivery method also allowed the quality assurance team to evaluate the project in the early phase, so that the developers had the opportunity to fix the defects correspondingly [33].

Furthermore, the Scrum methodology provides great benefits, including finding and fixing errors in early phases, minimum risk of exposure to costly reworks, better concentration on quality improvement activities, and involvement in circumstance of sustainable pace [33] that could mitigate the risk of working on edge of the timeline. In addition, it increases flexibility for straightforward handling. For instance, any new requests being added into the product backlog can be prioritized and implemented in the subsequent Sprints [33].

A survey [33] about the effectiveness of the use of the Scrum methodology also reveals that there were improvements in a number of areas for project team members, including team's collaboration, perception of the team, the business value of the final product, reduction of time wasted on tasks, daily productivity, optimal distribution of efforts, prevention of highly stressful periods, and better team spirit and relationships between team members. Furthermore, Scrum agile methodology improves team productivity, project predictability, and project risk reduction [21]. The aforementioned benefits such as efficiency and reduce delivery speed align with the survey [34] about the lead-time in the design and development process of products. These results indicate the significant contribution of agile practices in software development processes.

C. Kanban Methodology

According to the annual agile report [21], 76% of respondents' organization (the highest percentage) has currently been utilizing Kanban board as their agile project management tool in 2019. The workflow of software project development can be managed by utilizing Kanban boards for design, development, and delivery [36].

a. Difficulties

According to an empirical study [37], it summarized the reported challenges from 23 studies on the use of Kanban in software engineering and states that there were 8 key challenges identified and categorized into 3 broad areas, which comprise of process, people, and organization as the table shown below:

TABLE IV. REPORTED CHALLENGES OF KANBAN FROM EMPIRICAL STUDIES

Category	***Number of challenges***	***Reported challenge***
Process (6 studies)	1	Setting up and retaining the use of Kanban
People (8 studies)	5	Hesitant on using Kanban from Management
	4	Poor understanding of Kanban core practices and concepts
	2	Communication handling between teams and customers
Organization (11 studies)	6	Continuous adaption of evolving organizational culture
	5	Insufficient practices for Kanban
	5	Insufficient training for Kanban
	1	Poor knowledge management of Kanban

Furthermore, the reported challenges [37] on the usage of Kanban from 23 experience reports between 2006 and 2016 are as followed:

TABLE V. REPORTED CHALLENGES OF KANBAN FROM EXPERIENCE REPORTS

Category	***Number of challenges***	***Reported challenge***
Process (5 reports)	4	Poor understanding and lack of guidance for Kanban implementation
	1	Performance assessment using metrics for lead-time, and vice versa
People (8 reports)	7	Kanban adopting motivation required for staff
	1	Unpredictable workflow and task switching
Organization (20 reports)	11	Costly, complex and time-consuming due to integration required by Kanban
	4	Continuous adaption of changing organizational culture
	4	Lack of expertise and training
	1	Deep understanding of Lean is required for Kanban

b. Advantages

From the field of software engineering, there are 15 types of benefits from the aforementioned 23 studies as they are associated [37], and they are synthesized and listed in the table below:

TABLE VI. REPORTED BENEFITS OF KANBAN FROM EMPIRICAL STUDIES AND EXPERIENCE REPORTS

Category	***Number of challenges***	***Reported challenge***
Process (18 studies)	16	Poor understanding and lack of guidance for Kanban implementation
	12	Performance assessment using metrics for lead-time, and vice versa
	10	Improve identification of impediments

Category	*Number of challenges*	*Reported challenge*
	7	Better workflow
	5	Reduce time-to-market
	4	Better tasks prioritization
	4	Reduction of defects
	4	Improve quality
	4	Increase intuitiveness
People (14 studies)	7	Better collaboration and communication
	6	Increase team motivation
	5	Better team building and cohesion
	6	Increase customer satisfaction
Organization (8 studies)	6	Cultivate continuous learning
	3	Better strategic cooperation

IV. Related work of Software Quality Model

A. ISO/IEC 25010

The E-commerce system is a software-intensive computer system that involves various stakeholders including those who use, acquire, develop the computer system [38]. To ensure value to the stakeholders, the essence of ISO/IEC 25010 is meant to be used to conduct comprehensive specification and evaluation of the quality of the software-intensive computer system [38]. Importantly, the ISO/IEC 25010 quality model is capable of identifying relevant quality characteristics that are useful for achieving certain criteria defined in the establishing requirements, so that high-quality software products can increase its capability in avoiding negative outcomes and providing values to the stakeholders [38].

According to a study [39], ISO/IEC 25000 series standards introduced in 2008 were the renewal version of ISO/IEC 9126, and the ISO/IEC 25000 is the most well-known quality standard amongst Boehm, McCall, ISO (International Organization for Standardization), and FURPS (Functionality-Reusability-Portability-Security). Furthermore, the improvements of the quality model include compatibility, security factors, satisfactions, freedom of risk, context coverage, reusability, and restructuring capabilities that comprise interoperability and portability [39]. ISO/IEC 25010 is a more comprehensive software quality standard in use than that of ISO/IEC 9126 [40] and the readers who are interested to know more about the history of ISO/IEC 25010 may refer to Đorđević's study [40].

Based on the ISO/IEC 25010 quality model [38], the three main phases of the product life cycle which can be evaluated using the ISO/IEC 25010 quality model are during product development, during product evaluation, and during the use of the product. A study [6] states that a quality product can be achieved if the quality of the process is being prioritized first and the product quality metrics estimation of the quality process second using the quality model ISO/IEC 25010.

Furthermore, the ISO/IEC 25010 quality model can guide the E-commerce system design, creation, and evaluation [41]. The system design factor also aligns with the findings from other study [42], which states that the design or ergonomics was rated as the top-quality domain for E-commerce system by practitioners and scholars, followed by information variety, reliability, security, ease of use, reactivity, service quality, performance or efficiency, reputation, and vice versa. For the interested readers, may refer to Stefani's other work [2] about the metrics ecosystem for designing quality E-commerce systems.

V. Results

After a comparative study on the variation between the traditional and agile development methodologies, the agile approach prevails, and it fits with the E-commerce system development. The condensed difficulties and advantages of software development methodologies, including Extreme Programming, Scrum, and Kanban reveals the most suited methodology for the E-commerce system development, which is the Scrum methodology. However, it does not guarantee its success in using any of the particular agile methodologies.

After discussing all of the recent related works, Scrum software development methodology provides the advantages during the modern E-commerce system development include minimizing technical debt, the possibility of design failures, stress, miscommunication, and ambiguity and improving shared vision, continuous feedback for verification, productivity, team morale, delivery predictability, project visibility, risk reduction, and engineering discipline. As for the adoption of the ISO/IEC 25010 software quality model which is discussed in the next section, its sub-characteristics are constructively mapped with the important features of the E-commerce system and contribute to the overall success of the modern E-commerce system development life cycle. As a result, the aforementioned software development methodology and software quality model should help the practitioners and developers to achieve feasible results, and generate an adequate understanding of the discussed effective approaches. We will discuss the adoption of Scrum software development methodology with a proper implementation that correlates with its defined agile practices along with justification from research studies for reinforcement. Secondly, we will discuss the adoption of the ISO/IEC 25010 quality model with the mapping of its quality goals, sub-characteristics, and recommendations for developing modern E-commerce systems.

VI. Discussion

In the following subsections, we will discuss the adoption of the chosen agile development methodology and software quality model just as mentioned earlier. Generally, a study [43] about the framework for evaluation of E-commerce websites states that the E-commerce system has to consider for security assurance, intuitive navigation, realtime assistant, content quality, and learnability to be considered a quality system.

A. Adopting Scrum Methodology

According to a literature review [24] on agile practices in global software development, Scrum practices including stand-up meetings, backlog, and Sprint or iteration are the most successful agile practices in the Scrum approach across all distributed situations. It was also found that effective meetings and predictable delivery that can be achieved with the Scrum approach promoted stress reduction for the project team [20]. According to the same annual agile report [21], 1,121 full survey responses indicate that the agile practices such as (1) Daily Stand-Ups, (2) Retrospective, (3) Sprint Planning, (4) Sprint Review, and (5) Short Iterations are the top 5 agile techniques adopted, and their percentages stand at 85, 81, 79, 77, and 64 respectively.

The agile practices of Scrum can bring a number of advantages to the project team, which include all Scrum meetings except for the Sprint Retrospective will positively impact planning, Sprint Review, and Stand-Ups will positively influence by communication and transparency while Sprint Retrospective improves knowledge transfer and feedback, Continuous Integration improves the product time-to-market and transparency, and Scrum-of-Scrums improves the aspects of communication, including planning, structuredness, and transparency [44]. Furthermore, the Scrum roles can improve team empowerment and satisfaction [44].

Below illustrate the Scrum practices that should be adopted for the E-commerce system development.

B. Scrum Practices

Scrum-of-Scrums: It is a type of meeting that will be conducted weekly by either a large team for all the project members or a project lead to ensure its team is on track of work progress.

Daily Stand-Ups: It is a daily small meeting discussion to follow up with work progress. It can be distinguished into 3 different categories: (1) Only for status tracking purposes, (2) an hour-long meeting, and (3) reduction of frequency of the meeting to be unusual but will end up being a long meeting as being the consequence.

Sprint Planning: It is conducted within the Sprint shift. All of the teams will receive a breaking down of the Backlog and each of the teams is responsible for their own planning.

Sprint Review: It is a review meeting among the team leads and functional role members to check on not only limited to work progress as in what was achieved or completed. Some of the review meetings could be informal and unstructured without agenda.

Retrospective: It is a meeting that can be varied by timing. The teams inspect work progress and resolve any impediment during the meeting. It could be valuable within each team if the objective is well-defined.

Backlog: It is similar to an item checklist. The items defined in the Backlog can be varied by the prioritization, which depends on the current situation. Every team or project phases could have different Backlog items to accommodate.

C. Adopting ISO/IEC 25010 Quality Model

The quality goals defined in the ISO/IEC 25010 quality model are mapped with the sub-characteristics, and recommendations to reinforce the development of modern E-commerce systems as shown in the table. The original documentation of ISO/IEC 25010:2011 by ISO is used to reinforce the discussion [38].

TABLE VII. MAPPING OF QUALITY GOALS, SUB-CHARACTERISTICS, AND RECOMMENDATIONS

Quality Goal	***Sub-characteristic***	***Recommendation***
Usability	Appropriateness recognizability	System or product appropriateness
	User-interface aesthetics	Satisfying design and interaction
	Learnability	Simplicity, effectiveness, efficiency, freedom of risk, and satisfaction
	Operability	Ease of operate, control, simplicity, efficiency
	User error protection	Constraints against errors
Functional suitability	Functional completeness	Focus of specified tasks, and user objectives
	Functional correctness	Correct results with precision
	Functional appropriateness	Facilitation of tasks accomplishment
Performance efficiency	Time behaviour	Throughput rate of system
	Capacity	Capacity limit of system
Reliability	Maturity	Reliability under normal operation
	Availability	Constant operation, and accessible when required
	Fault tolerance	Operate in the presence of faulty
	Recoverability	Re-establish desired state in the event of failure(s)
Security	Confidentiality	Data accessibility, and privacy concerns
	Integrity	Modification rights
	Non-repudiation	Proves of events, and transaction security
	Authenticity	Genuine products, and services
Maintainability	Modularity	Discrete components, and minimal impact on changes
	Analysability	Failure diagnosis, and impact assessment
	Modifiability	Stability, changeability, and minimal impact on modification
	Testability	Test criteria establishment, and test case for test criteria established

Discussion on the mapping of each of the sub-characteristics following their quality goals, and recommendations is presented below:

- Usability

Appropriateness recognizability: System or product appropriateness for needs [38]. It determines the customers whether they are able to locate products for their needs while using the E-commerce system. The higher the recognizability, the greater the conversion rate for the E-commerce system, and thus, the higher the revenue can be generated for the E-commerce platform. The aforementioned theory is validated by a research study [45] which found that by reducing product choices in the E-commerce system, the customers will spend lesser effort and time to find their ideal products, and it also reduces confusion and cognitive strain among the customers.

User-interface aesthetics: Satisfying and pleasant interaction [38]. The user interface design of the E-commerce system can adversely affect the overall user experience especially perceived information overload of the customers [45]. The design of an E-commerce system has to be considered from the perspective of psychological, business, and technical sides, and the manager and product designer play a crucial role in the aestheticism of user-interface design [41]. Non-ambiguous user interface design will certainly improve the customers' motivation toward the E-commerce system [45]. Furthermore, research studies [28], [46], [47] claim that design issues were a great deal to the reason of system failures.

Learnability: Ease of use and effectiveness [38]. The ease of understanding for end-users especially during their first time visiting the E-commerce system. The higher the learnability of the E-commerce system, the better the user experience due to the low cognitive load required by the users. The information ambiguity has a strong influence on perceived information overload than that of information complexity and results in affecting the customers' motivations toward the E-commerce system [45].

Similarly, customer satisfaction including ease of access to information with minimal time aligns with the user experience and it will heavily influence the success of E-commerce [13]. In addition, the poor design of the E-commerce system which increases the number of steps to complete user objectives which would also reduce its learnability as it is related to the effectiveness because the proportion of a total number of steps to complete an objective versus the task completion is reduced to a smaller amount [48]. Furthermore, the features such as color schemes will also contribute to the effectiveness [48].

Operability: Ease of operation and control, and operability factor corresponds to error tolerance, controllability, and conformity with user expectations as well [38]. The simplicity of using online stores can positively affect the attitude of customers toward E-commerce and the customers who are provided with good user experience are more likely to rate the E-commerce system with higher feedback ratings [49]. The attributes which have to be met include the page loading speed to provide a seamless experience for the customers because the major contributor to page abandonment and decrease in revenue of websites is slow page response times [15], and the slow access to information in the E-commerce platform will increase information overload perceptions for the customers [45].

User error protection: Protect users against making errors [38]. The E-commerce system should provide smart confirmations. For instance, a confirmation message is prompted for the customers when they are checking out or deleting an item from the shopping cart. Besides, a pre-emptive warning should be displayed to the customers if they want to cancel an order during the checkout page. The aforementioned warning can also be categorized based on the level of priority. Furthermore, regular expressions can be implemented to validate the input of typing characters, such as registration details, and payment details.

- Functional suitability

In a survey [30] conducted in the context of very small organizations, 50 participants responded that the functional suitability was the most frequently addressed quality goal in software projects. The functional suitability goal consists of 3 sub-characteristics, functional completeness, functional correctness, and functional appropriateness and they will be discussed below.

Functional completeness: Set of functions that cover all the user's specified tasks and objectives [38]. A set of functions implemented in the E-commerce system is capable of allowing users to achieve their goals. From the expert evaluation of the E-commerce system [50], the main capabilities of the E-commerce system include displaying goods and services overview, filtering products, comparing products, searching products and services, integrating with other systems, ordering products and services, and tracking order status.

Functional correctness: Correct and precise computing results [38]. The E-commerce system has to provide correct results with precision and this quality goal correlates with the maturity sub-characteristic of reliability quality goal, which is also discussed in this study. For instance, the invoice which consists of purchasing date, product names, unit product cost, and gross pay for purchase items. Furthermore, the monitoring of the inventory of each item for the system administrator is also needed to be accurate in order to generate an order report for the supplier to restock low quantity products. The monitoring of system performance should also be accurate for decision-making by the stakeholders. In addition, the products in the E-commerce system should be organized correctly and precisely according to their category.

Functional appropriateness: Facilitate attainted specified tasks and user objectives [38]. The E-commerce system is only needed to show customers the necessary guides to help the customers to accomplish specified tasks, and at the same time, excluding any trivial steps to save time for the customers. A study [45] reveals that the system interface issues such as complex guidelines provided in the E-commerce system to the customers to achieve their goals will certainly increase information overload and it will negatively influence the customers' motivations in using the E-commerce platform. Another survey [30] conducted in the context of very small organizations, 49 out of 50 participants responded that the most common sub-characteristic considered in software projects was the functional appropriateness, which belongs to the functional suitability quality goal.

- Performance efficiency

Time behavior: Degree of throughput rate of the system [38]. The throughput rate is similar to performance, specifically the processing time of the E-commerce system when performing a function to meet the specified tasks of users. For instance, this system takes less memory and runs fast. The terms such as memory and fast are categorized as the features of efficiency [48].
Capacity: Maximum limit of product or system parameter of the E-commerce system [38]. The higher the capacity limit, the greater the efforts needed from the developers for the E-commerce system development. For instance, the parameters can consist of the number of concurrent users, the size of database, the throughput of transactions, and communication bandwidth [38].
Furthermore, the limited capacity which could be adversely influenced by media elements can significantly reduce the capability of the E-commerce system to display a list of product items appropriately as the page loading speed becomes slower and this issue could affect the revenue of the E-commerce due to page abandonment [15]. If the capacity limit is exceedingly high, it would adversely impact time-to-market and maintenance costs [15]. Importantly, the big page size that causes slow page loading speed can significantly impact the ranking of a website in the search results [51].

- Reliability

Maturity: Reliable under normal operation [38]. The events such as generating an invoice for customers, order reports for the supplier, and system performance report for stakeholders can be executed under normal operation. It is also emphasized in a study [52] about the necessity of the reliability in producing highly accurate results in a consistent manner, but the correctness in E-commerce transactions producing consistent outputs is a difficult task to be achieved as there were many situations where errors in the E-commerce system occurred and caused the system downtime. However, it is generally believed that the approach of applying logic-based formal specification techniques is capable of developing a consistent and dependable E-commerce system [52].
Availability: Operational and accessible when required [38]. The availability factor is comprised of maturity, recoverability, and fault tolerance [38]. The design activities including behavioral, architectural, and interaction designs for the E-commerce system could largely contribute to poor design outcomes, such as low availability [15]. Furthermore, the availability factor has to consider for high cohesion and low coupling to implement modularized designs that help for crucial enhancements of the E-commerce system in the future [15]. The availability of the E-commerce system can be examined during its upstate, and the system is expected to be in constant operation for customers to access and purchase products [15]. As this availability attribute is aligned with the next sub-characteristic, the fault tolerance, it is further discussed with a relevant E-commerce real use case scenario.
Fault tolerance: Operational as intended in the presence of software or hardware faults [38]. The fault tolerance for high availability of the E-commerce system can be positively affected by the implementation of microservice architectures [53]. Furthermore, one of the largest European E-commerce platforms, named otto.de and Amazon actually adopts the microservice architectures and as a result, the non-functional attributes including the scalability, reliability, and agility of their E-commerce platforms are being facilitated [53].
Recoverability: Re-establishment of the desired state in the event of a failure or an interruption [38]. Following the aforementioned fault tolerance, the failure of individual services in the E-commerce systems can be tolerated to restore services after detecting the failures using the aforementioned microservices [53]. Thus, in the event of a failure, the desired state of the E-commerce system can be recovered quickly, and improves recoverability.

- Security

For the security goal of the E-commerce systems, it comprises of multiple dimensions, including safety, repudiation, integrity, authenticity, confidentiality, privacy, availability [54]. To ensure the success of an E-commerce system, usability, privacy, and security factors have to be paid more attention [55] because the security of personal information will contribute to the gaining of trust from the customers [13]. As for the additional resources for the necessity of formal specification methods in E-commerce transactions, interested practitioners and developments can refer to the resources [56], [52], [57].
Confidentiality: Data is accessible only for authorized users [38]. Each of the customers is able to login to the E-commerce system with a dedicated e-mail and password after they have completed registration in the system. Only after authorized as a member in the system, some features can be accessed, such as purchase history, account settings, and prize redemption portal, and vice versa. On the other hand, only the system administrator can access the E-commerce system inventory to make necessary changes and generate order report, and system performance report. According to a study [58], the effects of online privacy concerns (OPC) in

the context of E-commerce, the customers' attitudes toward online purchases will be directly impacted by the online privacy concerns (OPC) because the customers have a high tendency of hoping to have more control over their personal information. Therefore, it is essentially important to safeguard the customer's information in the E-commerce system to prevent any personal information fabrication, which will lead to customers' unwillingness toward online shopping.

Integrity: Privileges to access or modify a system [38]. Unauthorized users are strictly not allowed to access or modify the E-commerce system in terms of programs or data. It is intended to prevent any malicious intent that can potentially harm the E-commerce system. For instance, the transactions should be secured to incorporate integrity into the E-commerce system's data [15].

Non-repudiation: Proves of events for reassurance [38]. Non-repudiation can be interpreted as the undeniable transaction and behavior in the transaction of E-commerce from the participants and it happens in blockchain [59]. The goals of non-repudiation services are to collect, provide, maintain, and verify the transaction evidence from the transmitter to the receiver [59]. Any of the information sent or receive is undeniable by both the aforementioned participants to guarantee the non-repudiation of information. Therefore, the non-repudiation service can provide more security to the transaction taking place in the E-commerce system to increase trust between the platform and customers. All records are kept securely as evidence. With these, the E-commerce system can easily implement more policies to gain trust from the stakeholders, such as products sold are exchangeable, but not refundable unless they are spoiled products.

Authenticity: Genuine products and services [38]. The E-commerce system must prove that the products displaying in the system are original to demonstrate professionalism and increase accountability. The rules and regulations are also needed to be carefully defined for customers to seek mutual agreement to prevent any potential lawsuit and misunderstanding.

- Maintainability

As the E-commerce system has to be continuously modified and maintained to keep up with the rapidly changing requirements from the users and to compete with other competitors. A series of innovative techniques are necessary to improve software maintainability, adaptability, and scalability [15].

Modularity: Discrete components with minimal impact on changes [38]. The E-commerce system architecture is constituted of discrete components. Any change on the discrete components, they should encounter the least possible impact. It can be achieved by using Declarative and Component Based libraries, such as React.js, or Responsive Framework, such as Angular.js. The modularity also helps for component-based software engineering paradigm as the practitioners and developers are able to be more agile by relying on reusing components during their software projects and keep the components or source codes securely on GitHub for version control [60]. These practices have crucial advantages including improving efficiency and cost-effective during software development.

Analysability: Failure diagnosis and impact assessment [38]. Certain mechanisms can be implemented into the E-commerce system to analyse its system faults. In addition, system report can be generated prior to any event or failure to increase analysability, which can avoid critical risks, such as unexpected system failures.

Modifiability: Minimal impact on modification [38]. It is a measure for the E-commerce system from being modified without degrading the system quality or adding defects into the system. This factor can be affected by modularity and analysability as it involves a series of actions, including coding, designing. documenting, and verifying changes [38]. Furthermore, modifiability is comprised of stability and changeability [38].

Testability: The establishment of test criteria requires verification from test cases [38]. The test criteria specifically defined for the E-commerce system are needed to be tested by test cases to ensure safe and secure functionalities of the E-commerce system. Advanced analysis and design following the principle of designs for the E-commerce system to cover factors, such as performance, security, availability, safety, maintainability, and usability requirements are essential to increase the testability [15].

VII. CONCLUSION

We have discussed on the variation between the traditional and agile software development methodologies. We also examined the related works and real use cases of agile software development methodologies including Extreme Programming, Scrum, and Kanban in terms of their difficulties and advantages, and concluded that the most fitted type of approach for embarking the E-commerce system development would be the Scrum software development methodology. We have also discussed the positive impacts of the adoption of Scrum practices to boost the feasibility and confidence of practitioners and developers during the system development process.

We investigated the related works of ISO/IEC 25010 quality model to prove its effectiveness in the E-commerce systems development. Consequently, we carried out the mapping of the quality goals, sub-characteristics, and recommendations of the ISO/IEC 25010 quality model for the development of modern E-commerce systems to further improve the feasibility and effectiveness. This study theoretically contributes to E-commerce system development literature and tries to inspire the future implementation of high-quality E-commerce systems.

VIII. Threat to Validity

In this study, there is no quantitative framework implemented to evaluate all of the decisions or recommendations made for the E-commerce systems development phases due to the complexities. Despite that, it will not minimize the contribution of this study to the E-commerce systems development processes. The isolation of software from the environment in which it will work often leads to erroneous qualitative assessments and it is a common mistake [61].

Furthermore, we did not implement the insights and strategies provided to verify the improvement of the implementation feasibility and the confidence of practitioners and developers during the E-commerce systems development. However, it could be done by creating a prototype E-commerce platform following the recommended software development methodology and software quality model in this study to assess the aforementioned criteria.

IX. Future Research

Further work includes the evaluation of the adoption of the chosen software development methodology and software quality model for the E-commerce system development. Firstly, despite the complexities, we should utilize a quantitative framework to avoid producing E-commerce systems that merely rely on intuitive criteria. Secondly, we should design an experiment to consider other factors and analyse the factors that have an immediate influence on the users' experience in the use of a prototype E-commerce system.

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COVID-19: Internet Usage And Working From Home During Movement Control Order

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***Abstract*— The world is currently facing the Covid-19 pandemic that started in early 2020. This phenomenon has triggered lifestyle changes in society and it is known as the new normal. This includes the practice of using the Internet and the Work from Home (WFH) situation for all employees during the Movement Control Order (MCO) period. The main challenge of working from home phenomenon during this MCO period is to remain productive. The instructions to Work from Home has been implemented by the public and private sectors following the MCO to curb the spread of Covid-19. Through the control order, all government and private premises are closed except those involved with important national services. Hence, this study examines the practice of Internet usage as well as the perception of WFH among the Malaysian community during the MCO period. This is in line with the situation that requires all employees to be at home and continue working from home online. Data was collected by using quantitative methods through the online survey of Google Forms on a total of 419 respondents aged 18 years and above and analyzed with SPSS software. The results found that the majority of respondents used Internet broadband for work and Internet access was strong. However, the majority of respondents did not agree to continue Working from Home and argued that their works could not be performed well while at home due to certain factors and constraints.**

Keywords*— *Internet Use, Movement Control Order (MCO), Work from Home

I.INTRODUCTION

The whole world is currently plagued by the Covid-19 pandemic. It is a phenomenon that has a huge impact on various sectors, especially economic and social. The World Health Organization (WHO) categorizes the contagious situation of Covid-19 as a pandemic because it is a contagious disease that spreads through the human population and crosses vast areas across national and continental borders, even around the world. The government has implemented the first stage of the Movement Control Order (MCO) which started on 18 March 2020. This situation requires all walks of life to remain at home and not allowed to go out to work unless only the head of the family is allowed to go out for related matters. Accordingly, various parties have been advised to continue to work from home (WFH) online with optimal use of the internet. Moreover, all educational activities including primary and secondary schools are also urged to conduct teaching and learning from home with various online platforms such as Google Classroom and Zoom. This online usage shows the changes in practices and activities that have become a routine to replace face to face practice, with the use of the internet. Thus, there is also a need to review the pattern of internet usage and perception of working from home as well as to identify the relationship between internet usage and working from home among those working community.

II. LITERATURE REVIEW

There are several studies related to society and its relationship with the use of the internet. A study conducted by [1] stated that the access and use of the internet include various activities that are related to society's achievement of inclusive information. Thus, the use of the internet can be said to be an important element that can increase awareness of the benefits of information technology including government services, entertainment, employment, business, and many more efficient shopping methods. Today's technological advances make the use of internet applications as the main communication medium by most employees in solving their daily affairs [2] This is because internet applications are seen as very easy and fast to convey information and can send messages in various information formats such as text, pictures, videos, and so forth [3]. The use of this advanced technology also increases job access and allows communication to transcend work and family boundaries regardless of time and place. The use of social media is also not only used for socializing alone but has started to be used for work affairs.

Besides, the use of the internet has had an impact on the community, as well as in Malaysia, which allows communication among the community to take place without restrictions and the dissemination of information globally. Social networking sites are widely used by various user groups [4] such as academics, politicians, corporate organizations, government agencies, students, and so forth for various purposes including business, teaching and learning, political ideology, communications, public relations, and advertising tools. The phenomenon of internet use in society has also changed the way of family life. Internet applications are considered as a communication tool that can develop information channels more effectively while helping the community to access information resources and improve the relationship of a community with other communities. Access to information resources can get feedback anywhere as long as the community has internet access either via mobile phones or laptops, from social media and email to live chat on websites. Although the community cannot communicate personally, internet applications can still provide feedback or immediate solutions.

Moreover, people who use the internet and networking relationship through the internet are said to bring a better quality of life [5]. This situation is in line with the development of the world today that most institutions and organizations can be developed through the internet. Nowadays, the population with the use of the internet is increasing among the community in Malaysia, including among the working community. Employees receive messages and instructions through social media networks such as emails and social media applications such as WhatsApp that can be accessed via mobile phones [6]. Studies have also found that there are social media facilities and internet applications such as mobile phones that make employees accessible twenty-four hours a day. Reference [7] found that internet technologies and applications such as WhatsApp, Twitter, Telegram, and so forth used by employees have facilitated work-related matters such as work instructions reaching employees outside of working days and working hours. A study by [8] found that the use of information technology in the digital era provides opportunities for students to learn and apply the skills needed in the 21st century. Communication technology also has facilitated the ability of workers to integrate home and work interests. However, this technology also allows each matter to be interdependent with each other [9].

Today, working from home is an increasing phenomenon. The number of people in the United Kingdom working from home was found rising from 345,920 to 680,612 between the years 1981 and 1998 [10]. Instead, there are many definitions of working from home but broadly defined as any paid work that is carried out primarily from home (at least 20 hours per week). This definition allowed for a diversity of experience in working from home persons across the socio-economic spectrum and are diverse in demographic terms and concerning gender, skills, and income. However, not all the working from home persons successfully negotiate the social, personal as well as physical transitions between the boundaries of home and work [11]. Some potential difficulties and tensions that come with working from home and teleworking [12]. Working from home can increase the absorbency of the boundary between work and family domains as well as juggle work and family schedules to become more difficult [13].

The trends toward flexible working patterns are also influenced by technological developments whereby businesses can be conducted away from the specified office environment and often at significantly lower financial costs, making working at 3 am and on holiday [14]. Combined with the recent interest in flexible working patterns has been a growing focus on the home environment as a place where we work, live, shop, and seek entertainment [15]. This shift to combine work and life more efficiently is part of a recurring trend that predates the industrial revolution whereby home and work were not viewed as separate aspects of life spatially or conceptually.

This situation is also in line with the phenomenon of internet use which has had a huge impact on daily life, especially in the Covid-19 pandemic situation that requires the working community to work from home. The practice of working from home is carried out while interacting with the office via telephone or email using the internet. The use of the internet is needed to replace work-related matters and allow the employees to work from home using on-site communication devices to perform work tasks. Before the advent of the Covid-19 pandemic, the phenomenon of working from home was often the choice in other countries such as Europe, and this practice was also commonly used in the United States and Canada. Thus, the use of the internet during the MCO period is seen as a medium of change that can help in improving the economic growth and life of a society, including the Malaysian community as well.

III. METHODOLOGY

This study is based on a quantitative approach using a cross-sectional design. The online questionnaire form is used as an instrument to get a response from the working community aged 18 and above. A Snowball sampling technique was used in this study. Links to the questionnaires was developed using Google Forms and have been shared with working people through Facebook and WhatsApp applications. The working community who are interested in becoming the respondents in this study are asked to extend the questionnaire link to their contact of friends in Facebook or WhatsApp group of their workplace. The data collection period is one month.

The minimum sample size is determined based on the proposed sample determination table by Cohen (1990) [16] which is at least 84 respondents are required for this study to achieve statistical strength of 80% at the significance level of 5% and a minimum R^2 value of 0.25. The determination of this minimum sample size aims to enable generalizations to be made in the context of analysis. Therefore, the total sample of 419 respondents collected within one month is sufficient for analysis in this study.

A three-part questionnaire was used as a research instrument. Part A consists of general information regarding the profile of the respondents namely age, gender, ethnicity, marital status, employment, household income, and place of residence that measured based on nominal, ordinal, and ratio measurement scales. Part B consists of two constructs that are operated to measure the frequency of the usage of internet applications (9 items) and the frequency in terms of practice (6 items) performed during the Movement Control Order (MCO) period. All items in this section were measured using a four-level scale (1 = Very infrequent; 4 = Very frequent). Part C is about the perception of working from home which consists of five items. All items were measured using a four-level scale (1 = Strongly Disagree; 4 = Strongly Agree). The data collected was analyzed using descriptive statistics to describe the profile of the respondents, internet usage practices, and perceptions of working from home with the help of IBM SPSS 21.0 software. While the inference statistics are used to test the effect of the practices of internet usage on working from home based on regression analysis.

IV. FINDINGS AND ANALYSIS

A. *Profile of Respondent*

Table 1 shows the distribution of profiles of respondents consisting of the working community among men (24.1%) and women (75.9%). The majority of respondents (44.2%) are 31 to 40 years old. The majority of respondents were Malays (96.2%), followed by the Chinese (1.7%), others (1.4%), and Indian (0.7%). Besides, the majority of respondents were married (76.4%) and 20% are found single. The majority of respondents live in urban areas (71.8%). and has a monthly average of between RM4,360 to RM9,619 (45.3%).

TABLE 1. PROFILE OF RESPONDENT

Item	Frequency (n=419)	Percentage (%)
Gender		
Male	101	24.1
Female	318	75.9
Age		
18-30 years	81	19.3
31-40 years	185	44.2
41-50 years	116	27.7
51-60 years	35	8.4
61 years and above	2	0.5
Ethnic		
Malay	403	96.2
Chinese	7	1.7
Indian	3	0.7
Others	6	1.4
Marital Status		
Single	84	20.0
Married	320	76.4
Single father	3	0.7
Single mother	12	2.9
Employment Area		
Public Sector	212	50.6
Private Sector	148	35.3
Others	59	14.1
Income (household)		
Monthly average RM4,360 and below	163	38.9
Monthly average between RM4,360 to RM9,619	190	45.3
Monthly average RM9,620 and above	66	15.8

Residential Area		
Urban	301	71.8
Rural	118	28.2

B. The Frequency of Internet Usage During MCO

The findings of the study also found that the most frequently used internet applications by the respondents are such as Social Media (64.2%), WhatsApp (80.2%) and followed by E-mail (32%), e-commerce platforms (19.6%), and Google Classroom (10.3%) as shown in Table 2. Internet applications such as Skype (74.5%) and Webex (77.1%) are among the applications that were rarely used by respondents. This shows that during the MCO, the majority of the respondents were still using the common applications to them and slowly adapting new applications.

TABLE 2. FREQUENCY OF USAGE OF THE FOLLOWING APPLICATIONS DURING THE MCO PERIOD

Item	Rarely	Sometimes	Often	Always
E-mail	13.4	21.0	**33.7**	32.0
WhatsApp	3.1	1.4	15.3	**80.2**
Zoom	**62.3**	23.9	8.6	5.3
Google Hangouts	**69.9**	22.0	4.3	3.8
Google Classroom	**52.0**	22.9	14.8	10.3
Skype	**74.5**	19.3	3.3	2.9
Webex	**77.1**	16.9	3.8	2.1
Social media (Facebook/Twitter/Instagram/etc)	6.2	6.0	23.6	**64.2**
E-commerce platform (Shopee/Lazada/etc)	**32.0**	26.0	22.4	19.6

Table 3 shows the items that have been done by the respondent during MCO via online. The majority of the respondents are often finding the information on Covid-19 (49.2%), followed by browsing the official government portals (46.1%) and e-learning (40.3%). In addition, the result shows that online shopping was not frequently practiced by the respondents (36%). Other items such as online entertainment and online meeting were also found sometimes held during MCO. Thus, the results revealed that respondents pay more attention and are concerned about the issue of Covid-19 compared to other leisure activities during the MCO period.

TABLE 3. FREQUENCY OF DOING THE FOLLOWING ITEMS DURING THE MCO PERIOD

Item	Rarely	Sometimes	Often	Always
Find information related to COVID-19	1.7	16.2	**49.2**	32.9
Browse official government portals	3.8	28.9	**46.1**	21.2
Shop online (Shopee / Lazada / Go Shop / etc)	29.8	**36.0**	23.6	10.5
Online learning	12.9	22.4	**40.3**	24.3
Entertain online (music, movies, dramas, etc)	17.4	**34.4**	29.6	18.6
Online meeting	31.7	**34.6**	24.6	9.1

C. Working from Home during the MCO period

The respondents in this research shared some of the perceptions of working from home during the MCO period. For every positive perception, there was a set of negative perceptions as well. The differences and shared perceptions across the sample are showed in Table 4.

The majority of the respondents felt comfortable working from home with internet applications (50.4%) and stated that their works can be done well with the availability of internet applications (53.2%). 48.9% of the respondents were able to be self-discipline with working time at home during the MCO period and thus felt safe when working from home (53.5%). However, there was a majority of the respondents did not want to continue working from home if they were given a choice (39.9%).

TABLE 4. PERCEPTION OF WORKING FROM HOME DURING THE MCO PERIOD

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel comfortable working from home with internet applications	4.5	18.6	**50.4**	26.5
I can be self-discipline with working time at home during the MCO period	5.7	31.7	**48.9**	13.6
I feel safe when working from home	1.9	15	**53.5**	29.6
My works can be done well with the availability of internet applications	2.4	10.3	**53.2**	34.1
If given a choice, I want to continue working from home	14.3	**39.9**	28.6	17.2

This finding might correlate with the personal and psychological consequences of home-based work [12] which include personality as well as developed strategies for working from home [17]. The persons working from home need to develop several strategies to cope with the isolation and stress staying at home. For instance, they may develop the support networks with colleagues, set the targets for the work completion, taking part in social activities outside of the home, and make a weekly or daily work schedules.

Personal time became split for some homeworkers. However, some found that they had a more personal time when working from home. This is because those with more personal time tend to be either professional men or professional women without young children. Some advantages include familiarity and comfort, flexibility, self-management, quiet, and working undisturbed, no travel, and being with the children [18]. Working from home may afford the individuals with some level of flexibility in how they used their time, which allowed them to balance the responsibilities of their work with their responsibilities at home. Also, they could care for spouses, children, older people, or disabled relatives as well as household tasks, such as cleaning, washing, shopping as well as gardening. However, there are also tensions in these advantages, such as being with the children does not support working uninterrupted.

D. The Impact of Internet Usage Practices on Working from Home during the MCO period

According to Table 5 below, the relationship between the independent variable in the model and the dependent variable is weak ($R = 0.184$). According to the coefficient of determination ($R^2 = 0.034$) and the adjusted coefficient of determination (adjusted $R^2 = 0.031$), internet usage practices explained approximately 3.4 percent of the variance in overall working from home. Since the R^2 value and adjusted R^2 value are very similar (adjusted R^2 decreased by only 0.003 points), the regression model in this research has a good explanatory power of the dependent variable. Besides, the significant F-ratio ($F = 14.570$, $p < 0.01$) suggested that the results of the regression model could not have occurred by chance and that the independent variable significantly predicted the dependent variable. To assess the relative importance of the independent variable in determining the value of the dependent variable, beta coefficients are provided. The variable "internet usage practices" ($\beta = 0.184$, $p < 0.01$) had statistically significant standardized coefficient. Therefore, this independent variable had an impact on working from home. Therefore, the linear regression model in this study has produced adequate and significant results, meaning that internet usage practices can be used as a significant predictor of working from home during the MCO period.

TABLE 5. LINEAR REGRESSION ANALYSIS (N=419)

Model fit				
R^2	0.184			
Adjusted R^2	0.034			
Standard error	0.031			
F ratio	14.570			
Significance	0.000			
Independent variable	**b**	**Beta**	**t**	**Sig**
Constant	1.551		5.159	0.000
Internet Usage Practices	0.430	0.184	3.817	0.000

V. Conclusion

The pandemic Covid-19 and MCO are a turning point in changing the conventional landscape of how we conduct our daily business, physically or online. The practice of working from home while interacting with the office via phone or email using the internet has become a new normal in the working community. Thus, indirectly it is important to know the level of frequency in using the internet during the MCO period which requires all individuals to be at home. Social media and WhatsApp were the most frequently used during the MCO period. Besides, the majority of the respondents also are often finding the information on Covid-19, browsing the official government portals and e-learning. In terms of work from home, some of them found that they had a more personal time when working from home. This means that the use of information and telecommunication technology is very necessary to ensure that all businesses and organizations can continue smoothly during the MCO period. In sum, the findings also found that internet usage practices can be used as a significant predictor of working from home during the MCO period. Ironically, it allows employees to work from home using on-site communication devices to perform work tasks. Further studies should seek to establish whether the impact of internet usage by the working community is the same or different across all society, including entrepreneurs, young adults and those who are jobless. In addition, it is also important that research is carried out on the society or community in rural areas to understand their level of internet usage, particularly during the MCO period. They are also a group of communities that cannot be ignored because they indirectly contribute to the nation's economic, social and political development even though on a small scale. Therefore, with the importance of internet usage, the community will be able to continue their daily activities even if they have to be at home.

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Football Coaching Leadership Style In Malaysia: An Exploratory Factor Analysis

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***Abstract*—This study aims at identifying the constructs in the Leadership Scale for Sport (LSS) from the perspective of Malaysian football players. To date, empirical study of factor analysis on coaching leadership style construct in a sports setting is limited. There is 330 professional football players from the Malaysian Super and Premier League were involved in this study. Leadership Scale for Sport (LSS) by Chelladurai and Saleh (1980) was used, and the exploratory factor analysis was done to obtain information on this current study. The findings showed that from 40 items that measure the five constructs of a coaches style, only 24 items had been formed. However, the five constructs remain. The extraction had revealed the five constructs gave higher eigen value than 1, and cumulatively contributed approximately 70.44% overall variance changes for the coach's leadership style variable. Through the rotated sums of squared loadings analysis, the five constructs predicted as much as 77.47% overall change of variance for the variable coaching leadership style are Factor 1=17.36%; Factor 2=16.09%; Factor 3=14.56%; Factor 4=11.88% and Factor 5=10.55%.**

***Keywords*—Coaching leadership style, Exploratory Factor Analysis, Leadership Scale for Sport**

I. Introduction

Leadership style is a combination of task, and behavioural relationship that is used to influence a subordinate to achieve set goals [23] and a leader is an individual who can move a group of individuals towards the same goals [13]. Leadership in the context of sports is based on the leadership style that is closely related to the performance and effort of the actions by the coach to influence the athlete's psychology and emotional wellbeing [11] such as happiness, satisfaction, self-appreciation, efficiency, and performance [20]. Leadership style in sports also involves the decision-making process, giving feedback, forming interpersonal relationships, and giving confident instructions to the team [28]. Good leadership in sports is linked to social influence [2] [24] in giving motivation to the athletes to increase performance.

In the sport of football, the coach's role is to understand the player's behavioural tendency, which will give an impact in maintaining or increasing their satisfaction and performance [25]. A successful football coach who can help his players increase their playing skills from the aspect of mastering basic skills, technical, tactical and psychological. The coach is responsible for influencing behaviour and acting wisely towards different players in the team so that they may compete in the tournament. Bass [4] stated that the role of the coach is to understand and to fulfil the needs of the athlete through the leadership style and the practice given will increase the athlete's satisfaction and performance. Coaches that are not satisfied with the training process practised can cause the training process to be weak and subsequently give a negative impact on the athlete. Research done by Ziad [30] based on the effects of a coach's behaviour towards the athlete's satisfaction and burnout shows that a coach's leadership style plays a vital role in determining the athlete's success and satisfaction. According to Vahdani [27], the need and role of a coach is to not only focus on the physical skills but also mental skills for the individual athlete and team. Fulfilling team athletes' needs until it reaches an increase in the players' satisfaction and performance is part of the effectiveness and efficiency of a coach.

In the sports industry, five main coaching leadership styles have been identified based on the Leadership Scale for Sports (LSS) [6]. The LSS model is often used in research in sports management whether it is individual sports [14][29] or team sports[22] [10] [1]. LSS comprises of five dimensions of coaching leadership assessment which are training and instruction; democratic behaviour, autocratic behaviour, social support, and positive feedback. These dimensions are related to motivation according to different situations. Training and instruction are a coaching style that strives to increase player performance. Social support explains the coach's style that is linked to their interpersonal relationships with the athletes, the athlete's welfare and in creating a positive environment. Positive feedback is a behaviour that requires a high level of observation to identify athletes that show excellent achievement and giving commendation for their effort. Democratic behaviour, however, involves making fair and effective decisions by involving the athlete to decide for the team. On the other hand, autocratic behaviour is to make decisions by using personal power without internal team discussions.

II. METHODOLOGY

The study design was a survey research design and quantitative methods of analysis for cross-sectional data. The survey approach was adopted to obtain an accurate explanation of individual characteristics in a group who was involved directly or indirectly in the sports-related activity.

A. Sample of Study

The study design was a survey research design and quantitative methods of analysis for cross-sectional data. The survey approach was adopted to obtain an accurate explanation of individual characteristics in a group who was involved directly or indirectly in the sports-related activity. Data were gathered through the questionnaire. According to Babbie [3], it was more appropriate to use the questionnaire to get the data desired because it was easy to administer at such low cost. Besides, data and information could be obtained from a high number of respondents more quickly.

Table 1: Frequency Distribution of Respondents by Football Club and State

Team	No. Players (N)	Percentage (%)
Angkatan Tentera Malaysia FA	25	7.6
Felda United FC	20	6.1
Johor Darul Ta'zim FC (JDT I)	25	7.6
Kelantan FA	11	3.3
Sime Darby FC	13	3.9
Perak FA	19	5.8
Polis DiRaja Malaysia FA	15	4.5
Selangor FA	14	4.2
Terengganu FA	13	3.9
Johor Darul Ta'zim (JDT II)	25	7.6
Kedah FA	15	4.5
Perlis FA	20	6.1
Negeri Sembilan FA	26	7.9
PKNS FC	20	6.1
Sabah FA	11	3.3
KL SPA FC	21	6.4
T-Team FC	18	5.5
UiTM FC	19	5.8
Jumlah	330	100

B. Instrument

The Leadership Scale for Sport (LSS) questionnaire shows in Figure 1 had developed by Chelladurai and Saleh [6]. This instrument was used to measure the five dimensions, which are training and instruction, democratic behaviour, positive feedback, social support and autocratic behaviour. A total of 40 items are used and measured based on the Likert scale. Subjects had to answer every question by using the five-point Likert scale between 1 (never) and 5 (always). Leadership Scale for Sport is an established measurement instrument, and the five coaching leadership styles are frequently used in team sports such as football [10][21].

C. Data Collection

Questionnaires were distributed to 330 professional football players from 24 football clubs and state associations involved in the Malaysian Super and Premier League. The data collection method was self-administered as it was deemed more appropriate, and the locations of every club and state association were already identified. Players were given 20 minutes to answer the questionnaire, and the researcher monitored. Every state and club team would receive an official letter from Football Association Malaysia (FAM) to authorise the football players to answer the questionnaire. FAM also gave the assurance that the feedback from the players would be kept confidential. The football clubs and state associations selected in this study were teams that very active due to their participation in the Super and Premier League.

1	2	3	4	5
never	seldom	occasionally	often	always

		1	2	3	4	5
1	Sees to it that every player works to his capacity					
2	Explains to each player the techniques and tactics of the sport.					
3	Pays special attention to correcting player's mistakes					
4	Makes sure that the coach's function on the team is understood by all the players					
5	Guides/teaches every player individually on the skills of the sport					
6	Controls what players can and cannot do					
7	Explains to every player what he should and what he should not do					
8	Expects every player to carry out one's assignment to the last detail					
9	Points out each player's strengths and weaknesses					
10	Give specific instructions to each player as to what he/she should do in every situation					
11	See to it that the efforts are coordinated					
12	Explains how each player's contribution fits into the total picture					
13	Specify in detail what is expected of each player					
14	Asks for the opinions of the players on strategies for specific competitions					
15	Gets group approval on important matters before going ahead					
16	Lets his/her players share in decision making					
17	Encourages players to make suggestions on ways of conducting practices					
18	Lets the group set its own goals					
19	Lets the players try their way even if they make mistakes					
20	Asks for the opinion of the players on important coaching matters					
21	Lets players work at their speed					
22	Lets the players decide on the game styles to be used in a game					
23	Works relatively independent of the players					
24	Does not explain his/her action					
25	Refuses to compromise a point					
26	Keeps to him/herself					
27	Speaks in a manner not to be questioned					
28	Helps the players with their problems					
29	Helps members of the group settle their conflicts					
30	Looks out for the personal welfare of the players					
31	Fulfil players' personal favours					
32	Expresses any affection felt for the players					
33	Encourages the player to confide in him					
34	Encourages close and informal relations with players					
35	Invites the player to his home.					
36	Compliments player for his performance in front of others					
37	Tells player when he/she does a particularly good job					
38	Sees that player is rewarded for a good performance					
39	Expresses appreciation when the player performs well					
40	Gives credit when is due					

Figure 1: Instrument of Leadership Scale for Sport (LSS) Questionnaire

D. Data Analysis

The data obtained were analysed using the Statistical Package for Social Science (SPSS) version 17 to screen the data for the exploratory factor test. The factor analysis sought to identify, reduce also arrange the questionnaire item into certain constructs. This analysis was needed in this study where the variable measurement instrument was tested for the first time in the professional football industry in Malaysia.

III. FACTOR ANALYSIS

The factor analysis is a procedure that was often adopted by researchers to identify, reduce or extract the majority of questionnaire items into certain constructs. It served as an analysis that focused on the interdependence relationship between variables [18][9]. In general, the factor analysis comprises of the exploratory factor analysis and confirmatory factor analysis [19]. Exploratory factor analysis is a factor analysis that seeks to identify factors, where it comprises of variables that correlate with a horizontal combination. It is often carried out at the early stage of the scale formation. It detects similarities of variables intending to identify new concepts which are in the form of factor. Meanwhile, the confirmatory factor analysis is a factor analysis that was naturally oriented on hypothesis testing where there was previous analytical research for verification; that is if it was functioning as a valid variable measurement tool.

A. Exploratory Factor Analysis

In this study, the researcher had carried out the exploratory analysis on the factors of football coaching leadership style as there was a lack of empirical evidence that supported the factor structure containing five constructs. The exploratory factor analysis was done to improve and add to the empirical evidence about the coaching leadership style constructs in football. Therefore, the exploratory factor analysis was done to identify and extract the items from the questionnaire of coach leadership style in certain constructs—this analysis technique adopted to reduce the items that overlapped between one another. In general, the factor analysis procedure involves three stages which are i) identifying the correlation among the factors ii) extracting the factors iii) rotating the factors.

IV. FINDINGS

The first stage in the factor analysis is to identify the correlation between the factor (items) coaching leadership style. The Bartlett's Test of Sphericity towards the 40 items of coaching leadership style is significant p<.05. Table 2 showed that the KMO value is 0.918. Its shows that the 40 items to measure coaching leadership style can be used as factor analysis. Its explains that the data did not have a severe multi-collinearity issue so that these items will be suitable for the factor analysis.

Table 2: KMO and Bartlet's Test of Sphericity for football coaching leadership style

	Keiser-Meyer-Olkin (KMO)	Bartlett's Test of Sphericity	N
Coaching Leadership Style	.918	5058.80 (p = .000)	330

$p < .05$

The second stage for the factor analysis is to exclude and extract the factors in certain constructs under the variable of coaching leadership style. This analysis is clarified through the total variance explained with the eigen value. The eigen value illustrates the proportion of the variance contribution of every factor extracted through the factor analysis. The same or higher eigen value than 1.0 in the principal component analysis based on Kaiser's rule [9] will be extracted as a factor to the variable. Eigen that is less than 1.0 will be eliminated from the factor's list. For coaching leadership style, Table 3 shows the result that the extraction factor revealed five factors. All these five factors gave a much bigger eigen value than 1 and cumulatively contributed approximately 70.44% overall variance changes for the coach's leadership style variable (Factor 1=17.36%; Factor 2=16.09%; Factor 3=14.56%; Factor 4=11.88%; Factor 5=10.55%). Factor load for each factor has a value of more than 0.60. Cronbach alpha for each factor exceeds 0.80, showing the high reliability.

The third stage of the factor analysis had rotated the factors that had been extracted through the varimax rotation operation. The correlation between items and the individual factors in the coaching leadership style must fulfil the general requirement of minimum rotation loading of +0.33. The findings show overlapping items between factors are dropped, and the analysis factor is re-done twice until a clean factor is obtained. A total of 16 items was discarded (items 1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 22, 28, 31, 32, 35, 37). The LSS instrument was used in various contexts to measure leadership in sports and the relationship between leadership and important aspects of sports. Among them is research in athlete maturity [5], the difference between perception and chosen leader behaviour [7], the athlete-coach relationship [12], and the relationship between perception similarity towards leader's behaviour [16]. The instruments used not only have to assess the coach's leadership style but also involved the manager, team leader, peer leaders, as well as sports officers in the sports organisation and association [8][17]. These elements are the probable cause to the dropping of a few of the variable items. However, the exclusion of these items will not affect the framework concept of the coaching leadership style study because it is still sufficient and appropriate with a high trust value for each factor.

Consistency of items with the original instrument causes the names of each of the five factors to remain. Factor 1 under construct of 'autocratic behaviour' contains five items (items 23, 24, 25, 26, 27), Factor 2 under construct of 'democratic behaviour' contains six items (items 16, 17, 18, 19, 20, 21), Factor 3 under construct' training and instruction' contains 5 items (items 7, 8, 9, 10, 11), Factor 4 the construct of 'positive feedback' contains 4 items (items 36, 38, 39, 40), and, Factor 5 under the construct of 'social support' contains 4 items (items 29, 30, 33, 34). Table 3 shows a summarise of the exploratory analysis factor of 24 items for a coach leadership style.

Table 3: Factor loadings Coaching Leadership Style from An Exploratory Factor Analysis

Item	Factor 1 Autocratic Behavior	Factor 2 Democratic Behavior	Factor 3 Training& Instruction	Factor 4 Positive Feedback	Factor 5 Social Support
Autocratic Behavior25	.893				
Autocratic Behavior24	.881				
Autocratic Behavior26	.873				
Autocratic Behavior27	.862				
Autocratic Behavior23	.818				
Democratic Behavior18		.783			
Democratic Behavior19		.762			
Democratic Behavior20		.761			
Democratic Behavior21		.685			
Democratic Behavior17		.673			
Democratic Behavior16		.655			
Training & Instruction8			.817		
Training & Instruction11			.783		
Training & Instruction10			.780		
Training & Instruction7			.744		
Training & Instruction9			.707		
Feedback Positive38				.815	
Feedback Positive39				.798	
Feedback Positive36				.748	
Feedback Positive40				.692	
Social Support33					.755
Social Support29					.736
Social Support34					.679
Social Support30					.628
Cronbach Alpha	.92	.93	.84	.86	.89
N	330				
Eigen Value	4.17	3.86	3.49	2.85	2.53
% of Variance	17.36	16.10	14.56	11.88	10.55

V. Discussion

This study of the exploratory analysis factor aimed to identify, reduce and extract the questionnaire items of coaching leadership style in certain constructs from the perspectives of the professional football players in Malaysia. This study employed a model that had been developed by Chelladurai and Saleh [6], namely Leadership Scale for Sport (LSS) comprising of 5 constructs with a total number of items of 40. The findings showed that from 40 items that measure the five constructs of a coaches style, only 24 items had been formed. However, the five constructs remain. The drop of a few variable items probably because the LSS questionnaire instrument not only used to access on coaches leadership style but also involved the manager, team leader, peer leaders, as well as sports officers in the sports organisation and association [8][17]. Through the rotated sums of squared loadings analysis, the five constructs predicted as much as 70.44% overall variance changes for the coach's leadership style variable with Factor 1=17.36%, Factor 2=16.09%, Factor 3=14.56, Factor 4=11.88% and Factor 5=10.55%. All five constructs had given a higher eigen value than 1.

VI. CONCLUSION

To date, an empirical study on coaching leadership style constructs, especially in football is limited. Therefore, the study outcome should be able to help identify, reduce as well as re-arrange the questionnaire items of coaching leadership style deemed suitable to be used in the field of football under more precise and proper constructs. The study outcome will add to the empirical evidence of the exploratory analysis factor towards coaching leadership style, especially in the field of football, and it will also add to the research knowledge of sports management.

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Penggunaan *Google Classroom* Dan *Edpuzzle* Dalam Pengajaran Dan Pembelajaran: Adakah Pelajar *Front Office* KKSP Sudah Bersedia?

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***Abstrak—Google Classroom* dan *Edpuzzle* telah digunakan sebagai platform e-pembelajaran bagi pelajar operasi perhotelan Kolej Komuniti Sungai Petani yang mengambil subjek *Front Office*. Objektif kajian ini adalah untuk mengenal pasti i) tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani; ii) persepsi pelajar terhadap penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*; dan iii) tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran. Sampel responden terdiri daripada 48 orang pelajar Operasi Perhotelan yang mengambil subjek *Front Office*. Instrumen kajian adalah soal selidik yang mengukur tahap kesediaan responden dari segi persepsi pelajar dalam menggunakan aplikasi *Google Classroom* dan *Edpuzzle* setelah pembelajaran menggunakan aplikasi tersebut. Berdasarkan dapatan yang diperoleh, kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani berada pada tahap tinggi dengan jumlah min 4.09 dan sisihan piawai 0.688. Seterusnya, persepsi pelajar terhadap penggunaan *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran berada pada tahap tinggi dengan jumlah min 3.72 dan sisihan piawai 0.760; min 3.96 dan sisihan piawai 0.816. Seterusnya, tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani mengenai penggunaan *Google Classroom* dan *Edpuzzle* berada pada tahap tinggi dengan jumlah min 3.72 dan sisihan piawai 0.760; min 3.96 dan sisihan piawai 0.816. Kajian yang dijalankan telah membuktikan pembelajaran menggunakan aplikasi *Google Classroom* dan *Edpuzzle* berjaya meningkatkan tahap kesediaan responden dalam subjek *Front Office*. Justeru, penggunaan pelantar ini diharap dapat membantu pelajar Kolej Komuniti Sungai Petani menguasai pembelajaran *Front Office* dengan lebih baik.**

Kata Kunci—Google Classroom, Edpuzzle, pembelajaran kendiri, e-pembelajaran, Front Office, persepsi, kesediaan pelajar

I. Pengenalan

Revolusi Perindustrian 4.0 (IR 4.0) kini sedang diperkatakan secara meluas di seluruh pelusuk dunia. Apa itu Revolusi Perindustrian 4.0 (IR 4.0)? Revolusi Perindustrian 4.0 (IR 4.0) adalah berkenaan dengan penemuan pelbagai teknologi baharu yang antara lain menggunakan automasi, analisis dan big data, simulasi, integrasi sistem, penggunaan robotic, cloud, Internet of Things (IoT) dan perkara yang seumpamanya. Ia melibatkan teknologi automasi memberi cabaran baharu kepada semua sektor di negara ini yang memerlukan mereka melakukan perubahan seiring dengan transformasi digital itu untuk kekal berdaya saing dan merancakkan kemajuan landskap dunia moden.

Sehubungan dengan itu, Revolusi Perindustrian Keempat juga menjadi agenda dalam pengajian tinggi yang melibatkan semua institusi pendidikan di Malaysia. IR 4.0 tidak hanya memberi kesan kepada perniagaan, tadbir urus dan rakyat, tetapi juga mempengaruhi pendidikan sebagai dengan baik, maka nama Pendidikan 4.0 muncul [1]. Pendidikan 4.0 adalah respons kepada keperluan IR 4.0 di mana manusia dan teknologi sejajar untuk membolehkan kemungkinan baru. Melalui Revolusi Industri 4.0 (RI 4.0), semua institut pendidikan tinggi (IPT) perlu mengubah proses pengajaran dan pembelajaran (PdP) untuk menghadapi cabaran RI 4.0. Secara tidak langsung, Kolej Komuniti juga harus seiring untuk menggerakkan Revolusi Industri 4.0 (RI 4.0) ini. Dengan ini, aliran kesembilan Pendidikan 4.0 mengalihkan pembelajaran tanggungjawab utama daripada pengajar kepada pelajar. Pengajar perlu memainkan peranan mereka untuk menyokong peralihan dan tidak boleh menganggapnya ancaman kepada pengajaran konvensional [2].

Berdasarkan pelan Pembangunan Pendidikan Malaysia 2015-2025, Model pembelajaran bersepadu *(blended learning)* akan menjadi pendekatan pedagogi utama semua IPT [3]. Kaedah pembelajaran melalui aplikasi teori-teori pembelajaran yang bersesuaian dengan perkembangan teknologi telah menyumbang kepada perubahan dan penambahbaikan [4]. Perkembangan ini turut memberi implikasi terhadap kaedah pembelajaran seperti Pembelajaran Bersepadu *(blended learning)* atau pembelajaran berbalik *(flipped learning)* yang dapat dicapai melalui penggunaan landasan pembelajaran seperti Sistem Pengurusan *Pembelajaran (Learning Management System - LMS) – Google Classroom* [5] dan *Edpuzzle* [6] untuk buat kandungan video yang tertera, interaktif dan menarik.

A. Pemasalahan Kajian

Proses penggunaan pembelajaran secara atas talian telah dipercepatkan akibat daripada penularan COVID-19 yang sedang beraktif di Malaysia sejak bulan Mac 2020. Pengajaran dan pembelajaran (PdP) secara bersemuka tidak dapat dikendalikan dan tidak digalakkan oleh Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK). Penggunaan kaedah pembelajaran secara atas talian sebagai kaedah alternatif bagi mengurangkan kekerapan pertemuan secara bersemuka turut disyorkan bagi mengelakkan penyebaran penularan COVID-19. Untuk Kolej Komuniti Sungai Petani, Unit E-Pembelajaran Kolej Komuniti Sungai Petani (KKSP) telah mengambil inisiatif dengan memperkenalkan dua alat bantu mengajar iaitu *Google Classroom* dan *Edpuzzle* untuk kegunaan pensyarah dalam pengajaran dan pembelajaran. Dua alat bantu mengajar ini akan digunakan sebagai pelantar e-pembelajaran bagi pelajar Operasi Perhotelan Kolej Komuniti Sungai Petani khususnya yang mengambil subjek *Front Office*. Oleh yang demikian, satu kajian perlu dijalankan untuk mengenal tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani. Kajian ini penting sebagai langkah awal meninjau ke arah persediaan pelajar menghadapi perubahan tersebut.

B. Objektif Kajian

Kajian ini bertujuan untuk mengenal pasti:

i. Tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani

ii. Persepsi pelajar terhadap penggunaan *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*.

iii. Tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani mengenai penggunaan *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran.

C. Google Classroom

Google Classroom adalah salah satu perkhidmatan percuma yang ditawarkan oleh Google untuk para pendidik. Ini mempromosikan arahan tanpa menggunakan kertas untuk menyelaraskan tugas, ia juga meningkatkan kerjasama dan memupukkelancaran komunikasi untuk menjadikan pengajaran lebih produktif dan bermakna. *Google Classroom* dapat digunakan dengan mudah dalam URL classroom.google.com, pendidik dapat menyiapkan *Google Classroom* dalam beberapa minit dan mencipta kandungan untuk pelajar. Platform juga disatukan dengan alat Google yang lain untuk membantu pendidik memberikan maklum balas dengan segera dan mengesan pelajar kemajuan untuk meningkatkan prestasi, ia juga mempunyai aplikasi dalam versi telefon bimbit bagi memudahkan akses pada bila-bila masa dan di mana sahaja.

Hasil kajian daripada [5] menunjukkan bahawa *Google Classroom* sangat digalakkan daripada responden. Disebabkan penggunaan *Google Classroom* ini tidak melibatkan sebarang kos, dicadangkan institusi juga boleh menggunakan platform sebagai alat untuk epembelajaran. Berdasarkan penilaian kebolehgunaan platform, *Google Classroom* sangat berguna dalam pemahaman, daya tarikan, kebolehoperasian, pemberian tugasan dan pembelajaran kolaboratif. Sehubungan dengan itu, kajian daripada [7] juga mendapati bahawa keseluruhan pelajar berpuas hati dengan penggunaan *Google Classroom* kerana ia menunjukkan sebagai alat pembelajaran aktif yang berkesan. Selain itu, *Google Classroom* juga mampu menghasilkan suasana pembelajaran yang menarik kerana media dikembangkan dengan maklumat dalam bentuk audio, video yang sesuai dengan aspek teknologi pedagogi [8].

D. Edpuzzle

Edpuzzle adalah alat pengajaran yang digunakan untuk meletakkan interaktif kandungan ke dalam video yang sudah ada daripada pelbagai sumber, seperti TED atau YouTube, atau ke video yang telah dirakam oleh sendiri. *Edpuzzle* adalah program perkongsian video yang menawarkan tenaga pengajar untuk meningkatkan penggunaan video dalam pembelajaran secara atas talian. *Edpuzzle* sesuai digunakan sebarang subjek. Terdapat tiga cara aplikasi dapat membantu pelajar mempelajari topik dan memberi maklum balas kepada instruktur mengenai prestasi pelajar.

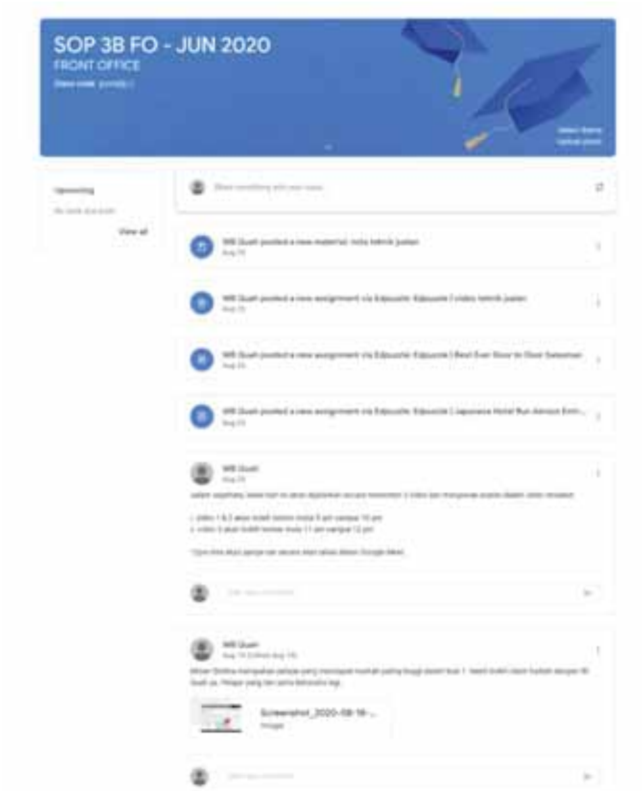
Pertama, *Edpuzzle* dapat memastikan bahawa pelajar benar-benar menonton video dan memahaminya daripada hanya membiarkan video tersebut ditayang sahaja di komputer mereka. Semasa soalan atau komen dimasukkan ke dalam video, pelajar tidak boleh meneruskan video sehingga mereka telah mendengar komen yang dimasukkan, membaca atau menjawab soalan kuiz. Dengan memasukkan soalan di sepanjang jalan, pendidik dapat meningkat peratus pelajar menonton dan memahami kandungan video.

Kedua, sebilangan pelajar memerlukan pendedahan berulang kali terhadap konsep sebelum mereka dapat menguasai kemahiran tersebur. Dengan penggunaan *Edpuzzle*, pelajar berpeluang untuk mengulang kaji mata pelajaran seberapa banyak yang diperlukan untuk memahami pembelajaran. Sekiranya pelajar menonton bahagian tertentu berulang kali, atau menjawab soalan kuiz tertentu dengan kurang memuaskan, pengajar boleh menggunakan maklumat tersebut untuk mengubah atau menambahbaik arahan tambahan dalam talian untuk peningkatan penjelasan.

Hasil dapatan daripada [9] telah menunjukkan bahawa maklum balas yang positif dan penggunaan *Edpuzzle* daripada pelajar dapat membantu mereka lebih fokus pada aspek penting dalam video dan bahawa mereka lebih yakin akan pembelajaran mereka setelah dimasukkan juga kuiz. Seterusnya, hasil kajian kajian daripada Giita Silverajah dan Govindaraj juga mendapati bahawa aktiviti *Edpuzzle* berpotensi baik dengan mengembangkan kemahiran belajar kendiri pelajar dan menyokong pembelajaran mereka. Penggunaan *Edpuzzle* ini membolehkan golongan pelajar yang pretasi pencapaian rendah megembangkan kemahiran belajar sendiri kerana patform ini menyediakan persekitaran yang fleksibel.

E. Penggunaan Google Classroom dan Edpuzzle dalam modul Front Office di Kolej Komuniti Sungai Petani

Pensyarah *Front Office* telah mula memperkenalkan penggunaan *Google Classroom* pada sesi pertemuan kelas yang pertama bagi menjelaskkan bagaimana menggunakan pelantar ini. Pengumuman, nota, tugasan dan komen pelajar akan dimuat naik dalam *Google Classroom* pada masa ke semasa. Sementara, video yang berkaitan dengan topik atau video PdP yang telah dirakam oleh pensyarah akan dimuat naik dalam *Edpuzzle*. Pensyarah *Front Office* menggunakan kedua pelantar ini kerana telah menghadiri bengkel dan khusus mengenai penggunaan *Google Classroom* dan *Edpuzzle* yang telah dianjurkan oleh Unit E-pembelajaran KKSP. Kedua pelantar ini tidak melibatkan sebarang kos dan mudah untuk mengendalinya. Rajah 1 menunjukkan aktiviti yang telah dilaksanakan oleh pensyarah bagi kelas *Front Office* dengan menggunakan pelantar *Google Classroom*. Pensyarah telah muat naik nota mengikut sub topik, membuat pengumuman untuk sebelum kelas bermula, berkongsi dengan pelajar lain komen atau jawapan yang bagus ketika pelajar menjawab soalan dalam video berkenaan dalam *Edpuzzle* dan juga telah muat naik tugasan untuk pelajar.



Rajah 1. Paparan Skrin Google Classroom Untuk Subjek Front Office

Rajah 2 merupakan paparan skrin penggunaan *Edpuzzle* bagi kelas *Front Office*. Untuk setiap sub topik dalam *Front Office*, pensyarah akan muat naik video yang berkaitan bagi memudahkan pelajar memahami topik tersebut. Pensyarah juga boleh membuat soalan dalam video tersebut bagi memastikan pelajar selepas menonton dapat memahami topik tersebut. Dengan menggunakan

Edpuzzle, pensyarah juga dapat mengesan dan memantau kemajuan pelajar sama ada telah menonton video dan menjawab soalan yang terdapat dalam video tersebut.

Rajah 2. Paparan Skrin Edpuzzle Untuk Subjek Front Office

II. METADOLOGI KAJIAN

Kajian ini berbentuk kajian deskriptif membolehkan penerangan dilakukan terhadap sesuatu fenomena dengan menganalisis data deskriptif yang diperoleh dari soal selidik. Penerangan tersebut dapat dilakukan dengan membandingkan antara pembolehubah yang wujud dalam sesuatu masalah [10]. Kajian ini mengukur tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani. Reponden kajian terdiri daripada seramai 49 orang pelajar di Kolej Komuniti Sungai Petani. Instrumen kajian yang digunakan ialah soal selidik yang telah diadaptasi oleh kajian lepas [11], [12]. Instrumen terdiri daripada enam bahagian iaitu Bahagian demografi (jantina, bangsa, umur); Bahagian B: Maklumat mengenai tahap kefahaman pelajar terhadap e-pembelajaran [11]; Bahagian C: Maklumat mengenai persepsi pelajar terhadap penggunaan aplikasi *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* [12]; Bahagian D: Maklumat mengenai persepsi pelajar terhadap penggunaan aplikasi *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* [12]; Bahagian E: Maklumat mengenai tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran [12]; dan Bahagian F: Maklumat mengenai tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran [12]. Pelajar diminta menjawab borang soal selidik melalui Google Form secara atas talian. Taklimat ringkas juga telah diberikan kepada pelajar sebelum menjawab soal selidik tersebut. Pengukuran seperti frekuensi, peratus dan min skor digunakan untuk maklumat latar belakang responden, persepsi pelajar, tahap kefahaman pelajar dan tahap kesediaan pelajar.

III. DAPATAN KAJIAN

Dapatan kajian dibahagikan kepada enam bahagian iaitu bahagian; (1) demografi responden, (2) tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani, (3) persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office*, (4) persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*, (5) tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani mengenai penggunaan *Google Classroom* dalam pengajaran dan pembelajaran dan (6) tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani mengenai penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran.

Sejumlah 51 set borang soal selidik yang diedarkan kepada responden dan hanya 49 set borang soal selidik berjaya dikumpul untuk dianalisis. Interpretasi nilai skor min yang diperolehi dikategorikan kepada tiga tahap seperti di Jadual 1.

JADUAL I. TAHAP NILAI SKOR MIN

Nilai Skor Min	Tahap
3.68 hingga 5.00	Tinggi
2.34 hingga 3.67	Sederhana
1.00 hingga 2.33	Rendah

Sumber: Idrus et al. [13]

JADUAL II. TABURAN KEKERAPAN MENGIKUT JANTINA DAN UMUR

	Umur						
Jantina	18	19	20	21	22	23	**Jumlah**
Lelaki	-	13	3	1	-		**17**
Perempuan	-	26	4	1	-	1	**32**
Jumlah	**-**	**39**	**7**	**2**	**-**	**1**	**49**

Jadual 2 menunjukkan taburan kekerapan responden mengikut jantina dan umur. Berdasarkan jadual di atas, bilangan responden perempuan melebihi responden lelaki iaitu perbezaan 15 orang. Responden perempuan seramai 32 manakala responden lelaki adalah 17 orang dengan jumlah keseluruhan responden 48 orang. Bagi kategori umur, majoriti responden berumur 19 tahun dengan kekerapannya adalah 39 orang, diikuti responden berumur 20 iaitu 7 orang. Responden yang berumur 23 tahun adalah paling sedikit iaitu hanya seorang.

JADUAL III. TABURAN KEKERAPAN MENGIKUT KETURUNAN

Keturunan	**Kekerapan (orang)**
Melayu	**46**
Cina	**-**
India	**1**
Siam	**2**
Jumlah	**49**

Analisis kajian menunjukkan bahawa responden yang menjawab borang soal selidik dalam Google Form terdiri dari pelbagai kaum. Majoriti responden yang menjawab soal selidik adalah daripadda keturunan Melayu iaitu seramai 46 orang dan dikuti oleh keturunan siam iaitu seramai 2 orang manakala keturunan India hanya satu orang.

Analisis deskriptif berbentuk min dan sisihan piawaian digunakan untuk menganalisis pemboleh ubah kajian yang berkaitan dengan tahap kefahaman pelajar mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani. Jadual 4 menunjukkan bahawa min tertinggi bagi persepsi murid ialah pada item 3 dengan min 429 dan sisihan piawai 0.764. Item kefahaman yang berada pada tahap tinggi tersebut ialah item "Memerlukan komitmen yang lebih dalam pengajaran dan pembelajaran". Bagi min terendah adalah pada item 4 dengan min 3.80 dan sisihan piawai 1.080. Item berkenaan ialah "Pembelajaran yang dikendalikan menerusi komputer dan Internet atau rangkaian Intranet". Berdasarkan dapatan yang diperolehi, tahap kefahaman pelajar terhadap mengenai konsep e-pembelajaran di Kolej Komuniti Sungai Petani berada pada tahap tinggi dengan jumlah min 4.09 dan sisihan piawai 0.681.

JADUAL IV. TAHAP KEFAHAMAN PELAJAR MENGENAI KONSEP E-PEMBELAJARAN DI KOLEJ KOMUNITI SUNGAI PETANI

Bil.	Item	Min	Sp	Tahap
1	Satu kaedah pembelajaran baru khusus untuk para pelajar.	4.12	.807	Tinggi
2	Salah satu usaha sejajar dengan perkembangan ICT.	4.22	.715	Tinggi
3	Memerlukan komitmen yang lebih dalam pengajaran dan pembelajaran.	4.29	.764	Tinggi
4	Pembelajaran yang dikendalikan menerusi komputer dan Internet atau rangkaian Intranet.	3.80	1.080	Tinggi
5	Membolehkan pembelajaran dilaksanakan dengan lebih mudah dan pencapaian ke atas lebih ramai pelajar tanpa mengira jarak, di samping membolehkan pembelajaran berlangsung secara berterusan.	4.00	1.041	Tinggi
	Min keseluruhan	**4.09**	**.688**	**Tinggi**

Analisis deskriptif berbentuk min dan sisihan piawaian digunakan untuk menganalisis pemboleh ubah kajian yang berkaitan dengan persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office*. Jadual 5 menunjukkan bahawa min tertinggi bagi persepsi pelajar ialah pada item 2 dengan min 4.16 dan sisihan piawai 0.874. Item persepsi yang berada pada tahap tinggi tersebut ialah item "Pembelajaran menggunakan aplikasi *Google Classroom* menjimatkan masa". Bagi min terendah adalah pada item 1 dengan min 3.37 dan sisihan piawai 0.859. Item berkenaan ialah "Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Google Classroom*". Berdasarkan dapatan yang diperolehi, tahap persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* berada pada tahap tinggi dengan jumlah min 3.72 dan sisihan piawai 0.760.

JADUAL V. PERSEPSI PELAJAR TERHADAP PENGGUNAAN GOOGLE CLASSROOM DALAM PENGAJARAN DAN PEMBELAJARAN FRONT OFFICE

Bil.	Item	Min	Sp	Tahap
1	Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Google Classroom*.	3.37	.859	Sederhana
2	Pembelajaran menggunakan aplikasi *Google Classroom* menjimatkan masa.	4.16	.874	Tinggi
3	Saya mudah mengakses aplikasi *Google Classroom* tanpa kekangan masa.	3.82	.993	Tinggi
4	Saya mudah mengakses aplikasi *Google Classroom* tanpa kekangan tempat.	3.63	1.093	Sederhana
5	Saya boleh memperoleh keputusan dengan cepat melalui aplikasi *Google Classroom*.	3.88	1.073	Tinggi
6	Penggunaan aplikasi *Google Classroom* boleh meningkatkan prestasi pembelajaran saya.	3.53	1.023	Sederhana
7	Saya berpendapat aplikasi *Google Classroom* adalah pembelajaran interaktif yang berkesan	3.76	.855	Tinggi
8	Saya suka mempelajari subjek *Front Office* dengan menggunakan aplikasi *Google Classroom*.	3.63	1.055	Sederhana
	Min keseluruhan	**3.72**	**.760**	**Tinggi**

Dapatan kajian ini dapat menjawab persoalan kajian iaitu tahap persepsi pelajar terhadap persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office*. Analisis deskriptif dengan melibatkan min dan sisihan piawai dijalankan bagi mengenal pasti tahap persepsi mereka. Hasil analisis deskriptif seperti Jadual 5 juga menunjukkan tahap persepsi pelajar bermula daripada tahap persepsi tertinggi hingga tahap persepsi yang rendah. Daripada 8 item, terdapat 4 item yang berada pada tahap sederhana iaitu "Saya mudah mengakses aplikasi *Google Classroom* tanpa kekangan tempat"; "Saya suka mempelajari subjek *Front Office* dengan menggunakan aplikasi *Google Classroom*"; "Penggunaan aplikasi *Google Classroom* boleh meningkatkan prestasi pembelajaran saya" dan "Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Google Classroom*". Secara keseluruhannya, kajian ini telah mengenal pasti tahap persepsi pelajar terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran. Justeru, dapatan yang diperolehi dapat memberi beberapa gambaran dan saranan yang boleh digunakan sebagai panduan kepada penggunaan bahan pengajaran ini agar lebih berkesan. Persepsi pelajar dapat ditingkatkan dengan adanya kerjasama antara pihak kolej dan pensyarah.

Analisis deskriptif berbentuk min dan sisihan piawaian digunakan untuk menganalisis pemboleh ubah kajian yang berkaitan dengan persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Jadual 6 menunjukkan bahawa min tertinggi bagi persepsi pelajar ialah pada item 2 dengan min 4.22 dan sisihan piawai 0.872. Item persepsi yang berada pada tahap tinggi tersebut ialah item "Pembelajaran menggunakan aplikasi *Edpuzzle* menjimatkan masa". Bagi min terendah adalah pada item 4 dengan min 3.78 dan sisihan piawai 1.006. Item berkenaan ialah "Saya mudah mengakses aplikasi *Edpuzzle* tanpa kekangan tempat". Berdasarkan dapatan yang diperolehi, tahap persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* berada pada tahap tinggi dengan jumlah min 3.96 dan sisihan piawai 0.816.

JADUAL VI PERSEPSI PELAJAR TERHADAP PENGGUNAAN EDPUZZLE DALAM PENGAJARAN DAN PEMBELAJARAN FRONT OFFICE

Bil.	Item	Min	Sp	Tahap
1	Pembelajaran subjek *Front Office* lebih mudah difahami dengan aplikasi *Edpuzzle*.	4.00	1.021	Tinggi
2	Pembelajaran menggunakan aplikasi *Edpuzzle* menjimatkan masa.	4.22	.872	Tinggi
3	Saya mudah mengakses aplikasi *Edpuzzle* tanpa kekangan masa.	3.94	.922	Tinggi
4	Saya mudah mengakses aplikasi *Edpuzzle* tanpa kekangan tempat.	3.78	1.006	Tinggi
5	Saya boleh memperoleh keputusan dengan cepat melalui aplikasi *Edpuzzle*.	4.08	.886	Tinggi
6	Penggunaan aplikasi *Edpuzzle* boleh meningkatkan prestasi pembelajaran saya.	3.88	.971	Tinggi
7	Saya berpendapat aplikasi *Edpuzzle* adalah pembelajaran interaktif yang berkesan.	3.94	.988	Tinggi
8	Saya suka mempelajari subjek *Front Office* dengan menggunakan aplikasi *Edpuzzle*.	3.88	1.033	Tinggi
	Min Keseluruhan	**3.96**	**.816**	**Tinggi**

Dapatan kajian ini dapat menjawab persoalan kajian iaitu tahap persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Analisis deskriptif dengan melibatkan min dan sisihan piawai dijalankan bagi mengenal pasti tahap persepsi mereka. Hasil analisis deskriptif seperti Jadual 6 juga menunjukkan tahap persepsi pelajar bermula daripada tahap persepsi tertinggi hingga tahap persepsi yang rendah. Daripada 8 item, tiada item yang berada pada tahap sederhana. Secara keseluruhannya, kajian ini telah mengenal pasti tahap persepsi pelajar terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Justeru, dapatan yang diperolehi dapat memberi beberapa gambaran dan saranan yang boleh digunakan sebagai panduan kepada penggunaan bahan pengajaran ini agar lebih berkesan. Persepsi pelajar dapat ditingkatkan dengan adanya kerjasama antara pihak kolej dan pensyarah.

Berdasarkan Jadual 7, tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani terhadap penggunaan *Google Classroom* (M=3.72, SD=0.760) berada pada tahap tinggi. Justeru, dapat dirumuskan bahawa tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani terhadap penggunaan *Google Classroom* sebagai platform pembelajaran *Front Office* dalam kalangan pelajar berada pada tahap tinggi dalam kajian ini.

JADUAL VII. TAHAP KESEDIAAN PELAJAR FRONT OFFICE KOLEJ KOMUNITI SUNGAI PETANI MENGENAI PENGGUNAAN GOOGLE CLASSROOM DALAM PENGAJARAN DAN PEMBELAJARAN

Konstruk	N	Min	Sp	Tahap
Kesediaan	**49**	**3.72**	**.760**	**Tinggi**

Berdasarkan Jadual 8, tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Edpuzzle* (M=3.96, SD=0.816) berada pada tahap tinggi. Justeru, dapat dirumuskan bahawa tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai petani terhadap penggunaan *Edpuzzle* sebagai platform pembelajaran *Front Office* dalam kalangan pelajar berada pada tahap tinggi dalam kajian ini.

JADUAL VIII. TAHAP KESEDIAAN PELAJAR FRONT OFFICE KOLEJ KOMUNITI SUNGAI PETANI MENGENAI PENGGUNAAN EDPUZZLE DALAM PENGAJARAN DAN PEMBELAJARAN

Konstruk	N	Min	Sp	Tahap
Kesediaan	49	3.96	.816	Tinggi

IV. PERBINCANGAN DAN CADANGAN

Beberapa rumusan dapat dibincangkan untuk menjawab persoalan kajian ini daripada penganalisisan data yang diperoleh. Responden menunjukkan tahap kefahaman untuk semua item adalah berada dalam tahap yang tinggi. Responden memahami bahawa dalam aspek e-pembelajaran memerlukan komitmen yang lebih dalam pengajaran dan pembelajaran. Responden juga perlu lebih berdisiplin untuk menghadirkan diri ke kelas secara atas talian pada masa ditetapkan. Selain itu, responden juga memahami bahawa e-pembelajaran merupakan salah satu usaha sejajar dengan perkembangan ICT dan satu kaedah pembelajaran baru khusus untuk para pelajar bagi menjalankan kelas secara atas talian.

Seterusnya, hasil dapatan juga menunjukkan tahap persepsi yang tinggi dalam aspek terhadap penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office*. Responden amat bersetuju bahawa penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* boleh menjimatkan masa, memperoleh keputusan dengan cepat, dan mengakses aplikasi *Google Classroom* tanpa kekangan masa. Dapatan ini selaras dengan kajian oleh [14] yang menunjukkan secara keseluruhan para pelajar di institusi pengajian tinggi bersikap positif dan yakin diri menghadapi kemunculan komputer dan penggunaannya sebagai alat kemudahan teknologi maklumat.

Hasil dapatan juga menunjukkan tahap persepsi yang tinggi dalam aspek terhadap penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Responden amat bersetuju bahawa penggunaan *Google Classroom* dalam pengajaran dan pembelajaran *Front Office* boleh menjimatkan masa dan memperoleh keputusan dengan cepat. Selain itu, pembelajaran subjek *Front Office* lebih mudah difahami dengan penggunaan aplikasi *Edpuzzle*. Ini kerana, *Edpuzzle* merupakan platform yang menggunakan video sebagai bahan mengajar utama. Soalan dan kuiz juga boleh dimasukkan dalam video dan status perkembangan pelajar juga dapat dimantau melalui penggunaan aplikasi *Edpuzzle*. Responden juga berpendapat aplikasi *Edpuzzle* adalah pembelajaran interaktif yang berkesan bagi pengajaran dan pembelajaran *Front Office*. Ini kerana subjek ini banyak melibatkan demostrasi prosedur dan *Edpuzzle* sesuai digunakan sebagai medium atau platform untuk muat naik video berkaitan.

Bagi tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani mengenai penggunaan *Google Classroom* dalam pengajaran dan pembelajaran, hasil dapatan juga menunjukkan tahap kesediaan berada dalam tahap yang tinggi adalah bertentangan dengan dapatan [15] yang menunjukkan tahap kesediaan murid dalam penggunaan *Google Classroom* hanya berada pada tahap yang sederhana. Tahap kesediaan yang tinggi yang dilaporkan oleh pelajar *Front Office* dalam kajian ini adalah bertepatan dengan dapatan [16],[17],[18] yang telah melaporkan bahawa tahap kesediaan dan penerimaan murid terhadap penggunaan aplikasi *Google Classroom* dalam proses pembelajaran pendidikan Islam, Pendidikan tinggi dan bahasa Inggeris berada pada tahap tinggi. Ini bermaksud walaupun pelajar *Front Office* melibatkan hanya 30 peratus untuk bahagian teori tapi penggunaan *Google Classroom* sebagai salah satu platform bagi menjalankan pembelajaran secara atas talian masih sesuai.

Bagi tahap kesediaan pelajar *Front Office* Kolej Komuniti Sungai Petani mengenai penggunaan *Edpuzzle* dalam pengajaran dan pembelajaran, hasil dapatan juga menunjukkan tahap kesediaan berada dalam tahap yang tinggi adalah bertepatan dengan dapatan [9] yang menunjukkan penggunaan *Edpuzzle* sesuai untuk pembelajaran yang melibatkan penggunaan video. Tambahan pula, kajian daripada [19],[20] menyatakan penggunaan video 7 minit atau pendek daripada itu mampu mengekalkan tumpuan dan perhatian pelajar dengan lebih baik. Ini bermaksud pelajar Kolej Komuniti Sungai Petani sudah bersedia untuk menerima penggunaan *Edpuzzle* sebagai salah satu platform bagi menjalankan pembelajaran secara atas talian kerana penggunaan aplikasi *Edpuzzle* lebih mudah untuk memahami pengajaran dan pembelajaran *Front Office*.

Justeru, pengintegrasian aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* merupakan satu bentuk inovasi teknologi e-pembelajaran yang dapat dilakukan bersama pensyarah di dalam mahupun di luar kolej. Sebagai contoh, pelajar akan diberi latihan yang pelbagai seperti kuiz mengikut topik, menonton video mengikut topik dan pembelajaran dalam tempoh masa yang tertentu dan ini dapat membantu meningkatkan kemahiran menjawab soalan. Penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* perlu dilaksanakan oleh para pensyarah pada masa kini kerana dilihat sebagai satu kaedah alternative bagi menjalankan kelas secara atas talian akibat penularan COVID-19. Pensyarah perlu bersedia dari segi fizikal dan mental serta kemahiran menggunakan pelbagai aplikasi teknologi bagi menjalankan kelas secara atas talian.

Kajian ini membuktikan keberkesanan penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office*. Walau bagaimanapun perlu dilaksanakan kajian lanjutan dalam skala yang lebih besar dari segi sampel dan populasi iaitu melibatkan kursus yang berbeza atau kolej di negeri lain. Selain itu, kajian yang dijalankan untuk pelajar yang mengambil modul *Front Office* boleh juga dicadangkan untuk pelajar yang mengambil kursus lain supaya hasil yang dperoleh akan dapat menjelaskan keberkesanan penggunaan aplikasi ini.

V. KESIMPULAN

Kesimpulannya, tahap kefahaman, tahap persepsi, dan tahap kesediaan pelajar terhadap penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* adalah tinggi. Secara keseluruhan, kajian ini diharap dapat membantu pihak yang berkaitan untuk meningkatkan penggunaan aplikasi *Google Classroom* dan *Edpuzzle* dalam pengajaran dan pembelajaran *Front Office* agar sering dengan transformasi dalam pendidikan.

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Kepimpinan Berkualiti: Kompetensi Yang Diperlukan Untuk Menjadi Pemimpin Akademik Efektif

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***Abstrak*—Sesebuah institusi yang cemerlang umumnya dipimpin oleh pemimpin yang efektif. Kepimpinan berkualiti merupakan faktor utama dalam menentukan dan mempengaruhi keberkesanan dan kejayaan sesebuah organisasi. Pemimpin merupakan peneraju dan penyumbang utama dalam melonjakkan kecemerlangan sesebuah institusi dan amat penting bagi memastikan tadbir urusnya sentiasa beroleh kecemerlangan. Tanpa penglibatan yang berkesan dalam pucuk kepimpinan, pasti sukar untuk mewujudkan keberkesanan dalam pengurusan dan pentadbiran organisasi. Pemimpin yang kompeten sahaja yang dapat menguruskan institusi dengan efektif dan berkesan. Justeru, tujuan kertas kerja ini dikemukakan adalah untuk mengenalpasti kompetensi yang diperlukan oleh seseorang pemimpin untuk memimpin sesebuah institusi dengan lebih berkesan. Justeru, kertas kerja ini adalah kajian awal bagi mencadangkan model kompetensi kepimpinan. Model yang diketengahkan adalah untuk mengenal pasti lima kompetesi utama yang perlu ada pada setiap pemimpin akademik iaitu berpengetahuan, kecerdasan emosi, komunikasi yang baik, kemahiran mentadbir, kemahiran mengendali subordinat dan berfikiran kritis, kreatif dan inovatif melalui kaedah tinjauan literatur. Model kajian dibangunkan berdasarkan tinjauan literatur yang telah dijalankan terlebih dahulu. Hasil model kompetensi kepimpinan ini dapat membantu pemimpin-pemimpin akademik untuk lebih cemerlang dalam corak kepimpinan mereka. Selain itu, cadangan model ini juga diharapkan menjadi panduan asas bagi pemimpin khususnya untuk menjadi pemimpin berkualiti dalam sesebuah institusi. Rumusan, kesan dan cadangan kajian masa hadapan turut dikemukakan.**

***Kata Kunci*—Kepimpinan, kompetensi kepimpinan, pemimpin berkualiti.**

I. PENGENALAN

Kepimpinan berkait rapat dengan bidang pengurusan dan pentadbiran yang dapat menggerakkan subordinat dalam sesebuah organisasi (Rosnah Ishak et al., 2014). Kepimpinan bertujuan untuk mempengaruhi amalan, pengetahuan dan motivasi ahli-ahlinya (Noriati et al., 2010). Kepimpinan merupakan penentu kepada hala tuju sesebuah organisasi dan berperanan sebagai penggerak, pembimbing dan mempengaruhi tingkah laku kakitangannya bagi mencapai matlamat organisasi (Akhiar et al. 2012; Bush, 2008). Menurut Carter (2007), kepimpinan biasanya berlaku apabila seseorang individu memujuk, mempengaruhi dan mendorong individu lain untuk berusaha untuk mencapai sesuatu matlamat dan objektif. Kepimpinan melibatkan aktiviti-aktiviti diperingkat pengurusan tertinggi yang berperanan dalam pembuatan keputusan dan melaksanakan perancangan dasar dan dijadikan rujukan oleh kakitangan-kakitangan lain (Yammarino, 2013).

Kejayaan sesebuah organisasi mempunyai hubungan secara langsung dengan kepimpinan (Jia et al,. 2017). Menurut Anderson (2016), pemimpin menentukan nilai, motivasi pekerja dan budaya sama ada secara individu mahupun kerja secara berpasukan melalui pendekatan dan pelaksanaan pembentukan strategi. Pemimpin juga mempengaruhi kakitangan-kakitangan bawahannya dalam mencapai matlamat dan menggerakkan wawasan bersama (Nanjundeswaraswamy & Swamy, 2014). Alghazo dan Anazi (2016) pula berpendapat bahawa pemimpin yang baik dapat mempengaruhi, memotivasikan dan membimbing pasukannya untuk memberikan sepenuhnya komitmen yang tinggi dan lebih berdedikasi terhadap tugas yang diamanahkan. Bagi melaksanakan tugas pemimpin dengan lebih efektif, pemimpin perlu mempunyai pengetahuan dan kemahiran yang tinggi serta keperibadian yang berkualiti (Male, 2006).

Menurut Robinson (2006) dan Robinson et al,. (2008) menyatakan bahawa organisasi mempunyai matlamat yang jelas sekiranya mempunyai kepimpinan yang efektif, sebaliknya kepimpinan yang tidak efektif mempunyai matlamat yang kabur. Pemimpin yang peka akan sentiasa mengambil tindakan yang agresif dalam meningkatkan persekitaran dan prasarana sedia ada (Mansor & Hamzah, 2015). Kajian oleh Eddy (2013) mendapati bahawa, hanya pemimpin yang kompeten sahaja dapat mencapai output yang memuaskan melalui kepimpinannya. Perlantikan pemimpin pada abad ke-21 adalah kekurangan calon yang berkelayakan dan berkeupayaan (Howson, 2005). Rothwell (2010) menyatakan bahawa pemilihan pemimpin seharusnya mengambil kira aspek kompetensi yang ditetapkan oleh organisasi bagi memastikan hanya pemimpin yang berkualiti sahaja dilantik sebagai pemimpin.

II. SOROTAN LITERATUR

A. *Kepimpinan*

Pemimpin adalah individu yang memberi sumbangan utama kepada kecemerlangan organisasi. Kepimpinan transformasi dilihat sebagai kepimpinan yang berkesan dalam melakukan dan menguruskan perubahan dalam sesebuah institusi pendidikan (Leithwood & Jantzi, 2006). Kajian oleh Jantzi dan Leithwood (2005) juga menunjukkan pengaruh kekal antara kepimpinan pendidikan dengan pencapaian pelajar, budaya belajar dan budaya organisasi, malah kepimpinan juga boleh meningkatkan semangat individu untuk bekerja dalam satu pasukan. Menurut Bass (2000), pemimpin yang mengamalkan kepimpinan transformasi adalah mereka sentiasa mempersiapkan diri dalam memberi dan meningkatkan kesedaran serta semangat kepada pengikutnya mengenai kepentingan dalam meningkatkan pencapaian, aktualisasi diri dan matlamat organisasi mereka. Malah kepimpinan transformasi boleh membantu bagi mengekalkan dan mencorakkan budaya yang dikehendaki oleh organisasi (Schein, 2011). Penyelidik Bass et al. (2003) mencadangkan kepimpinan transformasi dan budaya organisasi sebagai pelengkap untuk memahami keberkesanan sesebuah organisasi.

B. *Kompetensi Kepimpinan*

Kompetensi adalah keupayaan seseorang individu yang diperlukan berdasarkan kecerdasan sebagai tingkah laku atau kemahiran-kemahiran bagi pelaksanaan tugas-tugas yang diberi (Bartram, 2002; Catano, 2001). Sandberg (2000) melihat bahawa kompetensi bukan sahaja mengenai satu set gelagat atau kualiti yang diperlukan oleh seseorang pekerja dalam melaksanakan tugas yang efektif, malah turut berkaitan dengan pengetahuan, kemahiran, sikap, kepercayaan dan sifat-sifat yang digunakan oleh seseorang dalam merancang untuk menjalankan sesuatu kerja dengan cemerlang selaras dengan fungsi strategik organisasi. Menurut Rothwell (2002), kompetensi perlu dikenalpasti kerana ia merupakan perkara asas utama bagi pengurusan yang efektif. Pemimpin yang mempunyai kompetensi adalah pemimpin yang efektif (Rothwell, 2010). Kompetensi kepimpinan dilihat sebagai satu kebijaksanaan, pengalaman dan keupayaan dalam menjalankan tugas dengan lebih efektif (Gentry et al. 2013). Pemimpin yang kompeten dilantik untuk memimpin sesebuah organisasi bagi memastikan kecemerlangan organisasi (Rothwell, 2010; Hollenback et al. 2006). Muller dan Turner (2010) menambah, kompetensi kepimpinan dapat menyumbang kepada kejayaan dalam kepimpinannya.

Kajian yang dijalankan oleh Eddy (2003) mendapati kompetensi kepimpinan boleh dibangunkan melalui latihan, pemerolehan ilmu pengetahuan dan pengalaman semasa dalam perkhidmatan. Kajian lain oleh Mansor dan Hamzah (2015) pula mengetengahkan kompetensi kepimpinan pemimpin melalui pengetahuan, berkeperibadian positif, berkemahiran, kesanggupan menjadi pemimpin dan menyumbang pada organisasi. Oleh yang demikian, kertas kerja ini mengenal pasti lima kompetesi utama yang perlu ada pada setiap pemimpin iaitu berpengetahuan, kecerdasan emosi, komunikasi yang baik, kemahiran mentadbir, kemahiran mengendali subordinat dan berfikiran kritis, kreatif dan inovatif. Model kajian dibangunkan berdasarkan tinjauan literatur yang telah dijalankan terlebih dahulu.

C. *Berpengetahuan*

Kompetensi kepimpinan yang pertama adalah berpengetahuan. Pemimpin pendidikan seharusnya individu yang berpengetahuan tinggi kerana pemimpin tersebut dianggap mempunyai kelebihan dan peka dengan perkembangan semasa yang berlaku di sekeliling (Mansor & Hamzah, 2015). Pemimpin yang berpengetahuan luas dan peka terhadap sesuatu perkara dapat membuat penjelasan dengan jelas dan tepat. Kajian yang dijalankan oleh Mansor dan Hamzah (2015) telah mengenalpasti empat bidang pengetahuan yang perlu ada pada pemimpin pendidikan iaitu mempunyai kelayakan akademik yang tinggi, berpengetahuan mengenai aspek kepimpinan, pentadbiran dan agama. Menurut mereka lagi, hasil dapatan kajian menunjukkan bahawa beberapa responden kajian mahukan pemimpin yang mempunyai taraf akademik yang tinggi, sekurang-kurangnya di peringkat Sarjana. Namun demikian, imej institusi dilihat baik sekiranya pemimpin berkelayakan Doktor Falsafah. Dapatan kajian tersebut selari dengan pandangan oleh Cheriff et al. (2009) bahawa pemimpin yang mempunyai pengetahuan yang luas dalam bidangnya akan lebih mempunyai tahap keyakinan diri yang tinggi dan dihormati oleh kakitangannya. Bower (2007) turut mempunyai pandangan yang sama iaitu pemilihan pemimpin adalah lebih menjurus kepada individu yang mempunyai pendidikan yang tinggi berbanding dengan individu yang berpendidikan rendah.

D. Kecerdasan emosi

Kompetensi kepimpinan yang kedua adalah kecerdasan emosi. Gaya kepimpinan adalah dipengaruhi oleh kecerdasan emosi yang menyumbang sebanyak 90% kejayaan pemimpin dalam sesebuah organisasi (Goleman, 1995). Menurut Tengku Elmi dan Noriah (2014) kecerdasan emosi memberi kesan yang besar terhadap gaya kepimpinan seseorang individu. Pemimpin yang menguruskan emosi mereka dengan berkesan mempunyai kemampuan untuk mempamerkan perilaku yang berketetapan dengan keperluan emosi pekerja bawahannya dalam usaha mereka untuk meraih rasa hormat dan pengaruh pekerja mereka (George, 2000). Malah menurut Goleman (1995) pemimpin yang dapat mengurus emosi dengan baik adalah berkeupayaan untuk mengurus *mood* yang negatif dalam usaha mereka untuk memperlihatkan mood positif kepada pekerja bawahannya. Ini selari dengan teori Goleman bahawa tahap yang tinggi dalam hierarki organisasi memerlukan pemimpin yang mempunyai EQ yang lebih tinggi (Goleman, 1995). Selain itu, kepentingan emosi dalam mengukuhkan aspek kepimpinan adalah selari dengan pandangan sarjana Barat seperti Cherniss et al. (2006); George (2000); Barling et al. (2000); Goleman (1998) dan beberapa yang lain.

Penyelidikan kepimpinan lepas lebih cenderung kepada memfokuskan aspek kognitif, pemikiran dan rasional dalam urusan pekerjaan (Nawi et al. 2013). Mereka turut menyatakan bahawa fungsi kecerdasan emosi dilihat sebagai pemangkin yang semakin popular digunakan untuk mengenalpasti potensi kecemerlangan pemimpin. Namun, mutakhir ini, konsep kepimpinan mula menyelami aspek emosi di tempat kerja (Yulk, 2007). Caruso et al. (2002) menyatakan aspek kecerdasan emosi menjadi asas kepada penggunaan tingkah laku kepimpinan yang efektif. Ini bersesuaian dengan dapatan kajian oleh Bakar dan Omar (2018); Cavazotte et al. (2012); Nawi et al. 2013; Bushra et al. (2011) dan Vinai dan Satita (2001) yang menunjukkan wujudnya hubungan yang positif dan signifikan hubungan antara kecerdasan emosi dengan tingkah laku kepimpinan. Misalnya kajian oleh Vinai dan Satita (2001) ke atas 400 pengurus di syarikat insurans turut mendapati bahawa wujudnya hubungan positif dan signifikan terhadap gaya kepimpinan. Hal ini diperkukuhkan dengan kajian oleh Palmer et al. (2003) mendapati kecerdasan emosi menyumbang kepada keseluruhan variasi dalam tingkah laku kepimpinan transformasi. Selain itu, hasil kajian oleh Weinberger (2004) menunjukkan pemimpin perlu sentiasa peka dan bersedia dengan elemen emosi, adaptif dan dinamik sehingga dapat memperkukuhkan kemahiran pengurusan dan perhubungan sosial.

E. Komunikasi yang baik

Kompetensi kepimpinan yang ketiga yang perlu ada pada seorang pemimpin adalah komunikasi yang baik dan merupakan antara faktor utama yang menyumbang kepada kecemerlangan dalam sesebuah organisasi. Komunikasi kepimpinan amat penting dan efektif dalam setiap organisasi terutamanya antara pihak pengurusan dan subordinat. Kajian oleh Spendlove (2007) menyatakan bahawa antara kompetensi yang perlu ada pada pemimpin yang efektif adalah pemimpin yang boleh berkomunikasi dengan baik dan jelas. Menurut Mansor & Hamzah (2015) pemimpin perlu mempunyai kemahiran komunikasi interpersonal yang baik dapat membina hubungan yang baik dengan subordinat. Kompetensi interpersonal berkeupayaan membina dan memelihara hubungan yang baik antara pemimpin dan subordinat.

F. Kemahiran mentadbir

Kompetensi kepimpinan yang keempat ialah kemahiran mentadbir. Tadbir urus yang baik menjadi tunjang yang kritikal dan mesti menjadi amalan setiap pemimpin. Tadbir urus bukan sahaja mengenai falsafah pengurusan dan amalan terbaik, malah merupakan keupayaan pemimpin menampilkan kepimpinan yang telus, berwibawa dan dipercayai. Pemimpin atau pengurus merupakan individu yang mempunyai tanggungjawab dan berkemahiran dalam merancang, mengorganiasi, memimpin dan mengawal sumber-sumber manusia, maklumat dalam organisasi kearah mencapai matlamat organisasi. Kemahiran merancang adalah kemahiran yang perlu ada pada pemimpin untuk mengenalpasti langkah-langkah yang perlu diambil bagi mencapai sesuatu matlamat. Kemahiran memimpin pula adalah kebolehan pemimpin untuk mempengaruhi subordinat mengenai apa yang perlu dilakukan dan apa yang perlu dicapai dan pemimpin harus memainkan peranannya sebagai pembimbing kepada subordinat. Pemimpin yang mengelola adalah pemimpin yang bijak menggunakan sumber-sumber yang ada bagi melaksanakan aktiviti yang dirancang. Dalam kemahiran mengawal pula, pemimpin harus mahir mengawasi penggunaan sumber dan pelaksanaan aktiviti.

G. Kemahiran mengendali subordinat

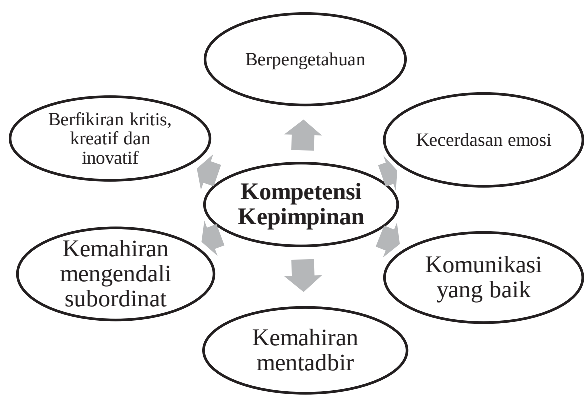
Kompetensi kepimpinan yang kelima adalah kemahiran mengendali subordinat. Boyatzis (2011) menekankan bahawa pemimpin perlu sentiasa memberi dorongan kepada subordinat dan kemahiran ini perlu ada pada seorang pemimpin. Kajian yang dijalankan oleh Mansor & Hamzah (2015) mendapati pemimpin perlu mempunyai tiga aspek dalam mengendali subordinat iaitu memberi dorongan, membina hubungan baik dan menjaga kebajikan subordinat. Membina hubungan baik dengan subordinat adalah penting agar pemimpin dapat mengenali kakitangan bawahannya dan senang bekerjasama daripada mereka. Kauzes dan Posner (2002) mencadangkan agar pemimpin sentiasa menghargai dan memberi dorongan kepada subordinat dengan meraikan pencapaian pekerja bawahannya. Cadangan ini dipersetujui oleh Mansor dan Hamzah (2015) yang turut memberi pandangan bahawa pemimpin perlu berlaku adil dengan semua subordinat dalam membina hubungan baik iaitu dengan pelbagai cara seperti meraikan staf, meluangkan masa bersantai, bersukan atau mengadakan pertemuan dengan staf. Dengan cara ini, mereka akan lebih bermotivasi, bersemangat dalam melaksanakan tugas dan seterusnya membawa kepada matlamat organisasi dengan lebih berkesan.

H. Berfikiran kritis, kreatif dan inovatif

Kompetensi kepimpinan seterusnya adalah berfikiran kritis, kreatif dan inovatif. Pemimpin yang berkualiti seharusnya mereka yang mempunyai daya pemikiran kritis, kreatif dan inovatif supaya setiap masalah yang dihadapi dapat diselesaikan dengan mudah. Pemimpin yang berfikrian kritis selalunya akan menilai secara terperinci sebelum mengambil sesuatu tindakan dalam membuat sebarang keputusan (Mansor dan Hamzah, 2015). Stroll dan Temperley (2009) pula melihat pemimpin yang kreatif adalah pemimpin yang boleh berfikir, melihat dan melakukan sesuatu perkara dengan cara yang berbeza. Tambah mereka lagi, pemimpin yang kreatif mudah untuk mempengaruhi individu lain untuk menerima perubahan di organisasi.

III. MODEL KAJIAN

Berdasarkan kepada tinjauan literatur yang telah dijalankan, model kompetensi kepimpinan berkualiti diilustrasikan dalam Rajah 1. Model kompentensi pemimpin yang dibangunkan adalah terdiri daripada berpengetahuan, kecerdasan emosi, komunikasi yang baik, kemahiran mentadbir, kemahiran mengendali subordinat dan berfikiran kritis, kreatif dan inovatif.



Rajah 1. Model kompetensi kepimpinan berkualiti

IV. KESIMPULAN, KESAN DAN KAJIAN MASA HADAPAN

Kertas kerja ini bertujuan untuk mengenalpasti kompetensi utama yang perlu ada pada setiap pemimpin pendidik iaitu berpengetahuan, kecerdasan emosi, komunikasi yang baik, kemahiran mentadbir, kemahiran mengendali staf dan berfikiran kritis, kreatif dan inovatif. Dengan adanya model kompetensi kepimpinan berkualiti ini, program-program pembangunan kepimpinan dapat dirancang dan dijalankan bagi memupuk kompetensi kepimpinan bakal pemimpin. Penilaian dalam pemilihan calon pemimpin haruslah dilaksanakan melalui proses pemilihan pemimpin menerusi kompetensi kepimpinan calon. Program sebegini dan pemilihan calon yang tepat berasaskan kompetensi adalah bagi memastikan hanya calon yang berkualiti sahaja dilantik sebagai pemimpin. Ini kerana, penerapan kompetensi kepimpinan berkualiti dapat menyumbang kepada pemantapan kerja dalam institusi pendidikan bagi melahirkan hasil kerja yang berkualiti. Malah, menjadi tanggungjawab pemimpin untuk mempraktikkan aspek kompetensi kepimpinan dalam diri secara konsisten. Selain itu, hasil maklumat dapatan kajian ini menjadi perangsang dan wahana kepada pemimpin-pemimpin dalam memperkasakan lagi kemahiran pengurusan dengan mengambil kira kompetensi kepimpinan yang dicadangkan.

Kertas cadangan ini merupakan cadangan konsep. Oleh yang demikian tiada bukti empirikal disediakan. Cadangan kajian akan datang akan mengesahkan model kajian dan disertakan dengan bukti-bukti hasil dapatan kajian secara empirikal berhubung dengan model yang telah dicadangkan.

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Shopee And Viral Marketing: The Utilization Of STEPPS

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***Abstract*—Viral marketing is a form of marketing that occurs when buzz marketing generates word-of-mouth communication among consumers, especially on the Internet. Viral marketing has become increasingly relevant with the uprising trend in social networks such as Facebook, Tweeter and YouTube. Small and large companies such as Shopee, have used viral marketing techniques to fulfill their social media objectives such as to increase the brand awareness and gauge engagement among their followers. This study will look at the advertisements by Shoppe in their Facebook platform and their utilization of STEPPS (social currency, triggers, emotion, public, practical value and stories) principle in their advertisements**

Keywords— Shoppe, viral marketing, advertisements, STEPPS

I. Introduction

Looking at the business history, it is safe to say that they have used marketing to gain a larger market share in one way or another. Traditionally, their main methods are range from word of mouth marketing as well as the usage of print media such as brochures and even have a spread in newspaper. However, with the incorporation of technology into business marketing, the landscape has been change since then particularly involving how to reach the correct set of audience rather than mass audience. Ever since the technology has been developed over the past century some other forms of marketing have taken over. At current, there is a new generation of marketing methods that has taken over; we are in the age of the internet. (Jones & Shaw, 2006). People have been communicating with each other through peer-to-peer mediums such as e-mail, direct messaging, forums, blogs and social media websites. The internet made communication much easier, requiring a lot less effort to get a message to friends and co-workers. When people find something they find intriguing, humorous, interesting or shocking, they are inclined to share this with people from their social network (Johansson, 2017). The difference now is that they are most often not requested to share but do so anyway because they believe their peers may also have an interest to see that particular content. This is often referred to as electronic word-of-mouth and what happens is that if enough people share the content in question, its spread increases exponentially and this results in what people refer to as it "going viral". Viral content can reach millions of people in a matter of days and it is pretty obvious that this can become a very powerful tool for a company that uses it correctly. Brand like Shopee for example has been seen as employing this element especially in their social media posting. However, the question is did really employing this tactic? To answer this question, first we need to understand what is it mean by viral marketing and what variance of viral marketing that employed by this company? To what extent are the six STEPPS principles present in Shopee Facebook posting?

II. Literature Review

A. *Shopee*

Shopee is a Singaporean electronic commerce (e-commerce) platform founded in 2015 and currently under Sea Group and has been expanded to Malaysia, Thailand, Indonesia, Vietnam, Philippines and even Brazil since its inception in 2015. This e-commerce platform has been serve users to buy and sell products via online.

B. Viral Marketing

It is a well-known facts that website is an effective ways used to promoting products and services. Thanks to its interactive nature, attractive, global reach, and the frequently updated and current information. Various forms of electronic medium of communication presence today including electronic mail, graphics, phone, and YouTube are able to projecting the feelings of their users who also consumers, communicate with the rest of others, and to advertise various content consists of their business messages (Khan & Vong, 2014). Online shop is the commercial transactions connected to the internet and a process where the consumers can directly place their orders and purchase their goods and services from a seller (Mujiyana & Elissa, 2013). Rosyad (2011) stated that this is where the concept of marketing intertwined with communications. Kotler & Amstrong (2008) in addition to that explain that viral marketing as one of the Internet version of word of mouth marketing that involves the creation of an message in a form of email or other marketing agenda with an aim to motivate customers to share and pass it down to their network that could comprise of their colleagues (Kotler & Amstrong, 2008). Viral marketing is a process created by the companies themselves in order to help them to promote their products in the hope that those who saw it will be awe and willing to share it with their networks such as their colleagues and family (Ferguson, 2008). Viral marketing is also an initiative out of consumer activity as a mini agent to the marketer in spreading the message to the network in the just like a virus (viral) epidemics (Sohn et al., 2013). In order to make a message viral, the marketing message must reach their targeted customers and make it as an active ambassador to invite others from their own network circle to share the message (Grifoni et al., 2013). Viral marketing depends so much on networks as well as active social interaction that exist between the company as well as their potential customers (Battilani & Bertagnoni, 2015).

C. STEPPS principle

Social currency - People strive for attention, thus, in the STEPPS framework, the first principle - social currency is the idea that people strive to look good, smart, or knowledgeable in front of others. This is because they want to get noticed with remarkability as its key aspect. Marketers for example have advanced that word of mouth is stimulated when a product is interesting, novel, or surprising (e.g., Dye, 2000; Hughes, 2005; Sernovitz, Godin, & Kawasaki, 2006) with lots of student reveal that interesting content to be shared are more likely to be happened (Mitchell, Macklin, & Paxman, 2007). In addition to that, content that contains information that is unusual, extraordinary, or violates our expectations is more likely to be shared and talked about (Berger, 2013, Berger & Iyengar, 2012). However, over time the sharing could decline (Berger & Schwartz, 2011). Exaggeration is the first varieties of aspects that may help a message appear more remarkable, or to have social currency. This is due to people feel the need to entertain; hence they just adjust their narrative to make it more unusual or extraordinary. Research also reveals that individuals are also more likely to exaggerate a story if talking to a peer (Burrus, Kruger, & Jurgens, 2006). Second, a message may be considered remarkable if it breaks a pattern such as being unexpected, mysterious, or controversial. This type of content is more likely to stands out from messages about a similar product or topic (Chen & Berger, 2013; Heath & Heath, 2007).

Triggers - Trigger or triggering event is an activity that motivates an individual to act on their latent readiness (Center & Walsh, 1985). Triggers are everyday reminders in the environment that the user sees, reads, or hears. Exposure to these conceptually related cues creates a priming effect that makes the message, product, or idea more accessible in our own memory (Berger & Fitzsimons, 2008). In the case of product recall and purchase decision for instance, an individual's motivation to act has been shown to be triggered by previous exposure to an ad or message (e.g., Nedungadi, 1990; Shapiro, 1999). Research has also shown that exposure to an environmental cue can affect attitudes not only toward the exposed object but also toward any object that shares a conceptual relationship (Berger & Fitzsimons, 2008).

Emotion - When was the last time you shared a video with your friends? What triggered you to share it? Did you feel emotionally connected with the message? Quite possibly, yes. That's the power of emotion – it makes you feel connected and triggers you to share the message. According to Berger (2013), another reason a message is shared is related to emotions as it was a key predictor in why content was shared (Berger & Milkman, 2010). Individual are more drive to share messages that in their own opinion considered as message with an appeal to high arousal emotions (Berger, 2011). High-arousal emotions are characterized as an excitatory state of increased activity (Berger & Milkman, 2012). Emotions such as admiration or inspiration, awe, excitement, humor, anger, or anxiety have shown to produce high arousal (Berger, 2013). People would be more likely to share an advertisement when it garnered more amusement and a customer service experience when it evoked more anger (Berger & Milkman, 2012); and that pleasant emotional appeals are more likely to influence attitude, intention, and forwarding

(Eckler & Bolls, 2011). On the other hand, low-arousal emotions that consist of sadness has led to decrease in arousal and in return decreased the transmission (Berger & Milkman, 2012; Smith & Ellsworth, 1985).

Public - Often, people follow the herd mentality. There are some trends which just pick up because everyone talks about it. It is not surprising that people tend to buy or talk about things which they see the most. And hence, it's important to be noticed. The fourth characteristic of viral content, according to STEPPS, is that it is easily observed and highly visible, or public. Berger (2013) posits that public visibility could help in encourages the imitation and a herd mentality, in return highly visible products advertise themselves. Most of the time, when people are unsure of what to do, they just need to look to others for social cues. This is based on the principle of observational learning as an approach to understanding behavior that is based on learning by observing others (Bandura & Walters, 1977). Individuals tend to ignore their own private signals and imitate established patterns, or the observable behavior of others (e.g., Anderson & Holt, 1997; Çelen & Kariv, 2004) as well as decision-making through social influence (Rashotte, 2007).

Practical value - Content without useful knowledge doesn't work well. Successful marketing communication should include a useful message for their consumers. Another message factor that leads to viral content is practical value. Research finding has suggested that people like to pass along practical or useful information out of a desire to help others by providing tips and advice (Berger, 2013). Kahneman and Tversky's (1979) suggest that decision making is not always rational, but instead heuristics and at the same time can be useful to guide the decision maker.

Stories - 'All marketers tell stories'. Marketing is all about storytelling and nothing clicks better than a compelling story, subtly delivering your brand message in a concise way. The final characteristic in the STEPPS model is that of stories. Stories can act as both lessons and entertainment, and as channel for people to talk about things that are matters to them. In fact, narrative has been said to help bind together what we experience and how we organize our existence, while at the same time establishing relationships over time (Jasinski, 2001). Berger (2013) asserts that stories are much more likely to be shared than advertisements, because personal stories are perceived as more trustworthy and seen as much more relatable. Berger (2013) discusses stories as a carrier for information, and according to his research, information travels best when attached to a simple yet poignant story.

Based upon a review of the elements that comprise STEPPS, and an interest in understanding the relationship between these six principles in the nonprofit sector, the following research questions were constructed for the present study:

RQ1: To what extent are the six STEPPS principles present in Shopee Facebook posting?

III. Research Design & Finding

431 postings from Shopee Facebook account from 1st of July 2020 to 16th September 2020 have been analyzed. This Facebook account has been posting between 30 to 35 posting on weekly basis and about 3 to 5 posting daily. It is understood that during the period of promotion or campaign for example 8.8 or 9.9 the posting trend tend to be higher and could reach up to 10 to 14 posting daily. Prior to the promotion period (one or days prior), there seems to be a spike involving the number of posting made from this account, with 6 to 8 postings daily.

TABLE 1: Analysis Of Stepps On Shopee Facebook Posting From July – September 2020

No / Item	*Total*	*Social Currency*	*Triggers*	*Emotions*	*Publics*	*Practical Value*	*Stories*
September	*83*	18	14	18	19	6	10
August	*149*	28	24	30	22	10	35
July	*199*	34	32	35	26	30	40
Total	*431*	80	70	83	67	46	85
Percentage		18.56%	16.24%	19.25%	15.54%	10.7%	19.72%

IV. Discussion & Conclusion

RQ1: To what extent are the six STEPPS principles present in Shopee Facebook posting?

In terms of STEPPS principle, this study found that social currency, emotions and stories are the most frequently presented principles in Shopee's Facebook posting in the month of July, August and September. It is not surprising that stories and emotion principles recorded the highest score as people love to engage with content that able to evoking emotions. Analysis on the Facebook posting shows that when the content is emotionally related with the Facebook user (for example their posting on Selangor water issue), the engagement with the content in the form of like, share as well as comment section tend to be much more higher compare to the posting that include promotion of the product or services. In addition to that, one possible explanation why emotionally related content able to engage more reaction from Facebook user is not only because it is related to them (direct or indirectly) but because the popularity of the issue itself that drive more and wider discussion about the same posting. This could be clearly seen in their "cable" and "vacuum" posting. This finding is also in line with Berger and Milkman's (2012) findings that content evoking positive emotions are more viral than content evoking negative emotions. People tend to share positive or negative content. While common wisdom suggests that people tend to pass along negative news more than positive news, results indicate that positive content is actually more viral. Thus, it can be said that even though the original content or topic tend to be negative (in other platform like news column and etc.), but when Shopee use the same thing and apply it in their posting, it does generate high engagement and some find it hilarious. So the net- citizens no longer see the initial content as negative, but on the other side of the pond. This is actually a good sign if this brand objective is to stay in touch with their followers while at the same time increase their follower's number as well as generate engagement for each of their posting.

Social transmission is about more than just value exchange or self-presentation (see also Berger and Schwartz 2011). Consistent with the notion that people share to entertain others, surprising and interesting content is highly viral. Similarly, consistent with the notion that people share to inform others or boost their mood, practically useful and positive content is more viral. Rather than targeting "special" people, the current research suggests that it may be more beneficial to focus on crafting contagious content. By considering how psychological processes shape social transmission, it is possible to gain deeper insight into collective outcomes, such as what becomes viral.

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The Myths And Benefits Of The Social Media Adoption In Businesses

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I. Introduction

Social media was first invented to promote social networking with people from different countries where they can create and share information in a platform (Merriam Webster, 2018). However, social media have evolved in this era of 4th industrial revolution where social media which is one of the Internet of things were diffused with artificial intelligence, robotics and virtual reality in society daily usage (Rahman, 2015). Social media evolved to be associated with other components or industry besides connecting people virtually. Social media was also being applied in marketing, of sector where advertisement and announcement were made through social network site (Kim & Ko, 2012).

Since then, Social Network Site (SNS) has evolved from its fundamental purposes of connecting people, to marketing tactic in businesses industries. It helps the industry to collect information on customers' behaviour and other relevant feedback which helps the particular company to improve in order to deliver better quality product or services to the customers (Kim & Ko, 2012). The factor and effect of adopting social network site is widely studied yet the reasons that triggers the adoption is limited in past studies.

In this 3rd millennium, technology advancement has brought tremendous number of innovations which connects people all around the globe. For the past few years, social media platforms have been sighted to integrate with marketing purposes in many fields and industries. However, the reason that influence marketer to adopt social media in their marketing initiatives remain unknown where most of past studies concentrates on the effect of social media usage (Ashley & Tuten, 2015). However, there is a past research related to the adoption of social media marketing in the hospitality industry in Klang Valley, Malaysia area. Even so, the results and variables are most likely to be external factors such as brand awareness, information platform, feedback, and customer acquisition and retention (Perumal, Krisnan, & Halim, 2017). In other words, the research did not provide sufficient information regarding to the application of social media platform for the use of marketing purpose internally such as the characteristic of the innovation and the knowledge of the innovation among the consumers. Similarly, a study done by Parveen, Jaafar and Ainin (2015) emphasized on the factor that influence the organization towards the social media adoption. Therefore, it is important to explore what are the factors that leads to adopt or reject the social media in an organisation. This has been supported by few scholars namely McDowell & Morda (2011), which they found out that social media is easily utilized by society but not organisation due to the challenges in managing the social media (Cutler, 2014). Furthermore, Thompson and Gregory (2013) found out that some organization are still hesitating in social media whether it is operative and efficient as the traditional marketing which seeking the attention of the target market and audience according to different generation. Similarly, Demers (2014), stated that 97% of users are recently involving in social media marketing but there are 85% in that are uncertain what ways and tools that really effective to the market activities in social media. Thus, it proved that understanding on the benefits of social media as one of marketing tool are still lacking.

II. Benefits Of Social Media Marketing

Social media marketing comprises the effort to utilize social media to convince clients that one's organization, product and services are beneficial. Marketing firm can give boundless data to clients without human intercession. This is leverage over different types of contact light of the fact that measure of data that can be given is considerably more prominent than in some other types of correspondence. There are a few impacts for adopting social media marketing in one's organization. Social media can enhance the brand awareness, it is cost-effective, target wide range of audience, knowledge of the social media and also the characteristics of social media itself. Thus, by realising the benefits of social media, more and more companies started to adopt social media in their businesses.

A. Enhance brand awareness

Brand awareness is a clients' capacity to distinguish the brand under various condition, as reflected by their image acknowledgment or review execution (Kotler, 2009). Brand awareness assumes essential job in consumer decision making process; if client had effectively heard the brand name, the client would feel greater at the season of settling on choice. Clients mainly do not like to purchase an unclear or uncertain brand, particularly on the off chance that it is a costly item like vehicles, television, electrical appliances and so on. The significance of brand awareness lies not necessarily in prompt sales but rather in clients reviewing an organizations product or services later on and coming back to make a purchase (Weinberg, 2009). In this way, organizations' brand name is a successful track as clients pick their image over unclear brands and advise the customer on the item (Homburg, 2010). Branding campaigns have an extraordinary objective to build the estimation of the item, products and services, advertising awareness and perceivability. Brand awareness could be raised through marketing communication channels which advice, remind and persuade clients about their brands, products and services which can be done through social media. By utilise social media it can assist the brand in building a trustable relationship to be more exceptional and indisputable. In addition to this, brand awareness is made through advertising, promotion, selling, public relations and direct marketing. Therefore, the organization needs to impart the estimations of the brand and afterward fortify brand relationship to begin the wheel of use and experience to keep it turning. Through the upgraded of reliable interchanges and attractive use and experience, brand awareness, certainty and brand value are constructed (Vukasovic, 2013). To build a strong brand awareness, it requires the organisation to outline the promoting messages and advertising programs which can benefit from a very much persuaded brand positioning. Marketing messages can be planned and conveyed through both traditional media such as television, radio, newspapers and online media such as internet and social media. Marketers have discovered that interactive and targeted marketing are the keys to success and that traditional advertising is basically a misuse of cash (Sarangan & Ragel, 2014). Brand awareness could be raised through social media marketing tools, which tell, remind and persuade clients about their brands, products and services. The client may experience with the brand in different routes for instance, reviewing videos, playing recreations, spending time on the site or by speaking with other clients. Publications in various media channels diverts fortify its situation in the clients' mind, the brand ends up perceived. Brand awareness are made through publicizing, advancement, offering, advertising and direct marketing. Social media marketing includes utilization of internet social media tools (Facebook, Twitter, WhatsApp and so on) to achieve clients in inventive routes and to build brand awareness. Social networking advances the organization and its brand awareness.

B. Cost- effectiveness/ cost-related

Another benefits of adopting social media as one of marketing tools is the cost-effective/ cost related. Social media allows organizations to achieve a countless of individuals in a more unconstrained manner without paying extensive advertising fees. One of the impacts for the adoption of social media marketing is cost-related (Bandyopadhyay, 2016). Majority of social media sites are free to access, generate profile and post information. The budgetary obstructions to social media marketing are very low compared to other marketing tools. Therefore, more and more organizations have embraced social media marketing as it helps the organization in terms of marketing budget. Creating a profile/ page on social media sites costs literally nothing. In contrary, traditional marketing campaigns can cost a large number of dollars. Organizations can run exceptionally fruitful social media marketing campaigns on a constrained spending plan. The viral idea of social media implies that every individual who reads the posts has the capacity on spreading the news facilitate inside their own network. Thus, it helps in spreading the information to achieve a substantial number of individuals in a brief timeframe (Bandyopadhyay, 2016).
For an instance, Facebook is a well-known social media platform. It is generally utilized, and the quantity of users is as yet developing. As an organization, it is critical to know where the target audiences and clients are spending their time. Organizations utilize it for building brand image and relationship with individuals, clients by utilizing content marketing and keep up their reputation with networking. Facebook was initially established as a place to stay in contact with students yet these days it is a network to keep in touch with everybody, every time and everywhere (Coles, 2014). As for now, Facebook is a constant marketing platform where organizations meet old, present and new clients. With the assistance of Facebook, organizations can fortify former relationships and assemble new ones. Individuals hope to discover everything from Facebook.

There is a platitude ‘if the organization is not on Facebook, it does not exist’. Facebook page has comparative importance and reason than personal profile has to person because social media page is a platform where individuals with the same interests will meet and associate and it considers two-way communication among marketers and clients. (Dunay, 2010). Most of the organizations were trying to be visibly to their existing and potential customer who they can network, share the same values and bond with. Therefore, by creating interesting and desirable content on the page will help the organisation to achieve that.

C. Target wide range of audience

The utilization of social media as a marketing tool has been very popular among marketers as they can reach to a prominent number of clients or customers (Tuten, 2008). Social media marketing allows organizations to widen their target audiences and market, which also meant by global reach or increasing social capital. As far as a client commitment technique related with social media, it is believed to seek to ‘engage clients in the social media sites where they naturally spend time (Daugherty, 2008). Social media implies truly a social method to be available on the web. It has made platforms for discussions and other different activities by achieving the greatest measure of individual at the same time progressively (Coles, 2014). As a matter of fact, social media marketing has turned into an exceptionally compelling approach to drive targeted traffic to organizations’ website. The utilization of social media can expand traffic to the organizations’ website. This may build the Page Rank. Social media usage covers various viewpoints including the quantity of individuals in a social website, the normal time spent on the social media every day and the about why such individuals are in the social media. Social media has been effective in doing marketing because it cultivates a social relationship among clients and organizations. It consolidates marketing instruments like WhatsApp, Facebook, LinkedIn and etc. (Mangold, 2009). These instruments empower organizations to speak with a huge number of clients rapidly and generally little exertion. Therefore, social media is seen by clients as more reliable in the content of information with respective products and services than the traditional marketing tools.

Search Engine Optimization (SEO) still relevant in the website traffic. But moving forward, social media has opened numerous entryways, created an extremely high degree of online traffic. Furthermore, social media channels offer a huge avenue for business owners as they have a large number of individuals and make the extent of the achieve boundless. The existing clients will search and discuss the different products, and always perform as storytellers and brand representatives by giving more prominent presentation (Goodman, 2010). The effect of E-Word-of-Mouth would significantly more noteworthy than the traditional media as clients are progressively relying upon social media to make a survey on the products before the actual purchase (Kapferer, 2008). Social media sites are putting away a wide range of information of their clients such as age, gender, location, interests and etc. Subsequently, this information can be utilized to achieve the organization’s target audience. Another trend in social media is viral advertising which can be apply by the marketers. Viral advertising is a viral way to deal with online advertising which has major preferred standpoint since correspondence is more focused to brand’s intended customers (Bampo, 2008). Furthermore, this viral advertising will make the organisation to have more noteworthy freedom of artistic through medium that is cosier and more customized which directly expanding the likelihood of achieving hard to get clients (Bampo, 2008). In today’s technology driven world of marketing, an ever-increasing number of organizations are moving towards advanced plans of action or digital business models. Thus, it is essential for organizations to see how to contend in the digital marketing while enhancing their social media efforts that would enhance the brand.

III. The Antecedents Of The Social Media Adoption

A. Knowledge

Generally, knowledge refers to the data, information, comprehension and skills that you gain from education and life experience (Bolisani & Bratianu, 2018). For the Japanese, knowledge means wisdom that is acquired from the perspective of the entire personality. This orientation has proved a basis for valuing personal and physical experience over indirect, intellectual abstraction” (Nonakaand and Takeuchi, 1995; p. 29) and “justified true belief” (Nonakaand and Takeuchi, 1995; p. 87). According to Dombrowski (2013), nature of knowledge is categorized into three types which is experiential, skills, and knowledge claims. Experiential knowledge refers to the knowledge which is attained from our sensory system. For an example, people experience snow differently and due to the geographical factor, some people lack the experiential knowledge towards what is snow. Skills knowledge is how-to knowledge where people learned the way of how to do something which often triggered by the experiential knowledge. Lastly, knowledge claims refer to the intuition of how we think that we know or how we assume our explicit and tacit knowledge which means knowledge existing within our unconscious zone (Dombrowski, Rotenberg, & Bick, 2013).

Rogers's Diffusion of Innovation theory described knowledge as one of the stages in innovation-decision process. It is the very first stage of the model where knowledge occurs when one is revealed to an innovation's existence and obtained some comprehension towards its functionality (Rogers, 2003). The knowledge phase, one will try to comprehend and determine "what the innovation is and how and why it works" (Rogers, 2003, p. 21.). Knowledge stage allow individual to learn the existence of innovation and seeks information about the innovation (Sahin, 2006). There are three types of knowledge that involved in the first stage of innovation-decision process such as awareness-knowledge, principles knowledge, and how-to knowledge (Kyratsis, Ahmad & Holmes, 2012).

Knowledge has become popular variables in several past researches where it provides a measurement for researchers to determine the factors and adoption rate of an innovation indicated by the knowledge on the innovation. For an example, a research on effect of e-commerce adoption on future intention which adopted knowledge as their variables that affect the adoption of e-commerce among SMEs. The results show that the companies with less knowledge about e-commerce will likely to reject the adoption of e-commerce (Maryse & Huizingh, 2008). Awareness-knowledge refers to the recognition or realization that a particular innovation existed and its main functionality (Rogers, 2003). "This type of knowledge can motivate the individual to learn more about the innovation and, eventually, adopt it. Also encourage an individual to learn about other two types of knowledge" (Sahin, 2006). In another past research, awareness-knowledge is the awareness that an innovation and its main properties or knowledge is existed which moving potential adopters from ignorance (Kyratsis, Ahmad & Holmes, 2012). Besides, variables of awareness which is similar to the Rogers Everett's awareness-knowledge is applied in a past research which examined the correlation of awareness, adoption rate and acceptance of ICT Innovation. The results of this past research show that there is significant relationship between awareness and adoption rate to a certain extent. However, due to the lack of funding and lack of opportunity to training; the research shows there is a limitation in how-to knowledge aspect (Oye, Aiahad, & Ab.rahim, 2011).

How-to knowledge is the information that required to use an innovation correctly (Kyratsis, Ahmad & Holmes, 2012, Rogers, 2003). In past research related to educational technology-related studies, it stated that one might not use technology in teaching if they do not have the how-to knowledge to use it (Sahin, 2006). In other words, people need certain level of how-to knowledge of an innovation to use it in their daily performance otherwise they will avoid from using that certain innovation with complex how-to knowledge. The how-to knowledge related question is also applied by a past research's questionnaire to examine the relationship between the factor influencing e- commerce adoption in Malaysia among Small and medium-sized enterprises (SMEs) (Ajmal, 2017)."Principle knowledge consists of the information dealing with the functioning principles underlying how the innovation works" (Rogers, 2003, p. 168). In the same way, principle knowledge refers to the knowledge that consists of information concerning the functionality elements unrevealed the "how-to" use an innovation or how an innovation works (Kyratsis, 2012). For an example, Rogers described principle knowledge through the notion of germ theory which explained that it is possible to adopt the vaccination and latrines (innovation). However, it may lead to a greater consequence related to its misusing and discontinuation of the certain innovation (Rogers, 2003).

There were studies of knowledge which shows significant influence in innovation adoption by scholars (e,g.: Brand and Huizingh, 2008; Lin H.F, 2010; Sanni and Harun, 2013; Oye and Aiahad, 2011; Mumtaz and Nalin, 2017). The scholars above widely discuss about the knowledge which influence the adoption of innovation. According to Mumtaz and Nalin (2017), the research paper investigated the organisational adoption of information system security innovations which was determining influence of knowledge towards the adoption. The research's results showed that the knowledge/ readiness was significantly influence the adoption of the security innovation. Due to the lack of training and facilities relevant to the information system usage, the respondent shows the lack of knowledge towards how-to knowledge to use the innovation (Mumtaz, 2017).

Similarly, Hsiu (2010) conducted a research on mobile banking adoption which investigated on the effect of innovation attributes and knowledge. In this research, knowledge is referring to the trust of the consumers which shape the online user behaviour. Referred to Hsiu (2010), knowledge-based trust has a strong relationship with the innovation attributes which influences the adoption of the innovation among users. However, according to Oye and Aiahad (2011), the research investigated the awareness, adoption and acceptance of ICT innovation in higher education institution. The result shows very high level of awareness of ICT by the respondents but the adoption rate was not parallel. This is due to the challenges of ICT usage among respondent such as lack of training and facilities even when the usage of ICT is set as mandatory (Oye, 2011).

B. Perceived characteristics

Perceived Characteristic or known as the attributes of innovation is one of the elements of diffusion of innovation by Everett Roger which explained element to contribute in the adoption certain innovation (Rogers, 2003). These perceived characteristics consist of five basic characteristics which lead to adoption as people are not automatically adopting new invention. The five basic characteristic includes relative advantages, compatibility, complexity, trialability, and observability. Perceived characteristic is widely included in vast number of researches to investigate the rate of adoption and effects by scholars such as (Kolodinsky and Hogarth, 2004; Hsiu-Fen, 2010; Sanni, 2013; Xiaojun, 2015; Mamun, 2017).

According to Kolodinsky and Hogarth (2004), study on the adoption of e-banking technologies by United State consumers; which explore the factors that contribute to the adoption or the intention towards three e-banking technologies and changes over time. In their journal article, the perceived characteristics such as relative advantages, compatibility, observability and others were found to be significant and positive for all e-banking products. However, the factor which affect the consumer acceptance of e-banking technology were highlighted by the relative advantages and compatibility elements while trialability, complexity and observability were not significant in all the technologies examined. In other words, it would not affect the chances of users adopting the e-banking with or without the less significant elements (Kolodinsky, 2004). Besides, Sanni (2013) which studied the factors that contribute to adoption rate of e-journal publishing by using the diffusion of innovation concept. Based on this study, the finding shows there is only two significant attributes which influence the adoption rate which is the complexity and trialability. Moreover, they determined that the awareness and relative advantages were not relevant in explaining the adoption rate. This is due to the knowledge on how-to and the awareness of the publication through online were already widespread and it relies on the perception of the adoption e-journal publication among Malaysian publisher (Sanni, 2013).

Mamun (2017) claims that perceived characteristics of innovation do influence the degree of adoption on certain innovation. According to his research on the attributes of innovation adoption and the effects on the performance of Malaysian manufacturing SMEs; it shows that the persuasion (perceived characteristic) has a significant and positive effect on the innovation adoption. This research was conducted specifically among Malaysian manufacturing SMEs where the study finding was aligned with several past studies that measured the effect of innovation persuasion (perceived characteristic) on innovation adoption (e.g; Beatty, 2001; Lee, 2011).

a. Relative advantages

Relative advantages indicate the degree of benefits provided by a certain innovation compared to its antecedents (Al-Jabri, 2012). Based on Everett Roger's Diffusion of Innovation, Relative Advantage is a degree which an innovation is perceived better than its forerunner and it may be measured in terms of economic, convenience, consumer satisfaction and social reputation (Rogers, 2003). Past research suggested that consumers' adoption rate is related to the relative advantages of an innovation as it has a positive significant effect. For instance, relative advantages do affect customer to perceive the useful and convenience of an innovation which allows them to satisfy certain need efficiently and effectively will adopt the innovation (Al-Jabri, 2012). In the same way, relative advantages also show its contribution to the adoption of internet banking in Thailand and India with the correlation coefficient of 0.599 and 0.610. The relationship between attributes of innovation in the research support the statement where relative advantages is one of the key determinants that affect adoption on certain innovation (Sirion, 2009).

Relative advantages were also used to examine the degree of persuasion of an innovation among its users. Such element of the perceived characteristic of the innovation was determined or measured through consumer's perception towards the technologies being experimented (Zhang, 2015). According to Zhang and Yu (2015), they are able to compare the respondent preference towards e-appointment services and phone call appointment services using the relative advantage as the measurement. It shows that in their study finding, 88% of the respondents preferred phone call appointment services over e-appointment due to the human behaviour context where patients may hinder the adoption of online services due to the needs of human interaction (Zhang, 2015).

There were studies on the relative advantages of innovation which influence the adoption of innovation by scholars (e.g: Premkumar and Ramamurthy, 1994; Surry and Farquhar, 1997; Agarwal and Prasad, 1997; Mustonen and Lyytinen, 2003; Gerrard and Cunningham, 2003; Carter and Belanger, 2005; Low and Chen, 2011; Al-jabri and Sohail, 2012). The scholar above discussed about the influence of relative advantages and other relevant innovation attributes which contributes to the adoption among users.

According to Premkuar and Ramamurthy (1994), their research study on the implementation of electronic data interchange which is conducted under innovation diffusion perspective. Their study was mainly focussing on the research of the relationship between the variety of innovation characteristic and the various attributes of diffusion of electronic data interchange in organization. The results show the relative advantages indicates significantly influence the adaption of the innovation and it also influence the internal diffusion of electronic data interchange within the organization. In other words, besides innovation characteristic such as compatibility and cost which is also recorded significantly impacting the adoption; relative advantages were shown in multivariate regression analysis to be one of the major predictors of adaption in the study (Premkumar, 1994).
Besides that, a study about the diffusion of internet banking among Singapore consumers was found to include relative advantages as the variables in the research. Based on this research study conducted by Gerard and Cunningham (2003), the study identifies eight characteristics which influence the adoption of the internet banking. The results show the adopter of internet banking to perceive the innovation to be more ease to use and more compatible to them who are tech-savvy. Moreover, their research finding revealed that relative advantages was divided into several measure such as economic advantages, social status, and convenience. This proved that relative advantages can be used to examine the influence of innovation adoption but also from different angles of perspective among consumers' criteria and environmental factors (Gerrard, 2003).
Similarly, Al-Jabri and Sohail (2012) stated that the relative advantage has positive impact on adoption in their study. Their study was about the mobile banking adoption in Saudi Arabia and applied with the diffusion of innovation theory. The research finding recorded that relative advantage to have positive effect on mobile banking adoption with ($t=4.363$, $p<0.001$). They also stated that relative advantage persuade customer to adopt the innovation due to the convenience and usefulness of the mobile banking in manage their finances (Al-Jabri, 2012).

b. Compatibility

Compatibility refers to the degree to which an innovation is viewed as constant with the existing values, past experiences, and needs of potential adopters (Sirion, 2009). Similarly, compatibility can be described as an innovation that is perceived to be alongside with publisher's work behaviour, values, experience, and practice will lead to the high rate of adoption (Sanni, 2013). Based on past research on e-journal publishing adoption's factors; compatibility is correlated with other innovation characteristics and knowledge of the innovation. However, the perceptions of compatibility are not significant correlation between compatibility itself adoption rate of the e-journal publishing in Malaysia (Sanni, 2013).

Additionally, compatibility is also used to measure the compatibility (effectiveness and value) of the e-appointment services which shows the low rate of adoption due to the incompatibility of new services with other factors such as socio-economic level, computer literacy, lack of Internet access and patient's preference towards oral communication (Zhang P. Y., 2015). Beside Sanni (2013) and Zhang (2015), there are several scholars who study and discussed about the compatibility of innovation which leads to the adoption of consumers (e.g.: Chaudhuri, 1994; Agarwal and Prasad, 1997; Svenkerud and Singhal, 1998; Thong, 1999; Lin and Wang, 2009; Olatokun and Igbinedion, 2009; Low and Chen, 2011; Sharma and Nayak, 2017; Lee and Amran, 2018).

According to Chaudhuri (1994), in his case study on the diffusion of innovation in Indonesia; he mentioned that the success of an innovation is depends on the characteristics and also the compatibility of the innovation which add values and perspective of the social systems. The article was presenting a case study where it relates the commercialization and marketing of palm oil into food industry in Indonesia and the diffusion of innovation theory was adopted to examine the applicability of the theory in the case study (Chaudhuri, 1994). In other words, Chaudhuri (1994) relates his observation along with Rogers' framework which consist of innovation characteristics and change agents. The results show there is influence of compatibility in the adoption of innovation within the industry but to a certain extent where acceptance and continuity of the adoption is motivated by the change agents. "Change agents can persuade the consumer directly without the help of interpersonal networks in industrial setting" (Chaudhuri, 1994, p. 26).

Additionally, Low and Chen (2011) also mentioned that compatibility was not found to be significant discriminators which can be a part of obstacle for an innovation to be adopted. In their study on determinants of cloud computing adoption, compatibility was tested and hypothesized to have correlation with the adoption of the cloud computing. Unexpectedly, compatibility and complexity were found to be not significant and they imply that compatibility factor may be a part of fences to cloud computing adoption (Low, 2011).

On the other hand, Lee and Amran (2018) stated that compatibility do have positive influence on rate of business continuity management (BCM) adoption in Malaysia. Their research proposed to investigate the factor which contribute to the adoption of BCM in Malaysia context. Their findings show compatibility and innovation characteristic (exclude complexity) and organisational characteristic (exclude formalisation and centralisation) were found to be positively related to adoption of business continuity management. Based on their finding, it shows the consistency of compatibility to have positive effect on the rate of adoption (Lee, 2018; Rogers, 2003).

c. Complexity

Complexity is the degree of an innovation which is distinguished based on its difficulty to use and understand (Rogers, 2003). In other words, complexity refers the level of difficulties for the adopter to learn the ways to use an innovation (Zhang P. Y., 2015). In the past research, complexity is emphasized in the questionnaire which consist of 5 items under the section. As the results shows the respondents' perception of complexity is remarkable in explaining the adoption's rate (Zhang P. Y., 2015). However, complexity was found to have a negligible effect on mobile banking adoption rate which is suggested that adoption rate can be inferred based on the group age the sample. The past study also stated the complexity has no impact on the decision to adopt or ignore the mobile banking as youth are more familiar with new innovation and may have experienced varied technologies. Therefore, it builds a good foundation for them to learn the ways to use the mobile banking services (Al-Jabri, 2012).

In terms of complexity, there are several scholars who studied the innovation attributes including complexity which is correlated with the adoption of the innovation (e.g.: Sinkula, 1990; Pandey and Yadama, 1992; Lohtia and Murakoshi, 2000; Kolodinsky and Hogarth, 2004; Sirion and Combs, 2009; Al-Jabri and Sohail, 2012; Sanni and Harun, 2013; Zhang, 2015). According to Sinkula (1990) study on the perceived characteristics, organizational factors, and the utilization of external market research supplier; product with high degree of complexity will have negative impact on the utilization of an innovation. This is proved in his study that complexity have negative relationship with the utilization (beta= -.1159). "Managers who view the paperwork, funding, and choice among competitive research suppliers to be relatively complex tend to utilize them with less intensity" (Sinkula, 1990, p. 13). In other words, complexity play an important role in adoption of an innovation which reduced the intensity of the usage of the innovation if it is found to be complex (Sinkula, 1990).

However, complexity was found insignificant in discriminating the adopter and non-adopter in Lohtia and Murakoshi (2000) research on the adoption of efficient consumer response in Japan. In this study, Lohtia and Murakoshi used the innovation adoption theory to examine the attributes of the innovation which will influence the adoption in Japan. Due to the culture perception of the Japanese, they found that Japanese company are able to adopt and adapt difficulties on foreign originated innovation. Besides, complexity was overcoming through outside institution who were able to lower down the barrier of knowledge and make the innovation easier for the firm to adopt (Lohtia, 1999).

As well as Sirion and Combs (2009) who determined that complexity with negative relationship with the consumer's intention to adopt an innovation. In their study of internet banking in Thailand and India which utilized the diffusion of innovation theory revealed that complexity was the only attributes which shows negative relationship with the intention to adopt the internet banking. They explained that due to the high degree of complexity consisted in the internet banking services lead to the low participation of usage. They suggested that designer should emphasize more on the ease-to-use attributes of the internet banking services to increase the trial and adoption of it (Sirion, 2009).

d. Trialability

Trialability refers to the degree which described an innovation may be tested with on a limited basis (Rogers, 2003). Likewise, trialability is described to the extent of consumers to perceive their ability to try or test with the innovation on a limited scale before making a decision to adopt or reject it (Sanni, 2013). Based on the past research, trialability among other innovation attributes were included into the questionnaire to test its contribution to the rate of the adoption of e-journal platforms among publishers. The results show that trialability ($r=.373$, $p <.05$) are very significant which lead to their suggestion trialability as a factor which contributes in the adoption of e-journal publishing platform parallel with the publishers' experience with the services (Sanni, 2013).

However, trialability as a factor of contribution to the adoption of internet banking was not significant compared to other factor such as relative advantages and compatibility. Hence, trialability was stated that it would not affect the chances of the adoption of internet banking among consumers (Kolodinsky, 2004). This statement which denied the trialability contribution is supported by another past research that suggested that members of Millennial Generation are known to be tech savvy consumers with higher level of media literacy and competencies in internet usage (Rambocas, 2012).

Furthermore, there is also several scholars who included the trialability factors in their study (e.g.: Ostlund, 1974; Sinkula, 1990; Reiss and Wacker, 2000; Lohtia and Murakoshi, 2000; Nor and Pearson, 2010; Al-Jabri and Sohail, 2012; Zhang, 2015). According to Ostlund (1974), in his study in predicting the innovativeness by using the perceived innovation attributes; stated that trialability was ranked as the lowest attributes among perceived characteristic regards on its importance in discrimination function. This is due to the values of the innovation being tested where trialability has no importance or value as a predictor due to the inexpensiveness factor (Ostlund, 1974). This shows the effectiveness of applying trialability to test the adoption related subject is depending on the type and value of the innovation in consumer's perspective.

However, Lohtia and Murakoshi (2000) mentioned that trialability do impact the adoption process but to a certain extent. This is proved in their study of the adoption of efficient consumer response in Japan; where an empirical examination was conducted to test the influence of attribute of ECR towards the adoption in Japan. In their finding, trialability was found to be one of the key predictors of the ECR adoption in Japan (Lohtia, 1999).

In addition, Nor and Pearson (2010) also support the trialability to have significant influence in the adoption of an innovation. The statement is supported in their study of the adoption of internet banking which applied the diffusion of innovation theory. In their study, trialability was one of the keys influences the adoption of any innovation; were used to test the effect on attitude of the sample. The outcome of their finding shows trialability to have a significant positive effect on the attitude toward using the internet banking (Nor K. M., 2009).

e. Observability

Observability refers to the degree of an innovation's usage results, or benefits are visible to potential adopters (Rogers, 2003). Observability can also be referred as the degree which adopter can explain, describe, or communicate the outcome of the innovation (Sanni, 2013). The observability as a factor of adoption is often rejected because it does not affect the decision to adopt e-journal publishing among Malaysian journal publisher (Sanni, 2013). Furthermore, observability was excluded from a research which it's targeted technology or innovation involved with privacy. For an example, internet banking; which they suggested that customer who perform e-banking transaction privately and avoid their personal information and action to be observable by others (Nor J. M., 2010).

Moore (1990) claims that observability became less significant after the innovation was adopted. In his study of utilization of information technology by end-users which is predicted through the integration of diffusion of innovation theory and theory of reasoned action model; splits observability to two different construct which is demonstrability and visibility. Due to the perceived characteristics such as relative advantages, compatibility, and ease of use were mentioned to be the most consistent associated with adoption; this subdue the factor of trialability and result of demonstrability to be less important after the innovation has been adopted (Moore, 1996).

Similarly, Sanni and Harun (2013) stated that observability is not influential in decision to adopt the innovation in their study of explaining the factors that contributing to the adoption rate of e-journal publishing by using the diffusion of innovation theory concept. In their research, observability is one of the variables which is set to examine its relationship with the factor of adopting e-journal publishing among Malaysian journal publishers. However, the results show that observability are not significant in defining the rate of adoption with ($r= .105$, $p > .05$) even when it is significantly correlated with the awareness of the e-journal publishing. This is explained that publisher with the experience of accessing other e-journal websites are more likely adopt it. But observability is not influential compared to the complexity and trialability of the e-journal publishing platforms (Sanni, 2013).

Conversely, observability was found to be significant predictor in adoption of an innovation based on Lohtia and Murakoshi (2000). In their study of the adoption of efficient consumer response in Japan, observability was suggested to be significant predictors of efficient consumer response adoption with ($p>.0.10$). They suggested that the hypothesis which indicate the effect and the cost of efficient consumer response implementation is very clear was supported. In other words, the increment of the observability of the innovation increase will lead to the increment of the adoption. They also conclude that observability of the innovation's benefits is likely convincing and persuading the user to adopt it (Lohtia, 1999).

IV. Conclusion

The antecedents and adoption of social media marketing among hospitality companies give a huge benefit in term of communication between the brand and audience. In this era, business utilized social media platform as online advertising which is more sufficient and cost saving. Besides that, social media platform enhances the real-time information and face-to-face conversation which could convey businesses messages as efficient as talking to a person in real life (Hamid, 2014). Social media had become new marketing tool that allows you to enhance the understanding of the needs and opinion of customers which that were impossible to achieve earlier. Adoption of social media will be affected by the knowledge level of marketers of organization. It stated that the rate of adoption of social media had increased but somehow the reason still remains uncertain due to the knowledge level or perceived characteristics of social media marketing. Diffusion of innovation theory have the ability on enhancing profound comprehension of social media marketing.

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Kajian Terhadap Kesediaan Dan Penerimaan Pelajar Menghadapi Pembelajaran Atas Talian (e-Pembelajaran)

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***Abstrak*—E-pembelajaran bukanlah kaedah pembelajaran yang baharu lagi kini malah telah dikategorikan sebagai mod pembelajaran sepanjang hayat serta diterima baik kewujudannya apatah lagi selepas seluruh dunia mengalami pandemik Covid-19 baru-baru ini. Semenjak Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) diperkenalkan, pengajaran dan pembelajaran secara atas talian (e-pembelajaran) telah dijalankan secara meluas di pelbagai peringkat institusi pendidikan pada masa kini. Massive Open Online Courses (MOOC) telah diangkat menjadi salah satu agenda keutamaan Kementerian di bawah Lonjakan 9 iaitu Pembelajaran Dalam Talian Tahap Global (Globalised Onnine Learning) merupakan platform yang digunapakai sebagai salah satu pendekatan dalam pengajaran dan pembelajaran (P&P) terkini mengikut perkembangan dalam era teknologi moden. Bersesuaian dengan kemajuan di dalam pendidikan dan Revolusi Industri 4.0, masyarakat mulai sedar tentang kepentingan ilmu pengetahuan dan informasi dengan itu menerima konsep e-pembelajaran sebagai model pembelajaran untuk masa hadapan. Pengaplikasian e-pembelajaran dalam (P&P) merupakan salah satu medium yang berkesan bagi sesebuah institusi pengajian tinggi dalam mencapai misi dalam menyediakan kemudahan pembelajaran yang kondusif sekaligus mencapai dasar pembelajaran berkualiti menepati kehendak mahasiswa, 'stakeholder' dan pasaran. Kaedah ini dapat dijadikan satu medium perantaraan komunikasi di antara para pelajar dan pendidik melalui penggunaan sistem yang dijalankan melalui komputer berangkaian ataupun peranti mudah alih seperti telefon bimbit, tab, iPad atau iPod. Kajian yang dijalankan ini bertujuan untuk meninjau tahap kesediaan dan penerimaan pelajar terhadap aplikasi e-pembelajaran dalam P&P. Kaedah kajian berupa kaedah kajian tinjauan dengan menggunakan instrumen soal selidik untuk mendapatkan maklum balas daripada responden. Pengkaji ingin mengkaji tahap kesediaan e-pembelajaran dalam kalangan pelajar semasa pelaksanaan proses P&P. Data kajian akan dianalisis dengan perisian IBM SPSS Statistics. Hasil analisis deskriptif adalah untuk mengetahui tahap kesediaan penggunaan e-pembelajaran yang tinggi berdasarkan tiga dimensi kajian iaitu pengetahuan, kesesuaian dan penerimaan. Hasil kajian amat berguna kepada pihak pengurusan institusi pengajian agar memandang serius kesemua faktor ini untuk membantu meningkatkan kualiti proses P&P.**

Kata Kunci—e-pembelajaran, penerimaan, kesediaan pelajar, pengetahuan

I. PENGENALAN

Pendidikan bercorakkan e-pembelajaran telah mula digunakan sewal tahun 90-an oleh Insititusi Teknologi MARA yang merupakan Institusi Pengajian Tinggi Awam (IPTA) pertama yang menawarkan program komunikasi melalui e-pembelajaran. Sehingga kini, terdapat beberapa program e-pembelajaran yang sedang dipraktiskkan di Universiti Teknologi MARA (UiTM) antaranya ialah Portal e-pembelajaran melalui i-learn yang diselia oleh *Institute of Continuing Education and Professional Studies* (iCEPS) dan juga *U-Future* yang menggunakan kaedah *Massive Open Online Course* (MOOC). Pembelajaran dalam talian atau e-pembelajaran merupakan satu keperluan penting dalam pendidikan Revolusi Industri 4.0 untuk generasi masa kini. Penggunaan teknologi di dalam proses pembelajaran telah menjadi keperluan selaras dengan perkembangan di dalam sistem pendidikan global. Perubahan bentuk pendidikan adalah merupakan langkah awal yang bijak dalam melatih pelajar menguasai teknologi maklumat yang merangkumi tiga (3) komponen utama iaitu komputer, rangkaian komunikasi (internet) dan *know-how* (Senn, 1998) atau istilah lainnya ialah pedagogi, supaya akan dapat terus bersaing di masa akan datang. Langkah penambahbaikan terhadap penggunaan teknologi di dalam pendidikan telah dimulakan seawal tahun 1996 dengan pengenalan Agenda Teknologi Maklumat Kebangsan (NITA) yang telah dilancarkan dengan memberi penekanan terhadap penggunaan e-pembelajaran. Ianya terus berkembang maju dan ditambah-baik apabila Pelan Pembangunan Pendidikan Malaysia (Pengajian Tinggi) 2015-2025 telah dilancarkan. Pelan ini mngandungi 10 lonjakan utama dan salah satu lonjakan tersebut ialah pembelajaran dalam talian tahap global. Al-Mobaideen, Allahawiah, & Alkhawaldeh (2012) telah merumuskan bahawa revolusi dalam pembelajaran dan aplikasi pendidikan komputer dan juga penggunaan komputer dalam pendidikan adalah masih baru dan berkembang dari hari ke hari sehingga akhirnya konsep e-pembelajaran berpandukan teknikal diperkenalkan untuk membekalkan ilmu pendidikan kepada pelajar melalui cara yang efektif.

Memandangkan dunia secara global telah mengalami kesan berikutan pandemik Covid-19 pada awal tahun 2020 yang lalu, sesi pengajaran dan pembelajaran juga turut mengalami tempiasnya. Apatah lagi semenjak Perintah Kawalan Pergerakan (PKP) yang telah bermula pada 1 April 2020 yang lalu, sistem pendidikan Malaysia terus diperkasa dan diolah agar proses pembelajaran tidak tergendala. E-pembelajaran merupakan sebarang bentuk pengajaran dan pembelajaran yang disampaikan melalui penggunaan teknologi digital. Bahan pengajaran dan pembelajaran yang disampaikan menggunakan media ini mempunyai grafik visual, perkataan, animasi, video ataupun audio. Perjumpaan secara bersemuka antara pendidik dan pelajar digantikan secara dalam talian melalui aplikasi persidangan video seperti Google Meet, MS Team, Zoom, Google Hangout, Skype, Whatsapp, dan pelbagai lagi aplikasi yang sedia ada dan mula digunakan dan diterokai khusus untuk menyokong pembelajaran norma baharu ini. Malah, penggunaan e-pembelajaran semakin dituntut dan digunapakai secara global. E-pembelajaran menuntut pelbagai peranan terhadap pendididik di mana, pendidik bukan hanya lagi sebagai pemberi ilmu semata-mata, malah harus membantu para pelajar untuk mendapatkan ilmu. Menurut Faizatul & Nor (2017), menerusi Gunasekaran (2013), menyatakan bahawa kaedah pembelajaran secara atas talian dengan menggunakan video dan teknik animasi adalah lebih menarik minat pelajar berbanding dengan kaedah konvensioanl kerana ianya sangat fleksibel, mudah dicapai dan mudah untuk digunakan. Malah menurut Harlina, Zubaidah & Ainee (2017) pembelajaran interaktif memberi penekanan kepada interaksi dua hala dalam proses pembelajaran konvensional ataupun antara pelajar dengan sistem dalam pembelajaran berbantukan komputer (bahan media).

Minat dan kecenderungan terhadap pengaplikasian e-pembelajaran dalam proses pembelajaran dan pengajaran telah ditunjukkan oleh pengkaji tempatan dengan terbitnya beberapa kajian awal terhadap bidang e-pembelajaran. Seperti contoh, Saran, Cagiltay dan Seferoglu (2008) dalam kajiannya mendapati e-pembelajaran menggunakan peralatan telefon bimbit telah meningkatkan kemahiran pelajar bagi subjek Bahasa Inggeris dengan menggunakan bahan multimedia. E-pembelajaran merupakan aplikasi teknologi mudah alih yang digunakan semasa proses pengajaran dan pembelajaran di dalam kelas atau kuliah (Saedah, 2004). Kefahaman dan daya ingatan pelajar dapat dipertingkatkan melalui penggunaan e-pembelajaran (McCann, 2015). Perkembangan minat pelajar terhadap peralatan mudah alih membuka ruang kepada pelaksanaan pendidikan berteraskan e-pembelajaran (Syed, Syed dan Zaidatun, 2008). Justeru, kelebihan integrasi melalui e-pembelajaran dapat menyebar-luas penglibatan dan seterusnya meningkatkan proses penyesuaian pelajar dalam P&P. Pada masa kini ramai penyelidik dalam bidang akademik dan industri mula meneroka potensi teknologi dan peralatan mudah alih untuk menyokong pembelajaran (Sharples, 2000; Sharples, 2002; Liu, Wang, Chan, Ko & Yang, 2003). Kajian-kajian lalu menunjukkan teknologi mudah alih dapat memberikan kesan yang signifikan dalam menyokong pengajaran dan pembelajaran (Perry, 2003; Zurita & Nussbaum, 2004). Di samping itu, ia juga menyediakan kemudahan seperti kemudahan dalam bentuk pembelajaran secara berkumpulan dan dibantu oleh pengajar dalam bidang tertentu secara atas talian. E-pembelajaran membolehkan proses pembelajaran yang dilaksanakan tanpa mengira jarak dan bilangan ahli yang melayarinya. Melalui e-pembelajaran, pelajar dapat mengamalkan pembelajaran yang berterusan di samping berupaya menyampaikan pengetahuan dengan lebih berkesan. Kemudahan untuk perbincangan atas talian dan bantuan pengajaran untuk isi kandungan juga disediakan sebagai pendekatan kepada pendidikan, latihan dan maklumat yang lebih berstruktur dan bersepadu. Menurut Nurul dan Fariza (2016), penggunaan e-pembelajaran sememangnya lebih fleksibel penggunaannya dalam pembelajaran. Ini adalah kerana bahan pembelajaran di dalam e-pembelajaran lebih mudah untuk diakses di mana sahaja tanpa mengira waktu dan sempadan, di samping mengandungi pelbagai sumber-sumber rujukan termasuk daya tarikan yang menarik dari segi penggunaan multimedia dan grafik dalam e-pembelajaran. Oleh itu, pengkaji ingin meninjau perlaksanaan e-pembelajaran dalam pengajaran dan pembelajaran yang diwujudkan mengetahui tahap kesediaan penggunaan e-pembelajaran yang tinggi berdasarkan tiga dimensi kajian iaitu pengetahuan, kesesuaian dan penerimaan dan faktor-faktor yang mempengaruhi tahap penggunaan e-pembelajaran bagi meningkatkan keberkesanan penggunaannya kepada pelajar di Universiti Teknolgi MARA Cawangan Kelantan dalam membantu meningkatkan proses pembelajaran para pelajar.

II. Persoalan Kajian

Kewujudan e-pembelajaran di Malaysia boleh dikatakan masih baru jika dibandingkan dengan negara-negara maju yang lain di mana e-pembelajaran dijadikan satu kaedah asas pembelajaran untuk membantu melicinkan proses pembelajaran terdahulu yang lebih bersifat traditisional. Kebanyakkan e-pembelajaran hanya ditawarkan di peringkat universiti dan kolej yang mempunyai usaha sama dengan universiti luar negara. (Suhanom, 2004). Menurut Pollard & Hillage (2001), tidak semua pelajar atau organisasi menikmati kelebihan e-pembelajaran. Bagi memastikan penggunaan e-pembelajaran dapat digunakan secara meluas dan bebas dalam penggunaan yang berkesan dikalangan pelajar, amatlah perlu untuk mengetahui faktor-faktor yang mempengaruhi kepada penggunaannya. Di dalam kajian Shiun pada tahun 2007, beliau mendapati bahawa terdapat banyak faktor yang telah dikenalpasti yang mendorong kepada penggunaan e-pembelajaran termasuk kursus teknologi yang diberikan, kebimbangan terhadap teknologi, efektif pengajaran dengan menggunakan teknologi moden, kesediaan terhadap teknologi moden, pengertian terhadap halangan, kebimbangan terhadap teknologi dan kepunyaan rangkaian internet di rumah. Faktor-faktor lain juga turut dijumpai daripada kajian-kajian lepas pada Al-Mobaideen et al. (2012), Azizol (2011) dan Barron (2006). Namun demikian, kajian lepas kurang melihat kepada kemudahan infrastuktur dan tidak menyertakan faktor dalaman pelajar. Oleh itu, kajian ini ingin meninjau perlaksanaan e-pembelajaran dalam pengajaran dan pembelajaran yang diwujudkan mengetahui tahap kesediaan penggunaan e-pembelajaran yang tinggi berdasarkan tiga dimensi kajian iaitu pengetahuan, kesesuaian dan penerimaan dan faktor-faktor yang mempengaruhi tahap penggunaan e-pembelajaran bagi meningkatkan keberkesanan penggunaannya kepada pelajar di Universiti Teknolgi MARA Cawangan Kelantan dalam membantu meningkatkan proses pembelajaran para pelajar.

III. Objektif Kajian

Kajian ini dijalankan adalah untuk melihat penggunaan e-pembelajaran dalam kalangan pelajar Universiti Teknologi Mara Cawangan Kelantan Kampus Machang, Kelantan (UiTMCK) sebagai salah satu kaedah pembelajaran mereka. Secara spesifiknya, kajian ini adalah untuk melihat:

1. Mengenalpasi tahap kesediaan pelajar UiTMCK terhadap penggunaan e-pembelajaran.
2. Mengenalpasti tujuan penggunaan e-pembelajaran dalam kalangan pelajar UiTMCK.
3. Mengenalpasti faktor-faktor penggunaan e-pembelajaran dalam kalangan pelajar UiTMCK.
4. Mengenalpasti masalah yang dihadapi oleh pelajar UiTMCK semasa menggunakan e-pembelajaran.

IV. Tinjauan Literatur

Paula (2002) mendefinisikan e-learning sebagai penggunaan teknologi internet untuk menyampaikan maklumat yang dapat meningkatkan pengetahuan dan keterampilan seseorang. Ia adalah seiring dengan kajian oleh Cambell et al (2012), Kamarga (2010) yang menekankan penggunaan internet dalam pendidikan adalah merupakan pembelajaran interaktif. Malahan menurut Onno (2002), beliU menjelaskan bahwa istilah “e” atau singkatan dari elektronik dalam e-learning digunakan sebagai istilah untuk segala teknologi yang digunakan untuk menyokong usaha-usaha pengajaran berdasarkan teknologi elektronik internet. Lim (2002) dan Fakhrul (2002) mengulas bahawa keberkesanan penggunaan e-pembelajaran bagi tujuan pembelajaran diakui efektif dan efisien. Kaedah pembelajaran secara interaktif adalah penting di dalam menarik minat pelajar di dalam memahami sesuatu konsep pada abad ini. Namun, sedikit perubahan pedagogi pengajaran perlu dilakukan bagi memastikan proses pembelajaran berlangsung dengan lebih kondusif dan sesuai dengan keperluan pembelajaran abad ke-21 (Harlina, Zubaidah dan Ainee, 2017). Rafiza dan Maryam (2013) berpendapat bahawa penggunaan e-pembelajaran tidak dibatasi oleh empat dinding semata-mata, malah penggunaannya mampu menambah nilai pembelajaran sekiranya diurus dalam persekitaran pembelajaran yang sesuai. Menurut beliau lagi, pembelajaran interaktif memberi impak pembelajaran atau peluang yang luas kepada pelajar menerusi penglibatan aktif pelajar, koloboratif dan menggalakkan pembelajaran seumur hidup.

A. Tahap Pengetahuan Pelajar terhadap e-Pembelajaran

Pembelajaran di atas talian secara maya didefinasikan dengan pelbagai terma oleh pelbagai institusi pendidikan tinggi awam, swasta mahupun di peringkat global. Hasifah (2011) menyatakan bahawa penggunaan teknologi dalam e-pembelajaran boleh menyumbang kepada persekitaran pengajaran dan pembelajaran yang sangat fleksibel dan penerimaan e-pembelajaran mampu menukarkan modul tradisional, kos program dan bilik darjah dalam bentuk versi atas talian. Oleh sebab itu, pembelajaran dalam talian atau e-pembelajaran merupakan satu kaedah yang penting dan perlu dilaksanakan seiring dengan kecanggihan ICT. E-pembelajaran membolehkan maklumat tanpa sempadan disampaikan dalam sekelip mata dan di mana sahaja. Kemahiran pembelajaran sepanjang hayat ini adalah salah satu kemahiran utama dalam Kemahiran Abad Ke-21 yang perlu dikuasai oleh setiap individu untuk berjaya dalam abad yang mencabar ini. Kemahiran ini memerlukan seseorang yang mampu menentukan apa yang perlu dipelajari, mencari maklumat atau bahan untuk dipelajari, mempunyai kemahiran pembelajaran kendiri dan berdikari, bermotivasi, serta boleh membuat refleksi terhadap pembelajarannya dengan melakukan pentaksiran kendiri atau cara yang lain. Nurul Nadirah & Fariza (2016) turut menyokong bahawa pengajaran dan pembelajaran menggunakan kemudahan internet telah memberikan banyak kelebihan kepada pelajar kerana ianya memberi ruang dan peluang untuk meneroka bahan rujukan utama dan tambahan, mudah memahami sesuatu pembelajaran, dapat membuat ulangkaji sendiri dan berpengetahuan luas tentang sesuatu topik. Secara umumnya banyak kajian terdahulu telah merekodkan pelaksanaan e-pembelajaran dalam P&P mendapat maklum balas yang positif seperti kajian Izudin (2012) yang melaporkan berlaku peningkatan motivasi dan prestasi hasil penerapan e-pembelajaran. Gecer dan Dag (2012) pula menyatakan pelajar mengakui e-pembelajaran menyokong pembelajaran aktif dan penggunaan bahan dalam talian adalah menarik. Dapatan yang hampir sama dibentangkan oleh Hubackova, Semradova, dan Klimova (2011), apabila pelajar sangat seronok mengikuti pembelajaran berasaskan e-pembelajaran.

B. Tahap Kesesuaian terhadap e-Pembelajaran

Nor & Mohd (2016) menyatakan bahawa e-pembelajaran telah menjadi kaedah pembelajaran di institusi pengajian tinggi pada masa ini. Ini adalah kerana e-pembelajaran berupaya mempercepat pengajaran dan menjadikan proses pembelajaran berlangsung dengan lebih efektif. Hal ini kerana menurut Paulsen (2003), e-pembelajaran merupakan pembelajaran interaktif, iaitu kandungan pelajaran boleh diperoleh secara dalam talian dan maklum balas disediakan secara spontan atas aktiviti pembelajaran pelajar. Hal ini diperkukuh dengan pendapat oleh Hazwani, Noor & Norziah (2017); Zahiah & Abdul (2010) bahawa teori e-pembelajaran mengemukakan prinsip bahawa pelajar dapat mengawal pembelajaran mereka dengan lebih baik melalui peluang pembelajaran secara kolaboratif, interaktif dan persendirian kerana media elektronik menyediakan persekitaran pembelajaran berdasarkan prinsip — *just-in time* dengan kompetensi — di mana sahaja, bila-bila masa sahaja dan sesiapa sahaja. Menurut Zahiah & Abdul lagi, kemudahan pengurusan maklumat membolehkan individu belajar dalam pelbagai pengalaman pembelajaran menerusi internet sama ada secara individu atau kolaboratif serta memenuhi kehendak dan keperluan orang dewasa supaya mereka dapat meneruskan pembelajaran di sepanjang hayat mereka. Manakala Siraj & Kumaran (2006) menyatakan bahawa memandangkan e-pembelajaran adalah penggunaan peranti tanpa wayar, ianya membolehkan pembelajaran berlaku pada bila-bila masa dan di mana-mana sahaja.

C. Tahap Penerimaan Pelajar terhadap e-Pembelajaran

Pelbagai kajian yang telah dibuat berasaskan e-pembelajaran termasuklah salah satunya ialah daripada Shirley (2001) yang melihat kepada pembangunan dan pengalaman e-pembelajaran. Rangka kerja yang lebih komprehensif untuk reka bentuk, pembangunan dan pelaksanaan e-pembelajaran dalam pendidikan tinggi yang berasakan kajian Trigwell (1995) terhadap tahap pengaruh kepada pembelajaran pelajar. Menurut Pollard & Hillage (2001), pelajar bukan sahaja memerlukan sokongan tetapi juga memerlukan peruntukan masa untuk belajar tanpa gangguan. Hal ini selaras dengan pendapat Aliza, Junaida & Rosenni (2015) bahawa para pelajar memerlukan peruntukan masa yang secukupnya untuk mengakses e-pembelajaran. Struktur program juga perlu memperuntukkan waktu pembelajaran yang khusus untuk pengaksesan e-pembelajaran dan mewajibkan penglibatan pelajar. Dapatan kajian lepas menurut kajian Faridah dan Zain (2012) menunjukkan pelajar bersetuju bahawa galakan daripada pensyarah meyakinkan mereka menggunakan e-pembelajaran dan ini menunjukkan peranan pensyarah amat penting dalam meningkatkan keberkesanan penggunaan e-pembelajaran. Pelajar mendapati bahan pengajaran yang dimuat naik di dalam e-pembelajaran oleh pensyarah membantu mereka mempelajari sesuatu kursus secara kendiri dan menjimatkan kos apabila melaksanakan penilaian seperti tugasan, kuiz, ujian dan lain-lain tugasan. Zailan & Azmi (2006) pula telah merumuskan bahawa tahap penerimaan dan aplikasi e-pembelajaran di IPT sebagai alat pembelajaran berada pada tahap yang memuaskan berikutan perlaksanaan dan pembanguan MSC di Malaysia pada tahun 1996 yang telah mewujudkan kemudahan rangkaian bagi penggunaan komputer dan multimedia dengan lebih murah, mudah dan lebih pantas. Penerimaan pelajar terhadap kursus atas talian di universiti juga telah dikaji oleh Tselios et al. (2011). Dapatan melaporkan kemudahgunaan dan kebergunaan modul memberi kesan positif kepada sikap pelajar terhadap pembelajaran atas talian.

V. METODOLOGI KAJIAN

A. Reka Bentuk Kajian

Kajian ini menggunakan pendekatan kuantitatif dan kualitatif (mixed methods) deskriptif dengan kaedah tinjauan. Menurut Creswell (2014), penggunaan pelbagai pendekatan dapat memahami masalah kajian dengan lebih mendalam. Pendekatan kuantitatif deskriptif dengan melibatkan min dan sisihan piawai digunakan bagi menjawab objektif-objektif kajian. Peratusan akan digunakan untuk memaparkan tujuan dan kekerapan mereka menggunakan e-pembelajaran. Kualitatif deskriptif pula turut digunakan bagi menjawab objektif kajian, iaitu masalah yang dihadapi semasa menggunakan e-pembelajaran dan cadangan penambahbaikan untuk pelaksanaan e-pembelajaran pada masa akan datang.

B. Sampel Kajian

Kajian ini terbatas kepada 800 orang pelajar Universiti Teknologi Mara Cawangan Kelantan (UiTMCK) yang sedang mengikuti pelbagai program di peringkat diploma dan ijazah sarjana muda di Kampus Machang sahaja. Kesemua mereka adalah para pelajar yang telah mengikuti program menggunakan sistem e-pembelajaran.

C. Instrumen Kajian

Soal selidik yang telah diubahsuai dan dibina ini mengandungi empat (4) bahagian, iaitu: Bahagian A (Latar Belakang Pelajar). Bahagian ini mengandungi beberapa pernyataan bagi mendapatkan maklumat mengenai latar belakang responden seperti umur, jantina, semester pengajian, kod program yang diikuti di UiTM Cawangan Kelantan dan lain-lain soalan. Bahagian B (Tahap Pengetahuan e-pembelajaran). Bahagian ini terdiri daripada pernyataan-pernyataan yang bertujuan untuk mengetahui tahap pengetahuan pelajar dalam penggunaan e-pembelajaran. Soalan-soalan yang dikemukakan dalam borang soal selidik adalah berdasarkan kepada skala lima Likert iaitu sangat setuju (SS), setuju (S), tidak pasti (TP), tidak setuju (TS) dan sangat tidak setuju (STS). Seterusnya bagi Bahagian C, beberapa soalan berkaitan sikap pelajar terhadap penggunaan e-pembelajaran. Bahagian ini terdiri daripada pernyataan-pernyataan yang menguji sikap pelajar menggunakan e-pembelajaran. Bahagian akhir iaitu Bahagian D, responden akan menyatakan masalah yang dihadapi oleh mereka dan cadangan penambahbaikan pelaksanaan e-pembelajaran.

VI. PERBINCANGAN DAN KESIMPULAN

Sistem pembelajaran secara atas talian (e-pembelajaran) dilihat mempunyai potensi yang besar dalam bidang pendidikan di seluruh negara apatah lagi selepas terjadinya Pandemik Covid-19 yang memperlihatkan sistem e-pembelajaran digunakan secara amat meluas demi kelangsungan sistem pendidikan secara global. Pengintegrasian di antara pembelajaran bersemuka dan e-pembelajaran memberi pelajar dan para lebih pilihan dalam proses Pengajaran dan Pembelajaran (P&P). Manakala latihan secara berterusan dan konsisten harus diberi kepada tenaga pengajar dengan secukupnya bagi memastikan pelaksanaan e-pembelajaran ini mencapai matlamatnya. Menurut Ahmad Zaki (2004), tahap kepercayaan dan keyakinan dapat mengarah kepada perubahan sikap yang lebih baik. Sekiranya para pelajar menunjukkan sikap yang positif terhadap kesediaan penggunaan e-pembelajaran, para pelajar akan menyedari bahawa e-pembelajaran mempunyai banyak kelebihan. Antaranya ialah terdapat banyak bahan pembelajaran boleh diperolehi melalui e-pembelajaran dan ianya boleh membantu pencapaian akademik mereka. Para pelajar akan ketinggalan sekiranya tidak menggunakan e-pembelajaran. Bagi mendepani perubahan arus kemodenan di masa akan datang, para pelajar harus mempunyai kemahiran menggunakan e-pembelajaran. Mereka tidak akan lagi menghadapi halangan yang disebabkan oleh kekangan pengetahuan menggunakan e-pembelajaran jika para pelajar yakin menggunakan e-pembelajaran dan boleh menggunakannya dengan berkesan.

VII. IMPLIKASI KAJIAN

Diharapkan agar dapatan kajian ini dapat memberi maklumat kepada pihak institusi dan tenaga pengajar di pelbagai peringkat untuk lebih memahami tahap penerimaan dan kesediaan para pelajar menghadapi sistem pendidikan secara atas talian. Kajian ini juga dapat membantu institusi pengajian tinggi dalam mengenalpasti keberkesanan perlaksanaan e-pembelajaran dalam membantu perkembangan ilmu kepada para pelajar. Disamping itu, dapatan kajian ini diharap dapat membantu pihak pentadbir universiti untuk meningkatkan kebolehupayaan capaian para pelajar terhadap sistem tersebut. Selain daripada itu, usaha yang berterusan perlu dilakukan bagi menggalakkan lagi pembangunan modul pembelajaran yang berasaskan e-pembelajaran. Kajian ini penting kepada pelajar dalam menyedari kepentingan e-pembelajaran yang memerlukan penglibatan pelbagai pihak dalam memastikan keberkesanan perlaksanaan e-pembelajaran yang memerlukan pelbagai pihak untuk bergiat aktif. Kepentingan kepada pengkaji pula adalah dari aspek pendidikan dimana pengkaji dapat melengkapkan diri tentang perubahan baru dalam aspek pengajaran dan pembelajaran yang seiring dengan perkembangan teknologi pendidikan terkini.

VIII. LIMITASI KAJIAN DAN CADANGAN KAJIAN SUSULAN

Kajian emprikal harus dilakukan bagi terus mengembangkan pengaplikasian e-pembelajaran dalam P&P. Dicadangkan agar kajian seterusnya akan cuba membangunkan model dan modul pembelajaran berasaskan e-pembelajaran serta mengkaji faktor-faktor lain seperti faktor jantina para pelajar yang mempengaruhi kesediaan para pelajar terhadap penggunaan e-pembelajaran. Skop responden juga dicadangkan diluaskan kepada cawangan di negeri lain di sekitar Malaysia serta institusi pengajian tinggi awam dan swasta (IPTA/IPTS) yang lain yang juga menggunakan kaedah e-pembelajaran agar data yang diperolehi lebih tepat dan menyeluruh. Responden kajian di masa akan datang juga boleh diperluaskan kepada para pentadbir IPTA/IPTA dan pembuat dasar/polisi agar kajian tersebut boleh menjadi sumber rujukan untuk membuat keputusan penting di dalam penggubalan polisi yang lebih kompetitif.

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Personality Traits Influence on Transfer of Training and the Effects on Social Entrepreneurship – Towards A Conceptual Research Framework

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***Abstract*—Social entrepreneurship is an emerging industry and is earning recognition at both local and international levels. Social entrepreneurship in Malaysia is no longer a new term, with its aim to assist those of lower income and the unfortunate. This concept has been widely accepted by the Malaysian community. Hence, the Malaysian government has offered various programs and schemes in assisting social entrepreneurs to develop and sustain their business. However, the tendency among social entrepreneurs to apply new knowledge in their business is still uncertain. It is worthy of mention that the capability of knowledge transfer is a measure of a social entrepreneur's personality traits. This paper is conceptual in nature and explains the first phase of a research designed based on theory building in order to determine the level of knowledge transfer among social entrepreneurs. This paper attempts to propose a framework on the correlation between personality traits and transfer of training, as well as its effects on social entrepreneurship. The proposed conceptual framework contributes to the understanding of the role of personality traits in determining the level of transfer of training among social entrepreneurs and how it can affect social entrepreneurship performance. The paper concludes with the explanation on the correlation between personality traits and transfer of training, as well as the effects on social entrepreneurship.**

***Keywords—personality traits, social entrepreneurship, transfer of training*.**

I. Introduction

Personality traits are the consistency of an individual's behavior and they help to explain why people react to the same situation in different ways (Llewellyn & Wilson, 2003). Personality traits are partially developed through upbringing, socialization and education. They generate values and beliefs that can influence people's intentions and behavior (Nga & Shamuganathan, 2010). Personality traits have been postulated in explaining the industrious behaviors and agile actions of social entrepreneurs (Llewellyn and Wilson, 2003). Social entrepreneurs are often distinguished by their ability to engage, enable and enact transformational changes efficiently in the face of resources, risks and various contexts (Thompson, 2002). However, the influence that personality traits play in defining social entrepreneurs has remained controversial, under-explored and under-researched.

Social entrepreneur (SE) is a term that has begun gaining traction recently. It gives a different meaning to different people. The term social entrepreneurship was firstly introduced by William Drayton. William Drayton defined social entrepreneurship as "given the new strategic environment where the social half of society's operations is becoming as entrepreneurial, competitive, productive and powerful as business" (Ashoka, 2004). Besides, Thompson and Doherty (2006) pointed out that social entrepreneurship is to be confined only as a social value creation concept and it is assumed that organizational forms should reflect the non-profit domain. Therefore, social entrepreneurship can be a solution to organizations by promoting activities that could benefit the society by deploying the social enterprise approach.

Jiao (2010) claims that there are two additional explanations as to why social entrepreneurship arises in the society. Firstly, social entrepreneurship can help non-profit organizations operate in innovative ways. Secondly, the actual circumstances demand for the cooperation between business and non-profit organizations. They also call for collaboration among different sectors in the society to make steps toward a better life. Such responses will enhance social entrepreneurship initiatives by business and non-profit organizations, which will strengthen both business values and have a positive social impact. Therefore, crossing the boundaries among various sectors will lead to the development of innovative approaches to solve social problems (Seelos & Mair, 2005; Sen, 2007).

II. Literature Review

A. *Social Entrepreneurship in Malaysia*

Social entrepreneurship is still new in Malaysia, as the government decided to launch the Malaysian Social Enterprise Blueprint 2015-2018, which focuses on building a vault of successful social enterprises and ensures sustainable long-term growth for the sector (Social and Blueprint, 2015). Thus, this has consequently led to business prospects, and then to a social entrepreneur on innovation. The implementation is manifested through the establishment of cooperation, non-profit organizations and government. It is a fact that the government, NGOs and the public are still unable to eliminate issues related to unfair practices, which may have been the cause of social entrepreneurship poverty. Bearing in mind the potential of the social entrepreneurship sector to solve many social challenges, the Malaysian government has set up a Social Entrepreneurship Unit under the Malaysian Global Innovation and Creativity Centre (MaGIC). According to the State of Social Enterprise in Malaysia 2014/2015 Report by MaGIC, the majority of Malaysian social enterprises were founded five years ago. In Malaysia, it is estimated that about 100 social enterprises are operating mostly in the areas of education, poverty, and rural development, environmental sustainability, employment for the marginalized, and at-risk youth (MaGIC Social Entrepreneurship Unit, 2015).

Social entrepreneurship is often associated with the efforts of the government and non-governmental organizations (NGOs) in changing the economic status of the poor. Many poor communities have become subjects of enterprise projects, such as technical skills training and micro-finance schemes, in order to alleviate poverty. The government supports and encourages social enterprises and involvement in volunteer activities mainly among the youth. For the continuation of the Tenth Malaysia Plan (10MP), the government has intensified all social capital efforts through the programme. Government programmes have shaped entrepreneurial training and financial assistance, such as Majlis Amanah Rakyat (MARA), Small and Medium Industry Development Corporation (SMIDEC), Entrepreneurial Group Economic Fund (TEKUN), Small Medium Enterprise Development Bank (SME Bank), and the department of every state and cooperation.

B. *Personality Traits*

Gordon Allport was a pioneer in the contemporary trait theory, The Five-Factor Theory postulated by Robert R. McCrae and Paul T. Costa, Jr., that is based on the Five Factor Model (FFM), otherwise known as the Big Five. The Big Five factors are Openness to Experience (O), Conscientiousness (C), Extraversion (E), Agreeableness (A), and Neuroticism (N). The Big Five factors correspond fairly closely to Cattell's five Global Factors. (RR.McCrae & PT.Costa, 1999).

Openness is manifested in a liberal value system, where individual intellectual curiosity and affinity towards novelty of new experiences are welcomed (Abu Elanain, 2008). Individuals who are high on the openness dimension are not afraid of new challenges, versatile, imaginative and would often display a high degree of creativity (Yong, 2007; Llewellyn and Wilson, 2003). Entrepreneurs have been found to have greater openness compared to administrative personnel due to their need to be creative in the utilization of scarce resources (Nordvik and Brovold, 1998).

Extroverted individuals are exemplified by sociable, outgoing, positive attitude and assertive characteristics (Ciavarella et al., 2004; Llewellyn and Wilson, 2003; Moon et al., 2008; Yong, 2007). Extroversion contributes towards the proactive personality required in fuelling the instinct and driving the charismatic vision of the social entrepreneur (Crant, 1996). Social entrepreneurs are expected to possess extroversion as they have to be willing and able to communicate well with a myriad of stakeholders. Extroversion also creates a positive perceived locus of control as they are driven to fulfil their risk-taking propensity and need for achievement (McCarthy, 2003). Entrepreneurs have been found to possess higher extroversion than administrative workers (Nordvik and Brovold, 1998), and this assertiveness positively influences entrepreneurial success (Caliendo and Kritikos, 2008).

Meanwhile, Agreeableness concerns the ability to foster social consensus while upholding mutual understanding and trust (Llewellyn and Wilson, 2003; Yong, 2007). Agreeableness in interpersonal relationships includes the ability to be good listeners, patient, empathize and promote harmony in social interactions (Caliendo and Kritikos, 2008). Trusting and cooperative environments establish good rapport in alliances which facilitates exchange of technologies and raising capital for growth (Ciavarella et al., 2004).

The conscientious trait relates to an individual's meticulousness, conformance with rules/procedures and the incessant obsession in maintaining high standards of performance (Llewellyn and Wilson, 2003; Yong, 2007). Conscientious individuals are driven by a strong sense of responsibility, industriousness and need for achievement which promotes their dependability at work (Ciavarella et al., 2004).

Neuroticism is the degree of emotional stability of the individual (Yong, 2007; Llewellyn and Wilson, 2003). Individuals who are highly neurotic often display mood swings, impulsiveness, self-consciousness, low self-esteem and depression (Costa and McCrae, 1992 cited in Zhao and Seibert, 2006). In contrast, entrepreneurs who are constantly challenged by diversity of complex situations involving management of scarce resources in tandem with pressures of illuminating legitimacy in the face of pressures from stakeholders need to exhibit high degree of optimism and emotional intelligence (Crane and Crane, 2007; D'Intino et al., 2007).

C. Personality Traits influence on Transfer of Training

Personality traits are enduring, predictable characteristics of individual behaviours that explain the differences in individual actions in similar situations (Llewellyn and Wilson, 2003). Personality traits may be influenced by the unique, tacit, subjective personal knowledge, values/beliefs, perception and experiences of the individual -- all of which are not easily replicated (Kor et al., 2007). Personality traits of an individual may serve as a catalyst that influences the risk perception of entrepreneurs in decision-making (Chaucin et al., 2007; Naffziger et al., 1994; Rauch and Frese, 2007). Proactive personality has been found to be a significant predictor especially concerning entrepreneurial start-up intentions, but the influence reduces over time as the venture matures (Crant, 1996; Frank et al., 2007). Unlike non-entrepreneurs, entrepreneurs have been found to possess higher scores of tolerance for ambiguity, internal locus of control, proactive personality, self-efficacy and need for achievement, especially in explaining business success (Cools and Van Den Broeck, 2008; Crant, 1996; D'Intino et al., 2007; Ong and Ismail, 2008; Rauch and Frese, 2007). Nonetheless, most studies involving the relationship between personality traits on entrepreneurship and in organizational settings have yielded inconclusive findings (Abu Elanain, 2008).

In the context of training, a meta-analytic review by Colquitt et al. (2000) that covered 106 studies published from the years 1975 to 2000 found that the internal locus of control is strongly related to the motivation to learn, but not with the skill acquisition. Anderson et al. (2007) argued that the relationship between the locus of control and academic achievement has been generally mediated by an instructional environment. Similarly, Bandura (1986) proposed that a sense of control over the significant outcomes of one's life is a key motivator of behavior (Elliot & Dweck, 2013). Thus, the belief of a person that he/she can manage will also regulate his/her motivation and actions (Bandura, 1986). Therefore, it can be argued that individuals who have an internal locus of control are more motivated to be successful in an intervention (i.e., training programme), as they believe that they can control work-related rewards (for instance, pay, promotion, and other forms of incentives) by mastering the training skills. In this regard, the inclusion of the said variable in the trainee characteristics construct assumes a higher level of relevance. Overall, personality traits can give a positive impact to social entrepreneurship in encouraging the transfer of knowledge, skills and abilities in their business environment upon gaining the knowledge from training sessions. Based on the aforementioned literature review, this study is designed to test the following hypothesis:

H1: There is a positively influence of personal trait on transfer of training.

D. Social Entrepreneurship Performance

Research on social entrepreneurial learning has expanded over the last decade or so, and has grown quite extensively (Cope 2005). Early studies focused principally on the individual entrepreneur and their learning (Leitch and Harrison 2005), through experience (Reuber and Fischer 1999) or focused on learning tasks (Minniti and Bygrave 2001). Much of this early work did not focus on learning transfer, and inevitable questions were raised about whether or not experiences lead people to change their behaviour (Rae and Carswell 2001). More nuanced studies also followed suit, by looking into the role of reflection (Cope 2005). It was argued that simply doing was not enough, that how entrepreneurs reflected on their experiences was also critical in ensuring that deeper learning could occur, leading to a more useful 'stock of experience' from which entrepreneurs could draw (Cope 2005). As work on individual entrepreneurial learning gathered pace, research began to focus on the transformative learning events, such as crises (Cope 2010).

Measuring social entrepreneurship performance and its impact is one of the most challenging tasks for practitioners and researchers in social entrepreneurship (Mair & Marti, 2006). The main problem is how to quantify the performance and impact of social entrepreneurship. Practically, it can be very difficult, if not impossible, to quantify socio-economic, environmental and social effects. Bagnoli and Megali (2011) offer three categories of social entrepreneurship performance: (a) economic-financial performance, linked to the determination of general performance (profits, value added, etc.) and analytic results (production-cost of services, efficiency indicators, etc.); (b) social effectiveness, to measure the quantity and quality of work undertaken and to identify its impact on the intended beneficiaries and the community; and (c) institutional legitimacy, verifying conformity with law and mission statement. This was supported by Ritchie and Kolodinsky (2003, p. 368) that it is important to measure efficiency and profitability to verify entrepreneurship as part of assessing overall effectiveness. It is essential to evaluate whether social effectiveness helps verify a social entrepreneurship capability in responding to the social purpose for which it has been established and managed. It deals with quantitative and qualitative analyses on inputs, outputs, as well as the impact on the general well-being. This aims to assess benefits to the recipients of outputs, together with the impact on the general wellbeing. The implementation of these types of performance measurements also establishes a basis for planning for social reporting (Gray, 1997). Based on the above review, this study is designed to test the following hypothesis:

H2: There is a positive effect of transfer of training on social entrepreneurship performance.

E. Transfer of Training as a mediator

Transfer of training is one of the most studied aspects regarding the process of transferring employees' knowledge, skills and attitudes to the workplace in the organization after gaining some insights from the training programme (Burke & Hutchins, 2007). Many previous studies have analyzed the relationship between independent variables such as supervisor support (Lee et al. 2014; Chauhan et al. 2016), peer support (Lee et al. 2014; Chauhan et al. 2016), practice variability (Holladay & Quinones, 2003), identical elements (Locht, Dam & Chiaburu, 2012), motivation to learn (Locht, Dam & Chiaburu, 2012), expected utility (Locht, Dam & Chiaburu, 2012), self-efficacy (Bhatti et al., 2013; Tai, 2006), transfer motivation (Bhatti et al., 2013), organization learning support (Lee et al. 2014) and transfer of training as the dependent variable.

Besides, Diamantidis and Chatzoglou (2014) have studied the relationship between the transfer of training (independent variable) and operational performance (dependent variable). According to Lee et al. 2014, the study proposes more research to be conducted to identify the variables that mediate the relationship between work environment variables and transfer of training. Reviews of the literature indicate that recent studies have focused on investigating the role of the transfer of training as a mediator. The transfer of training has been identified as a mediator in a number of different relationships: learning culture and organization innovation (Bates & Khasawneh, 2005), and job-related training and firm specific learning (Wang et al., 2010).

Due to the potential ability of the transfer of training to act as a mediator, this study will examine the mediating effect of the transfer of training on the relationship between the factors that influence the transfer of training (organizational learning culture, work engagement, psychological contract breach and training simulation) and organizational citizenship behavior. Based on the above studies, it is shown that there is a need to examine the mediating effect of the transfer of training on the relationship among other variables. This study will examine the mediating effect of the transfer of training on the relationship between the organizational learning culture, work engagement, psychological contract breach and training simulation and organizational citizenship behavior, as this relationship has yet to be tested in the literature. Based on the above review of literature this study is designed to test the following hypothesis:

H3: Transfer of Training is a mediator between personal trait and social entrepreneurship performance

F. Factors influence Transfer of Training

The transfer of training existed 35 years ago in organizations, and it has been researched and discussed by Baldwin and Ford (1988). Transfer of training is the emphasis among researchers and practitioners because it is estimated that only a small percentage of the results is willing to transfer in the workplace (Baldwin and Ford, 1988). Researchers have developed a number of transfers of training models. The training models are aimed at providing a theoretical basis for factors that influence the transfer of training (Baldwin & Ford 1988; Elangovan & Karakowsky 1999; Cheng & Hampson 2008). Every model has proposed a number of possible factors that could influence the transfer of training, although some factors within each model are similar.

There are various factors that influence the transfer of training in the literature. A famous framework for the transfer of training developed by Baldwin and Ford (1988) discussed three main components of factors that influence the transfer of training: work environment (or environmental factors), individual characteristics (or individual factors) and training design factors (or situational factors). Work environment included factors of climate such as peer support or supervisor as well as constraints and opportunities to perform a learned behavior on the task. Trainee characteristics include motivation, skills and personality factors. Training design factors included the principles of learning, training content and sequencing, and learning retention.

G. The Effects on Transfer of Training

There is another important issue besides the factor that influences the transfer of training. The effect of this has received little attention by researchers who study training transfer. The several studies suggested that the effect of the transfer of training should be further identified (Weldy, 2009; Antle et al., 2009; Saks & Moore, 2007). The main reason for studying the effect of transfer of training is that there will be the positive effect from the transfer of training on employee and organization performance. Without the effective transfer of training, the costs and time spent in training will simply be wasted.

According to Kirkpatrick's (1998), the four-evaluation model theory has explained the potential effect of the transfer of training on employees and organizations, and it has widely been used by researchers in the field of training (Griffin, 2011; Santos & Stuart, 2003). This model is widely accepted, as it assists people in learning about the training evaluation criteria, reaction, learning, behavior (transfer of training) and outcome (results).

The transfer of training highlights learning from training and its application at the workplace (Zhao & Namasivayam, 2009). The transfer of training is further heightened and has been proven to be beneficial to both the organizations and the employees' job performance (Cheng & Ho, 2001). In addition, if employees recognize that their organization supports the application of new knowledge and skills, these employees will be more eager to transfer that acquired knowledge and skills into their jobs (Tracey & Tews, 2005). The outcomes of training do have a positive effect on employee's behavior, where the training programme designs are relevant to their job environment (Heyes & Stuart, 1996). Thus, the impact of training for performance outcomes is dependent on how skills are developed at the workshop and applied at the workplace.

III. Proposed Theoretical Framework

Figure 2.4 presents the personal traits that influence the transfer of training and the effect on the social entrepreneurship performance. Besides, this study examines the transfer of training as a mediator in the relationship between personal traits and social entrepreneurship performance.

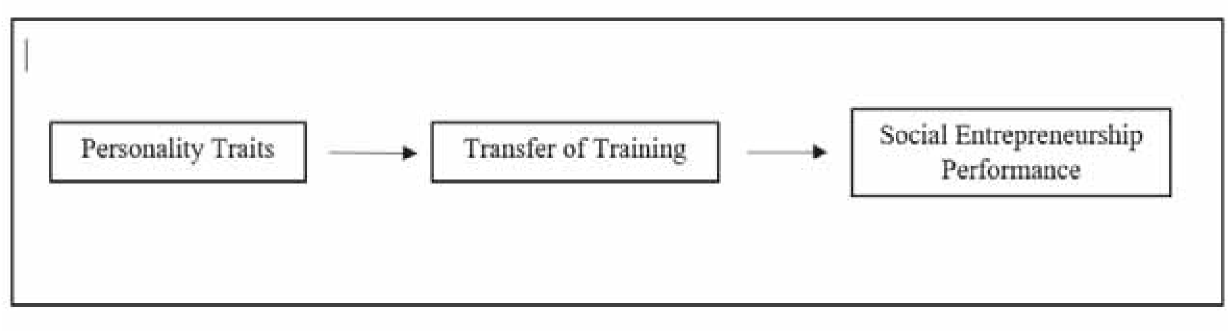

Figure 2.4: A conceptual model of Personality Traits influence on Transfer of Training and the effects on Social Entrepreneurship Performance.

As illustrated in Figure 2.4, this study proposes that personal traits may have a direct effect on the transfer of training. This proposes that the relationship is based on the individual characteristics in which everyone has different behaviors, beliefs, personalities and experiences which are not easily replicated. Before the individual attends a training programme, the individual must have some expectations on what he or she wants from the training. Usually people need some new information to increase their level of knowledge. After they have attended a training programme, they will gain some knowledge, develop some skills and changes in their behavior. Basically, it depends on the experience or belief of an individual what they gain in a specific training programme. The individual will transfer the knowledge, skill and attitude to the workplace for business performance. Therefore, personal traits are one of the variables that have the potential in influencing transfer of training. When the transfer of training arises, the outcomes will give effect to the organization, which in this case; the social entrepreneurship.

Social entrepreneurship performance is focused on the question of whether or not experiences can lead an individual to change the business performance, such as financial, innovation, social vision, sustainability and social network. When social entrepreneurship participates in a training programme, they are more beneficial in developing their business. Therefore, through training experiences (especially in gaining new knowledge and skills), it can lead social entrepreneurs to focus on transformation learning events and deeper learning of critical issues.

IV. Conclusion

Social entrepreneurship (SE) is a term that has begun to gain traction. It gives a different meaning to different people. In Malaysia, there are many agencies providing various training programmes and schemes introduced to assist social entrepreneurship to increase their competitiveness in the market. However, there are still questions on the capability of social entrepreneurs to transfer the skills and knowledge that they have gained into their business environment and provide a maximum return on the investment of the company. Although there are several factors that can influence the transfer of training, this study aims at personality traits as a factor that influences the transfer of training among social entrepreneurs.

This study also concludes that personality traits play an important role in determining the social entrepreneurship performance. Personality traits are regarded as the best known example of dispositional characteristics. Many theories related to personality have existed, but the Big Five Model is dominating in present times (Dashti & Habibi, 2011). Considering transfer as a series of stages through which the learner passes (Foxon, 1993), the training task may be viewed as novel and complex, where trainees may need to adapt, because the task context changes as it introduces a new & different task environment (Herold et al. 2000). By understanding the numerous factors that would influence the transfer of training, it could ensure that employees can transfer the knowledge and skills gained after attending the training and continuously apply it to their workplace (Bouzguenda, 2014). According to Baldwin and Ford (1988), it is important for every organization to realize the factors that influence the transfer of training and inspire social entrepreneurship to transfer the knowledge, skills, and abilities to the business environment. It is because it will help an organization to organize, enhance the level of skill, knowledge, and attitudes, and at the same time it can improve the quality of productivity in an organization (Holton & Baldwin 2000; Yamkovenko, Holton & Bates 2007).

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Security Basics & IT Professional Apps

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***Abstrak*—Kajian ini dibangunkan adalah untuk menilai kebolehgunaan aplikasi mudah alih dalam Kursus *Security Basics & IT Professional*. Aplikasi mudah alih ini dibangun menggunakan Microsoft PowerPoint 2019 dengan berpandukan model reka bentuk bersistem ADDIE. Model ini diwakili oleh lima aliran kerja iaitu analisis, reka bentuk, pembangunan, pelaksanaan dan penilaian. Bagi menilai perisian ini, kaedah tinjauan dengan menggunakan instrumen soalan soal selidik yang berskala Likert lima pilihan telah digunakan. Seramai 50 orang responden daripada pelajar semester dua Jabatan Teknologi Maklumat & Komunikasi di Politeknik Sultan Mizan Zainal Abidin, Dungun, Terengganu telah dipilih sebagai sampel kajian. Kajian ini menggunakan kaedah deskriptif untuk menilai prestasi pengguna terhadap kebolehgunaan aplikasi mudah alih yang dibangunkan. Hasil dapatan kajian ini mendapati bahawa pelajar sangat berpuas hati terhadap aplikasi yang dibangunkan. Kesimpulannya, pembinaan aplikasi mudah alih ini berjaya dibangunkan dan berpotensi dilaksanakan dalam pengajaran dan pembelajaran bagi Kursus *Security Basics & IT Professional* di Politeknik seluruh Malaysia khususnya di Politeknik Sultan Mizan Zainal Abidin (PSMZA).**

Kata Kunci*—Aplikasi mudah alih, Kursus Security Basics & IT Professional.

I. PENGENALAN

Sejajar dengan pengembangan teknologi maklumat dan komunikasi, salah satu aspek yang menerima gelombang yang besar adalah aspek Pendidikan. Ini dibuktikan apabila pembelajaran berkonsepkan mudah alih atau M-Pembelajaran (*Mobile Learning*) diperkenalkan bagi menggantikan proses pengajaran dan pembelajaran di bilik darjah. Secara umumnya, M-Pembelajaran dapat membekalkan maklumat terbaru pada bila-bila masa di samping pelajar dapat mengikuti pembelajaran di mana-mana sahaja berdasarkan keupayaan masing-masing untuk mencapai matlamat akademik mereka (Hamann, 2015).

Kajian menyeluruh setiap aspek tentang M-Pembelajaran adalah perlu kerana M-Pembelajaran di Malaysia masih dalam peringkat awal dan masih tidak dilaksanakan secara meluas. Objektif utama M-Pembelajaran adalah untuk menambahkan pengedaran bahan-bahan pembelajaran ke peranti yang lebih murah. Kini, melalui transformasi dan inovasi teknologi secara progresif yang canggih, pelbagai aplikasi mudah alih dan sesawang boleh dicapai dengan mudah. Pelbagai maklumat boleh segera dicapai dengan akses internet di rangkaian telefon mudah alih.

II. KAJIAN LITERATUR

M-Pembelajaran merupakan kaedah mudah yang melibatkan interaksi antara pensyarah dengan pelajar. Melalui M-Pembelajaran, pensyarah boleh berkongsi bahan-bahan P&P khususnya nota dalam laman sesawang atau aplikasi telefon pintar bagi memudahkan akses kepada pelajar.

M-Pembelajaran membolehkan maklumat pembelajaran dicapai tanpa mengira tempat dan masa selagi berada dalam ruang atau tempat yang mempunyai capaian teknologi tanpa wayar. Menurut Aliff, Mohd Isa dan Azwin (2015) M-Pembelajaran telah menunjukkan perbezaan kaedah yang diaplikasi berbanding pembelajaran konvensional.

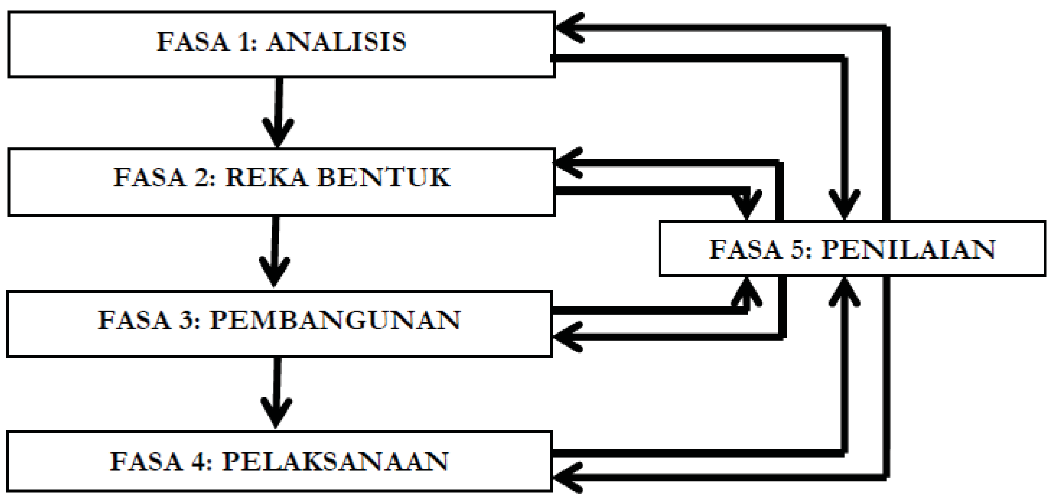
Chaka dan Govender (2017) dalam kajiannya telah memberi fokus kepada kesediaan pelajar institusi pengajian tinggi di bahagian utara negara Nigeria. Data kajian menunjukkan bahawa wujud hubungan dalam persekitaran M-Pembelajaran dengan keinginan responden. Hal ini menunjukkan bahawa tahap kesediaan responden untuk menerima M-Pembelajaran adalah positif dan sederhana. Tahap sederhana ini antaranya disebabkan kekangan infrastruktur penyediaan teknologi mudah alih, bekalan kuasa yang kurang dan isu keselamatan.

III. METODOLOGI

Kajian berkaitan M-Pembelajaran ini mengambil kira pandangan serta maklumbalas daripada pelajar yang mengikuti Kursus *Security Basics & IT Professional* di Jabatan Teknologi Maklumat & Komunikasi (JTMK) Politeknik Sultan Mizan Zainal Abidin. Kajian ini dilakukan bertujuan untuk menilai kebolehgunaan aplikasi mudah alih ini. Seramai 50 orang pelajar semester dua telah dipilih untuk menjadi responden bagi kajian ini. Alat ukur kajian ini telah diadaptasi daripada soal selidik yang dibangunkan dalam kajian Md Yusoff, Fariza, dan Norhayati (2016). Borang soal selidik diedarkan secara maya dengan menggunakan *Google Forms*.

A. Reka Bentuk Aplikasi Security Basics &IT Professional

Model reka bentuk ADDIE merupakan satu kerangka kerja secara bersistematik yang dapat membantu dalam pembangunan sesebuah aplikasi. Reka bentuk pembangunan ini secara umumnya merangkumi analisis pembelajaran dan pencapaian, reka bentuk aplikasi, pembangunan, implementasi, penilaian (Reiser & Dempsey, 2007). Proses pembangunan aplikasi melalui model ini adalah melibatkan lima fasa utama berdasarkan aliran kerja dalam Rajah 1 yang ditunjukkan di bawah.



Rajah 1: Aliran Proses Pembangunan berpandukan Model ADDIE

B. Aplikasi Security Basics & IT Professional

Pembangunan aplikasi *Security Basics & IT Professional* dibangunkan menerusi perisian *Microsoft PowerPoint 2019*. Seterusnya, perisian ini akan ditukarkan (*convert)* menjadi sebuah aplikasi versi pengguna tunggal (*stand-alone*) dalam bentuk format .APK (*android application package*). Format APK ini boleh dimuat naik (*install*) di mana-mana telefon yang mempunyai aplikasi android. Aplikasi android adalah salah satu sistem operasi telefon pintar yang bersifat sumber terbuka (*open source)* di mana pengguna dapat berinteraksi dengan aplikasi yang dibangunkan secara canggih dan bersistematik. Selain itu, aplikasi Android juga dapat meningkatkan minat dan motivasi pelajar untuk terlibat secara langsung dalam proses pembelajaran (Hafizul Fahri & Khairulanuar, 2012). Dalam pembangunan aplikasi *Security Basics & IT Professional* ini, pembangun menerapkan elemen-elemen multimedia dan menggunapakai dua teori pembelajaran sebagai pembimbing berdasarkan kesesuaian kajian iaitu teori *minimalisme* dan *kognitivisme.*

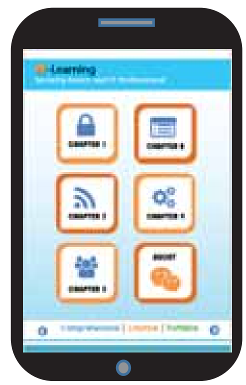
1. Teori *Minimalisme*

Pembangunan e-Kandungan *Security Basics & IT Professional Apps* lebih menerapkan teori minimalis, di mana menerusi aplikasi ini penerapan aspek teori pembelajaran adalah berdasarkan kandungan kursus yang telah ditetapkan oleh jabatan tanpa mengubahnya. Selain itu, pengguna juga bebas untuk meneroka setiap bahagian dalam aplikasi tanpa mengikut turutan bagi mereka belajar dengan realistik dan cepat.

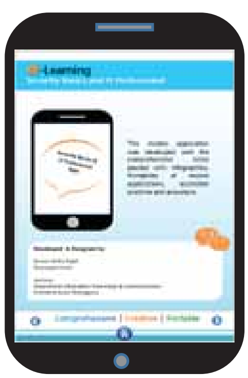
2. Teori *Kognitivisme*

Teori ini adalah berasaskan proses pemikiran iaitu proses yang membolehkan pelajar memperoleh pengetahuan, mengesan, menyimpan, mencapai dan mengingat semula pengetahuan yang digunakan. Antara prinsip yang diterapkan dalam aplikasi ini ialah penggunaan teks yang ringkas dan padat dan info grafik serta teknik persembahan maklumat yang dipelbagaikan. Rajah berikut menunjukkan beberapa *snapshot* yang diambil daripada aplikasi yang telah dibangunkan.

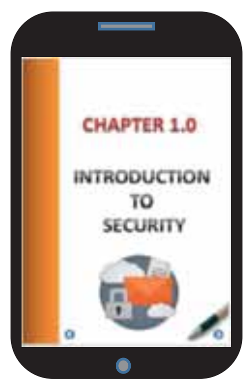
Rajah 2: Skrin Paparan Utama Apps



Rajah 3: Skrin Topik bagi kursus



Rajah 4: Skrin Objektif dan pembangun aplikasi



Rajah 5: Skrin Utama Topik

Rajah 6: Skrin Objektif bagi topik

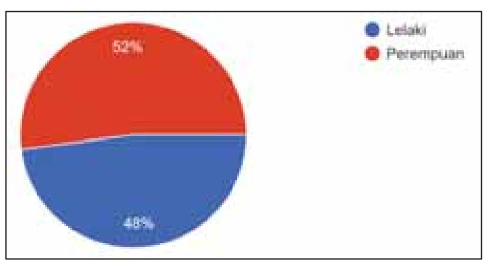
Rajah 7: Skrin teks kandungan

IV. Dapatan dan Perbincangan

Hasil dapatan yang diperolehi adalah berdasarkan kepada latar belakang sampel iaitu jantina. Maklumat pada Jadual 1 dan Rajah 8 menunjukkan analisis data dan perbincangan mengenai latar belakang responden.

Jadual 1: Analisis Jantina

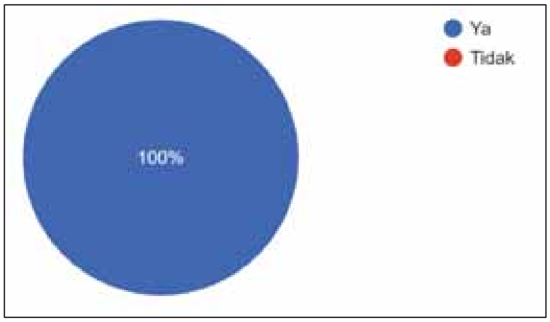
JANTINA	KEKERAPAN	PERATUS (%)
Lelaki (L)	24	48
Perempuan (P)	26	52
JUMLAH	50	100



Rajah 8: Analisis Jantina Responden

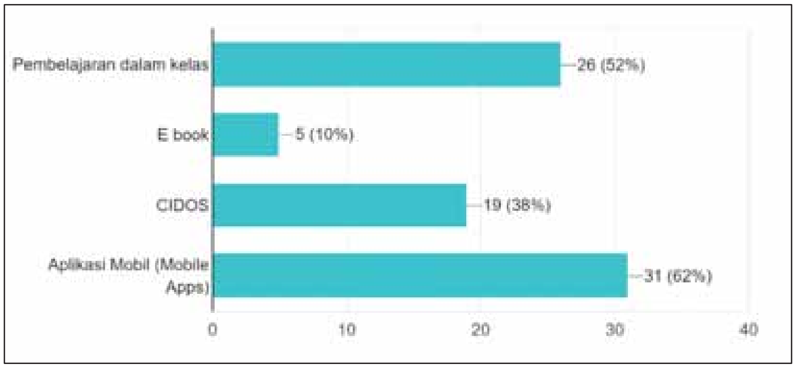
Jadual 1 dan Rajah 8 di atas menunjukkan bilangan responden perempuan lebih ramai daripada bilangan responden lelaki. Jadual 1 menunjukan bahawa dari 50 orang responden terdapat 26 daripadanya adalah perempuan (52%), manakala selebihnya pula adalah lelaki (48%). Perbezaan responden tersebut adalah berdasarkan bilangan pelajar dari dua kelas bagi Semester dua yang mengambil Kursus *Security Basics & IT Professional* di Jabatan Teknologi Maklumat & Komunikasi, Politeknik Sultan Mizan Zainal Abidin.

Seterusnya Rajah 9 menunjukkan kesemua responden merupakan pengguna telefon pintar (*smartphone*) dengan mendapat peratusan 100%. Ini menunjukkan semua pelajar memerlukan telefon pintar bagi memudahkan urusan seharian termasuk urusan pembelajaran di dalam kelas.



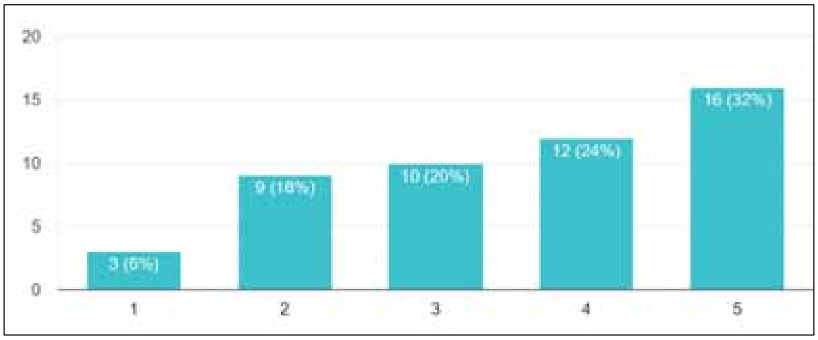
Rajah 9: Analisis Pengguna telefon pintar (smartphone)

Seterusnya adalah dapatan berkenaan dengan kaedah yang diminati oleh responden dalam proses P&P. Rajah 10 menunjukkan 31 daripada 50 responden meminati kaedah P&P menggunakan aplikasi mobil (*Mobile Apps*) dengan peratusan mendapat 62%. Manakala 26 orang responden meminati pembelajaran di dalam kelas (52%), 19 meminati kaedah P&P menerusi platform CIDOS (38%) dan 5 responden memilih kaedah P&P melalui *E-Book*. Hasil dari soalan ini menunjukkan pelajar lebih gemar menjalani proses P&P melalui aplikasi M-Pembelajaran (*Mobile Apps*) dengan menggunakan telefon pintar masing-masing untuk mencari dan mendapatkan maklumat dengan mudah serta cepat.



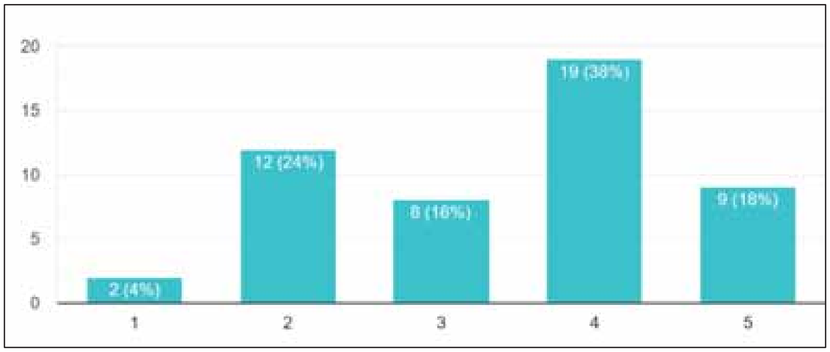
Rajah 10: Analisis kaedah P&P yang diminati

Analisis yang seterusnya adalah berkaitan dengan tahap minat pelajar terhadap nota ringkas berbentuk info grafik. Rajah 11 menunjukkan 18 responden (32%) sangat bersetuju menggunakan nota ringkas yang berbentuk info grafik bagi proses P&P kursus ini. Kursus ini adalah merupakan kursus yang merangkumi lebih banyak teori yang memerlukan pelajar mengingati setiap istilah/terma tertentu. Dengan adanya aplikasi M-Pembelajaran ini, ia mampu membantu pelajar dalam proses P&P mereka.



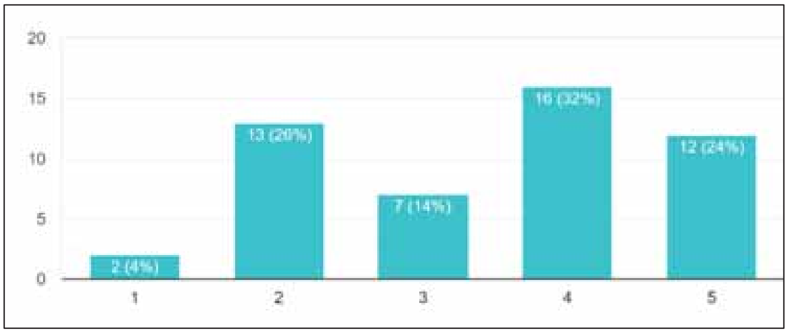
Rajah 11: Analisis minat pelajar terhadap nota ringkas berbentuk info grafik

Dapatan yang seterusnya adalah berkaitan dengan tahap penguasaan pelajar terhadap konsep asas Kursus *Security Basics & IT Professional.* Analisis daripada Rajah 12 menunjukkan 28 orang pelajar bersetuju (38%) dan 9 orang pelajar sangat bersetuju (18%) dalam menguasai konsep asas kursus ini dengan melalui penggunaan aplikasi yang dibangunkan. Ini menunjukkan pelajar merasa penggunaan aplikasi yang dibangunkan lebih efisien dan mudah untuk mendapatkan maklumat serta dapat memahami konsep asas bagi setiap topik bagi kursus ini.



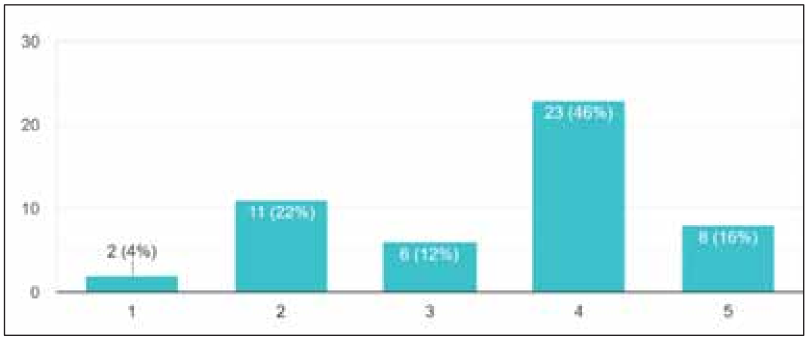
Rajah 12: Analisis penguasaan pelajar terhadap konsep asas kursus Security Basics & IT Professional

Dapatan yang seterusnya adalah akses kepada nota dengan mudah tanpa mengalami gangguan rangkaian. Analisis dari Rajah 13 menunjukkan 16 orang pelajar bersetuju (32%) dan 12 orang pelajar sangat bersetuju (24%) mengatakan bahawa mereka boleh mengakses nota dengan mudah tanpa gangguan rangkaian. Ini kerana pengurusan Politeknik telah menyediakan kemudahan internet kepada setiap pelajar untuk memudahkan urusan P&P mereka.



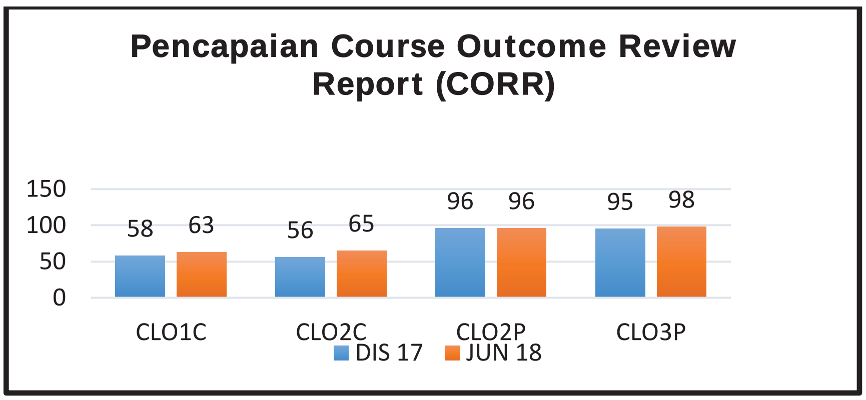
Rajah 13: Analisis akses kepada nota tanpa gangguan rangkaian

Dapatan yang terakhir adalah analisis terhadap tahap pencapaian kuiz dan ujian bagi Kursus *Security Basics & IT Professional*. Rajah 14 menunjukkan 31 orang pelajar mengatakan setuju (46%) dan sangat bersetuju (16%) tentang peningkatan markah kuiz dan ujian setelah menggunakan aplikasi ini. Berdasarkan kepada pencapaian *Course Outcome Review Report* (CORR) bagi 2 semester, didapati pencapaian untuk aspek pengetahuan pelajar untuk kursus *Security Basics and IT Professional* adalah rendah berbanding dengan hasil pembelajaran yang lain.



Rajah 14: Analisis pencapaian kuiz dan ujian

Berdasarkan Rajah 15, aspek pengetahuan bagi *Course Learning Outcomes (CLO)* kursus ini melibatkan CLO1C dan CLO2C. Perkataan *C* adalah merujuk kepada komponen *Cognitive* iaitu pengukuran terhadap pemahaman pelajar. Kedua-dua CLO ini diukur berdasarkan pencapaian pelajar terhadap markah kuiz dan ujian bagi dua sesi P&P Sesi Disember 2017 dan Jun 2018. Dengan menggunakan aplikasi mudah alih ini, pelajar mampu memperoleh pencapaian yang cemerlang bagi kedua-dua item penilaian tersebut.



Rajah 15: Pencapaian CORR bagi P&P sesi Disember 2017 dan sesi Jun 2018

V. Rumusan dan Cadangan

Secara keseluruhannya, aplikasi *Security Basics & IT Professional Apps* ini telah menyediakan peluang kepada generasi baru khususnya pelajar semester dua Jabatan Teknologi Maklumat & Komunikasi, Politeknik Sultan Mizan Zainal Abidin dengan aktiviti pembelajaran yang lebih baik tanpa mengira masa dan tempat serta dalam perspektif yang lebih luas. Penerimaan aplikasi dalam kalangan pelajar dapat dikenal pasti dan sangat mendapat maklum balas yang sangat memuaskan di samping memenuhi keperluan dalam proses pengajaran dan pembelajaran pensyarah.

Pendidikan berteraskan M-Pembelajaran sememangnye sesuai untuk dilaksanakan di politeknik. Anjakan paradigma berhubung teknologi ini perlulah diubah supaya ianya dapat direalisasikan pada masa kini. Ini menunjukkan strategi pembelajaran amat penting untuk memberi impak yang besar dalam aplikasi yang dibangunkan (Auzar (2012). Kemudahan Teknik dan kaedah pendidikan yang serba moden dan mudah alih ini perlulah diuji secara kolektif untuk memastikan pelajar khususnya di politeknik dapat merasai keseronokan pembelajaran di mana-mana sahaja tanpa dibatasi had, tempat dan waktu.

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Uplifting The Methods And Approaches In Dealing With LGBTQ+ Community, Through The Islamic Law Of Advocacy

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I. INTRODUCTION

This research emphasizes the importance of calling to Him in the most rightful manner, incorporating the best methods and approaches in dealing with LGBTQ+ community. In Islam, the importance of advocacy is always being upheld. It is considered a way of imparting one's knowledge to the others.
Allah mentions:
-
وَمَنْ أَحْسَنُ قَوْلًا مِّمَّن دَعَا إِلَى اللَّـهِ وَعَمِلَ صَالِحًا وَقَالَ إِنَّنِي مِنَ الْمُسْلِمِينَ

"And who is better in speech than one who invites to Allah and does righteousness and says, "Indeed, I am of the Muslim."" (Al-Quran. Fussilat: 33)
While everyone is considered a representative to his or her religion, as trusted by our Prophet upon his saying in a famous hadith by 'Abdullah Bin 'Amr:

بلغوا عني ولو آية..

"Convey (my teachings) to the people even if it were a single sentence.." (Al-Hadith. Sahih Al-Bukhari: 3461), they should still be mindful of what they do or speak -regardless of their status and position in the community-, for we do not know how impactful our words and actions are, and ultimately all of that will be accounted for in the Hereafter.
Over the years, looking at the state of the people and how this part of the Islamic Science is being taken lightly, Islamic scholars have not remain silent and they have been writing numerous books focusing on the Foundations of the law of Advocacy.
However as issues pertaining LGBTQ+ does not seem to be the point of contention to some parts of the world –albeit their undeniable existence-, hence not much writings have been written that take into consideration the bridging of ways, both religiously and worldly, in dealing with issues coming out from the mentioned community.

This could be due to the term 'homo' and how it is deeply rooted in our society, stemmed from taboos fostered by our early generations. People cannot draw a line between merely a homosexual and doing the acts that may not necessarily be associated with being one. In other words, they tend to equate being a homosexual to doing anal sex. When even religious leaders propagate how it is wrong to be a homosexual per se, this is when they actually cut off the ties with people having that sexual orientation. We have also seen how some of our religious bodies and leaders actually lack the initiatives to try to actually bridge the gap. This is contrary to what is being done by religious leaders of other faiths where we can see they even go to the extent of publishing a book compiling stories of people of their faith having same-sex attraction. As mentioned in the introduction chapter, the book aims to equip local church leaders with personal accounts to enable them to undertake critical self-examination and journey with church members with same-sex attraction.

Also, in a survey that involved 4015 respondents made by the Institute of Policy Studies (IPS) in Singapore, more than 60% of the respondents would feel uncomfortable if religious people or leaders spoke up strongly in public about LGBT issues. What is surprising is the fact that amongst the 60% of those respondents, more than 60% of Muslims were involved.

Table 86: Comfort / Discomfort with Religion / LGBT Interplay Scenario by Religion

I feel uncomfortable if religious leaders/people from a certain religion speak up strongly in public about lesbian, gay, bisexual and transgender (LGBT) issues % of respondents by religion	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Buddhists	5.6	12.5	18.9	26.6	23.9	12.6
Taoists	6.0	7.9	15.3	24.0	26.4	20.4
Muslims	9.5	11.8	16.8	25.5	21.8	14.5
Hindus	12.6	17.6	14.6	26.6	16.6	12.1
Catholics	7.9	13.7	21.6	20.8	24.9	11.1
Christians	11.1	18.6	21.4	21.6	16.9	10.5
No Religion	6.4	9.9	17.2	22.1	25.4	19.0

(Mathews et. al, 2019)

II. Problem Statement

As for the problem statements, there are 3. The first one is on the ever-growing reality of the group that needs to be addressed professionally and with respect and wisdom. This, however, does not in any way intend to say that there are no efforts at all. In fact, there are plenty, but just that the focus usually is on the first 4 letters of the acronym, leaving the other extended acronyms untouched. Even the ones on paperback, it is still limited.

As for the second one, it is on the near extinction of the true law of advocacy in our region. This may be due to the abundance of writings in Arabic, rather than in our languages; Malay and English.

Even books written on them, the focus is mainly on the negative connotations such as the rulings, the danger of being one, the agenda conspiracies and the list goes on. As much as this information may be true, however, the one thing they missed were the listening and understanding aspect of the advocacy itself.

The last one is due lack of preventive measures and remedies that incorporated both the naqli and aqli aspects. Like the first problem statement, this too, does not mean to say that those scholars and writers do not mention at all any preventive measures or remedies, but the point here is more on the way the solutions are suggested, where it is either on the religious side per se or otherwise.

III. Research Objectives

In addition, this study aims to make people realise that there exist more than what people can imagine and that there is no one ruling that fits all of those extensions, let alone the divisions in each group. It is hopeful too that they are able comprehend with real substantial knowledge the true context of the issue, and for people to be able to get rightful knowledge of our main 2 sources, and ultimately being able to know that true law of advocating involves the integration of both naqli' and 'aqli derivations. It is hopeful that this eventually results in what is considered in line with the religion, and through this research also, one will come to realise that advocating is not simply executed by merely giving off rulings, or by denying an issue.

IV. SIGNIFICANCE OF THE STUDY

This study is important as it contributes to the development of the Malay-Muslim community in 3 areas namely social, authoritative religious bodies and ultimately to the Islamic world. We are so busy with work that we neglect the need to understand people beyond the surface. We judge what we see on the outer, but we fail to ponder on what actually is going on the inside. These people with unique gender identities, if left unattended, will eventually lead to a more detrimental state. According to Super and Jacobson (2011), when an LGBTQ individual experiences condemnation, rejection, and guilt within their religion, this often results in psychological distress. Bent-Goodley and Fowler (2006) refer to this rejection and judgement as "religious
abuse".

People, other than them, if not equipped with the right information too, will continue to hurt others, and the one being thrown all the negativities will start blaming God for the state they are in, and will eventually do silly things, resulting in an endless vicious cycle. This study hopes to contribute to the social aspect so that people can start to realise, respect and begin helping where needed. As for the second area, this study may provide the religious bodies with rightful information on these unique individuals, so that they may come up with better programs for the religious leaders, as well as for the mentioned community in a better, sensitive and more professional way.

Finally, the Islamic world. This study will discuss and uncover the true context of each of the related verses and narrations and how the Principles of Jurisprudence (Usul Fiqh) and Exegesis (Usul Tafsir) can play its role in extracting the truthful meaning and ruling of the sacred verses and texts, such that people will realise that a verse or a narration may not be interpreted or manipulated that easily.

V. LITERATURE REVIEW

There are numerous theses written on this topic specifically. What is common in these writings is that it focuses mainly on the Law of Advocacy, and the areas of research are mainly general, in a sense that the issues portrayed are largely shared globally. Specific issues such as gender identity, that undoubtedly require the touch of this law is mainly written in journals or articles and does not cover the whole or the most possible spectrum of the issue. Even worse when the focus is mainly on the rulings and the threats, that indirectly may be perceived as an imposition, rather than calling to the religion with wisdom.
There will be 2 parts here with one discussing on the Law of advocacy itself, and another on the LGBTQ+ discourse.

PART 1: Law of Advocacy

From the above diagram, we can see how the Law of Advocacy is being extended from the definition up till the methods and approaches which ultimately is the core of the whole research.

1) **Definition**

As for the first division, I first brought forth the meanings of the term Fiqh, followed by term Da'wah which Al-Maghzhawi (2018) managed to collate the various definitions and compare and contrast them from over 20 definitions, before coming to a conclusion of the meaning. All things considered, the law of advocacy can safely be defined as a knowledge that focuses on the rightful ways of advocating to Him., encompasses the study of various kinds of the Islamic Sciences as well as other forms of sciences (Asy-Syuhud, 2019)

2) Terms associated

Al-Tarbiyah (Nurturing)	*Al-Hidayah* (Guidance)	*Al-Ifta'* (Giving legal opinions)
Al-Amr bi Al-Ma'ruf wa Al-Nahyu bi Al-Mungkar (Enjoining Good and Forbidding Evil)	*Al-Mau'idzah* (Preachment)	*Al-Ta'lim wa Al-I'lam* (Education or Notification)
Al-Hisbah (Similar to Enjoining Good and Forbidding Evil)	*Al-Tabligh wa Al-Balagh* (Notification)	*Al-Di'ayah* (The call)
Al-Ihtisab (The implementation of Al-Hisbah)	*At-Tazhkir* (Reminding)	*Al-Isol* (The act of Conveying)
Al-Irsyad (Direction)	*Al-Nush* (Advice)	*Al-Bayan wa Al-Tabyin* (Clarification)

As for the terms associated, there are 15 that were managed to collate as displayed above, with each having similar meanings.

3) Essence of the Law of Advocacy

For the essence, there are several notable objectives to mention. Muhammad 'Abd Al-Mawla Jum'ah (2009) in his master's Thesis stated 5 essence of the law of Advocacy. The first one is to uphold the true meaning of the creed Laa ilaaha illa Allah (There is no true God other than Allah). Second is to establish proof for clear notification to people. Third is to guide the people and to help them keep a distance from the hellfire (from the acts that may lead to him being cast into it). Fourth is to present his religion and to uphold the words of Allah, and lastly to protect the 5 values of the religion. These are considered the basics.

4) Pillars of the Law of Advocacy

As for the pillars, Al-Maghzhawiy (2018) stated 4 of them with the advocator being the first, followed by the principles of the law of advocacy and its characteristics, the people themselves, and lastly the means of implementing the advocacy.

5) Criteria of an Advocator

Although every Muslim is an advocator in his own right, only a few possesses the true characteristics of an advocator. The following are the characteristics –though not limited to- of an advocator as viewed and shared by Asy-Syuhud (2009). The first one is having a good relationship with Allah, followed by being honest, trustworthy, sincere, patient, devoted, confident and trust in Allah, critical and lastly a good behaviour.

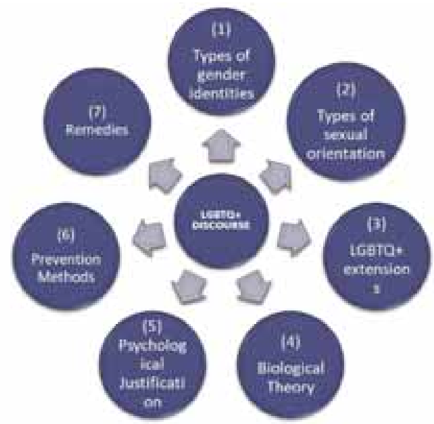
There are however the extensions as to what an advocacy really is all about. Dr. Muhammad Yusri (2004) from Al-Bayan Center for Research and Studies listed 17 characteristics of a true Law of Advocacy.

6) Methods (Wasilah) and Approaches (Uslub) in the Law of Advocacy

As for the core of the whole research, which are the methods and approaches, it contains the key principles, extracted from the Islamic Legal Maxim, and are based on the primary sources of the religion namely Al-Quran, As-Sunnah, Al-Ijma' or Consensus and Al-Qiyas (Analogical inference or deduction). To further strengthen and making it more practical, some of the Islamic scholars had included the secondary sources as well and there are 7 of them and they are Al-Istishab (Legal Continuity), Legal Maxims from previous times, Companions' words and views, Al-Istihsan (Juristic Discretion), Al-Maslahah Al-

Mursalah (Consideration of public interest), Al-'Urf (Custom) and lastly, Sad Adz-Dzara-I' (Blocking means of an expected evil).

PART 2: LGBTQ+ Discourse



The discussion on LGBTQ+ continues to be a taboo, and writings on LGBTQ+ mainly focuses on the first 4 of the whole spectrum (LGBT). Little is done on the extension of the acronym. Issues related such as gender identities are also taken lightly with people knowing only 2 of them which are heterosexual and homosexual.

This is not to say that theses or research works done on this field are not commendable. They are very good in terms of displaying the information, but the one thing that the researcher notice is the negative connotation of the writing itself. While the information gathered are useful, mindboggling, and definitely serves as an eye opener, the researcher cannot help but to find it being too generalized -at times- to the community themselves. Even the words on the topic itself gives a strong stance to the reader.

1) Types of gender identities

As mentioned earlier, the acronym keeps getting longer and longer over time, with some having none addressing them in detail. One of the most complicated area in this research is to gather the various types of gender identities and sexual orientations, and to define or find a definition to them.

Dworkin and Pope (2012) defined gender identity as the inner sense of being a man, a woman, both, or neither. Gender identity usually aligns with a person's sex but sometimes does not.

2) Types of sexual orientations

Sexual orientations on the other hand can be defined by a person's relative responsiveness to a sexual stimuli. However, as noted by Rowland and Incrocci (2008), it is important to uncouple the construct of sexual orientation from the construct of sexual identity. A person may, for example, be predominantly aroused by homoerotic stimuli, yet not regard himself or herself to be gay or lesbian.

3) LGBTQ+ extensions

As for the further spectrum of the LGBTQ+ acronym, there are 12 of them in total with some having to share one abbreviation. They are (L): Lesbian, (G): Gay, (B): Bisexual, (T): 3Ts; Transsexual, Transgender and Transvestite, (Q): Queer and/or Questioning, (I): Intersex, (A): Asexual, (P): Pansexual, (P): Polyamorous, (K): Kinky, (G): Graysexual, and lastly (M): Moneysexual.

Subsequently, biological theory, psychological justifications, prevention methods and remedies will also be mentioned in this study to prove that indeed there are efforts in addressing the issue from more than even 50 years ago.

4) Biological Theory

It was once claimed that genetical factors as well as hormones do play a part in influencing the gender identities, their roles and their gender orientation. This was proven to be true at the early 50s when a study was made on twins, that subsequently proves that homosexuality is indeed inheritable. Nonetheless, this study was conducted only once, and was not even recorded for the second. Hence the credibility is questioned (Rezki and Noorhawaney, 2019)

5) Psychological Justifications

This aspect involves the upbringing of a person from his or her childhood, to the adulthood. Interactions between a mother and a father, and how they approach their children, do play a part in influencing their gender identities as well as their roles and sexual orientations.

According to Frisch (2006), there is a tendency of male homosexuals having good relations with their mothers, but a sour one with their fathers. Apparently, close relationships with the father rather than the mother do contribute into one becoming a lesbian.

6) Prevention methods

Hasnan (2019) drew out 7 ways how one can control himself from following his or her whims and desires. Before that he admitted that Islam do indeed recognize the sexual needs of the humans. Oftentimes the sexual rulings come as a suggestion, commands and prohibitions. Nevertheless, it is important to note that these rulings do not come to make lives difficult, but rather it is for the good of the people, at least in the long run, taking into account both the worldly and the hereafter affairs.

Of the rulings set by the religion to prevent one from doing prohibitive sexual acts are: -

1) To avoid gatherings that may lead to an uncontrol sexual desires.
2) To lower the gaze, even if the person is of the same gender.
3) To cover the body parts that is deemed to be prohibitive (aurah).
4) To lead an active lifestyle that can help stay away from any prohibitive sexual acts.
5) To make a wise (pious) person a friend as one is bound to get influenced by whom he mixes with.
6) To busy oneself with beneficial activities such as doing sport activities, reading beneficial writings or visiting friends.
7) To avoid oneself from anything that may arouse his sexual desires.

7) Remedies

There are various ways in addressing the issue. The following are some of the remedies to help them control their emotions better. However, some of the remedies are not proven to be successful to a larger audience and may be applicable to only a certain group in the whole spectrum, and they are: -

1) Conversion Therapy
2) Psychoanalysis
3) Reparative Therapy
4) Socio-Dynamic approach

VI. RESEARCH METHODOLOGY

This study will be carried out by combining 3 qualitative methodologies namely ethnography, discursive interview, and documentary.

The first method is ethnography. This approach is chosen as inspired by the ontological anthropology way in trying to make one able to see beyond other kinds of realities for the following purposes. In order to engage directly with them, 4 social media platforms were chosen for the study, and they are Grindr, Telegram, Twitter and Whatsapp.

As for the 2nd method which is the Discursive Interview. There are 4 parts. It will adopt both kinds of narrative therapy technique as well as thematic analysis. The first one will be with the LGBTQ+ community themselves. Second will be with the LGBTQ+ activists, volunteers and/or workers. Third interview will be with the experts such as psychologists and psychiatrists, and lastly will be with the mosques' staff.

The final method will be documentary or content analysis. This method will be divided into 3 parts. The first one will focus on Physical evidences such as published books and journals. This will be further broken down into 3 sections namely, Religious, Academic and Semi-Academic. The 2nd part then will touch on the Personal Documents that includes articles in both personal and public platforms, and the last one will be about the Public Records that includes yearly statements or surveys made on a national level.

VII. CONCLUSION

To conclude, these LGBTQ+ issues, need to be further studied as it is gradually growing, and if the Malay-Muslim community specifically continues on rejecting the idea of discussing it, then it will only lead to the same old vicious cycle, with no one having the guts to address the issue, let alone solving the problems related to that specific circle with the rightful methods and approaches. The researcher believes that only if were to get hand in hand in dealing with these issues, and treat them as though we are the ones facing it, will we be able to produce a community of high quality, and only then can we really claim ourselves as being the true brothers of the religion.

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Utopia Malang Dalam Ranjau Sepanjang Jalan: Satu Kajian Mengenai Delusi Suami Abadi Dan Keinginan Histeria Watak Jeha

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I. PENGENALAN

Agenda utama dalam kajian ini adalah untuk menganalisa teori sastera di dalam novel Ranjau Sepanjang Jalan(1966/1975). Novel ini banyak mengupas tentang konflik mental watak Jeha berlandaskan psikoanalisis Jacques Lacan. Banyak cadangan yang penting dari teori Jacques Lacan yang disebut berkali-kali dalam karya ini. Antara cadangan yang diberi adalah: i) Ketidaksedaran adalah wacana yang Lain.(Jacques Lacan,1966, p.16), dan ii) Keinginan manusia diciptakan oleh keinginan yang Lain (Jacques Lacan, 1966/2019, p.958). Kedua-dua cadangan utama ini berfungsi sebagai cermin untuk melihat bagaimana keinginan manusia dapat membentuk dan menghasilkan konflik. Yang Lain adalah istilah Lacan, yang melambangkan seluruh dunia luaran seperti orang lain, masyarakat, dan undnag-undang.

Di dalam struktur naratif karya ini, sebab dan akibat keinginan Jeha telah membawa kepada nasib buruk yang telah diterangkan secara jelas di dalam novel oleh penulisnya. Dalam novel Ranjau Sepanjang Jalan oleh Shahnon Ahmad, struktur kesengsaraan dikaitkan dengan kebetulan yang tidak dapat dielakkan dan membawa nasib malang. Ini mendedahkan hubungan yang tidak dapat dipisahkan antara seorang manusia dengan bayangnya yang saling wujud. Sang suami, Lahuma, membunuh seekor ular demi menyelamatkan isterinya, Jeha, dari ancaman ular tedung itu. Kaki Lahuma tercucuk sebatang nibung berduri yang dibayangnya adalah patukan ular di sawah yang mampu membawa maut. Lahuma seolah-olah diracuni bisa ular tersebut dan bisa itu seakan telah mengalir ke seluruh anggota badannya. Setelah kematian Lahuma, Jeha yang teramat merindui suaminya dalam menghadapi kesukaran realiti kehidupan seharian telah menjadi gila. Struktur malang yang tidak disengajakan dalam novel ini dirumuskan sebagai: 1) Pembunuhan ular, 2) Tercucuk duri nibung, 3) Penyakit busung dan kematian Lahuma, 4) Delusi Jeha, dan 5) Kegilaan Jeha. Faktor kebetulan memainkan peranan penting dalam plot novel ini. Peluang untuk kebetulan menjadi kesengsaraan mempunyai kesan dalam melambangkan ketidakupayaan manusia. Dalam karyanya, Shannon Ahmad menggabungkan kebetulan dan kesengsaraan menjadi satu bagi menjelaskanrealiti kebimbangan yang mempunyai kesan mutlak terhadap ketidaksedaran manusia.

Subjek utama kajian ini adalah subjenis simptom psikopatologi pada Jeha iaitu skizofrenia dan paranoid. Jeha obses dengan harapan yang kabur atau keinginan Objek A yang membuatkan dia menjadi gila. Objek A adalah istilah Lacan, yang bermaksud objek keinginan. Objek A yang mustahil dicapai akan mewujudkan semula kehidupan yang hilang oleh kematian suaminya, Lahuma. Jeha tidak menyelesaikan kehilangan konflik Oedipus dan bergantung pada hubungan Oedipus yang wujud dalam imaginasinya. Tambahan lagi, kebergantungan yang kuat terhadap konflik Oedipus yang menyebabkan neurosis Jeha. Menurut teori Jacques Lacan, kelakuan Jeha merupakan ciri-ciri neurosis, dimana subkategorinya adalah histeria Jeha, psikoanalisis utama dalam kajian ini yang mewakili keadaan 'pesakit neurosis dengan keinginan histeria' telah terperangkap dalam perintah Oedipus dan tertarik kepada keinginan 'yang Lain' yang tidak dapat berdikari. Jeha telah selama-lamanya kehilangan *Imago* yang tidak tertakhluk kepada keinginan, tetapi tertakhluk kepada subordinat dunia simbolik 'yang Lain' dan objek keinginan A iaitu suaminya, Lahuma. . Kajian ini akan menumpukan analisa hubungan antara keinginan Jeha dan keinginan yang Lain yang menjadi punca keinginan Jeha.

Jeha menunjukkan simptom psikopatologi yang jelas, iaitu skizofrenia, dan paranoid sebagai subjenis. Maka kajian ini akan dilaksanakan sebagai mengenal pasti gejala-gejala ini melalui kes penyakit mental Jeha. Psikosis Jeha adalah berdasarkan dua satu delusi yang jelas. Delusi itu adalah bahawa Lahuma, suami yang telah mati masih hidup. Delusi bergerak mengikut prinsip tersendiri yang sofistikated. Tingkah laku aneh seseorang yang berdelusi berpunca daripada suntikan mental sumber yang membentuk delusi yang realisme dan sebenar. Simptom pertama yang merujuk kepada delusi ialah ketidakupayaan dalam membezakan realiti dan fantasi. Walaupun ianya mustahil untuk mengetahui cara pemikiran pesakit delusi, tetapi, masalah emosi yang berlaku semasa proses pemikiran mereka mengakibatkan kompulsi dan obsesi, perlakuan yang terjadi secara paksaan atau di luar kawalan, atau keadaan apabila pesakit delusi cuba untuk melarikan diri secara sopotan kepada sarang pemikiran delusinya sendiri untuk mengelak sakit mental. Dua keadaan ini adalah sifat delusi. Akhirnya, Paranoia Jeha yang berlaku setelah kematian suaminya Lahuma telah diringkaskan sebagai keputusan Freud (2003, p.64). Syarat di mana kita boleh mengundurkan diri dan mengakui kematian hanya dapat dipenuhi di dunia fiksyen. Dengan kata lain, di sebalik semua liku-liku kehidupan dalam dunia fiksyen, kehidupan dalam dunia nyata masih dapat dilindungi dengan selamat.

Menurut Jacques Lacan (1966, p.16), ketidaksedaran adalah wacana yang Lain. Fikiran manusia yang secara tidak sedarkan diri berasal dari keinginan, dan keinginan ini adalah daripada keinginan yang Lain. Yang Lain akan sentiasa mencipta keinginan manusia (subjek) dengan bayangan suara mereka sendiri. Jadi, fikiran manusia yang tidak sedarkan diri bukanlah miliknya sendiri. Ini adalah sesuatu pelik yang diperkenalkan dari yang Lain. Jadi Jacques Lacan (1993, p.20) menyatakan bahawa ketidaksedaran ini adalah sejenis bahasa asing yang hanya boleh difahami melalui tafsiran. Oleh itu, jika penganalisis ingin mengetahui masalah psikologi objek analisis, penganalisis perlu mencari sesuatu yang tertindas di dalamnya. Jika objek analisis mempunyai delusi, ia adalah satu alat yang penting untuk menganalisis fikiran yang tidak sedarkan diri di dalamnya. Maka, amat penting untuk melihat kepada delusinya untuk mendiagnosis dunia mental Jeha. Dalam kajian ini, dengan delusinya, analisis akan menemui keinginan yang Lain dalam fikirannya yang tidak sedarkan diri. Menurut Bruce Fink (2002, p.200), apabila pemikiran ditindas, keadaan ini tidak semestinya tidak aktif. Pemikiran ini terlibat dengan pemikiran Lain dan, jika mampu, keadaan ini akan cuba untuk mengekspresikan dirinya melalui mimpi, kesilapan percakapan(talk something like mistake) atau gejala. Letusan akibat pemikiran yang ditindas ini adalah 'delusi suami abadi' Jeha yang akan disebutkan kemudian. Jacques Lacan (1993, p.57) menerangkan "Penindasan dan regresi satu tertindas adalah satu dan yang sama". Delusi Jeha ini berkait rapat dengan keinginan yang Lain, yang merupakan sumber keinginannya melalui penindasan yang tidak sedarkan diri. Lagipun, analisis 'delusi suami abadi' ini bertujuan untuk mencari keinginan yang Lain yang tersembunyi di dalamnya.

II. Delusi Suami Abadi: Delusi Melihat Suami Yang Telah Meninggal Dunia

Melihat kembali asal-usul ilusi Jeha yang menganggap suami yang telah meninggal dunia masih hidup dan bernyawa, punca kepada ilusi ini dapat dijumpai dalam sikap masyarakat primitif terhadap kematian yang dikawal oleh animisme. Masyarakat primitif kurang memahami fenomena kematian. Kematian orang tersayang seperti ahli keluarga atau rakan dilihat sebagai kematian fizikal dan bukan rohani.

Dari segi psikopatologi, penundaan dalam menerima sesuatu kematian dianggap kurang menyakitkan mental berbanding menghadapi kematian yang sebenar. Oleh itu, mencipta suatu ilusi yang berbeza dari realiti adalah perlu untuk mewujudkan 'dunia dual' yang menyokong bahawa suami yang telah mati itu masih hidup. Dunia dual menyatakan realiti dunia sebenar dan realiti dunia fantasi wujud pada masa yang sama tetapi dalam keadaan terpisah. Maka, dua struktur bawah sedar iaitu realiti dan fantasi Jeha seperti 'dunia selari' (*parallel world*) yang mempunyai persimpangan kecil yang mempunyai perbezaan besar mengenai suaminya, Lahuma. Seperti petikan yang akan datang, delusi bermula dengan mempercayai sejauh mana 'Lahuma tidak mati, jiwanya masih bersamanya,' dalam bentuk kenyamanan diri.

Jeha tidak sanggup menghampa-
kan harapan lakinya itu. Dia akan meneruskan kerja itu
hingga tamat. Hinggakan semua padi masak diangkut ke
jelapang. Hingga padi-padi itu dijemur, ditumbuk, ditanak
dan dimakan masuk perut anak-anak yang tujuh orang itu.
Ini satu janjinya kepada Lahuma. Dan janji itulah satu-satu
yang akan ditepati agar Lahuma benar-benar dapat berehat

dalam kubur tanpa sebarang gangguan.
Lahuma tidak mati. Sekurang-kurangnya Lahuma berada dalam fikiran Jeha. Rohnya masih berada di rumah, di sawah, di atas permatang yang berselut. Jeha turun lagi ke sawah kemudiannya. Lahuma menyuruhnya turun.

(Shahnon Ahmad, 1975, p.89)

Fantasi akan suaminya, Lahuma, seperti yang dapat dilihat di dalam novel, adalah satu gambaran keinginan jouissance Jeha dalam cermin struktur kesedaran. Menerusi ilusi ini, Jeha merobohkan prinsip realiti yang mengikat realitinya dan berpaut pada keseronokan prinsip imaginasi. Keinginan ini akan berterusan melalui bentuk delusi yang pelbagai tanpa rasa puas. Keinginan dilahirkan dan disasarkan pada hubungan imaginasi objek A. Keinginannya untuk objek A hanya mampu dituruti dalam delusi kehidupan sehariannya bersama arwah suami. Delusi akan keinginan objek A tidak akan berakhir seperti mana seorang suami yang hidup selamanya dan dikembalikan dalam bentuk yang berbeza. Diantara bentuk perwakilan yang Lain adalah ilusi suami abadi yang 'tidak jelas apakah itu mimpi atau realiti.' Delusi ini telah secara beransur-ansur mempengaruhi kehidupan harian Jeha sehinggakan Jeha diajak oleh suaminya dalam delusi untuk mencabut rumput di tengah malam. Kerana perbuatannya ini, dia akhirnya terperangkap dalam pagar. Dalam novel ini, deskripsi ini muncul dalam petikan berikut:

Malam hitam juga. Dan Lahuma datang lagi mengajak Jeha. Jeha membuka kedua belah matanya luas-luas: Padimu sudah besar. Sudah berdesir daun-daunnya. Tapi rumput-rumput di tengah sawah sudah sama tinggi dengan padimu. Cabut rumput-rumput itu. Cabut supaya jangan menguruskan padimu. Isinya tidak banyak kalau rumput menjangkau naik. Cabut rumput-rumput itu.

(Shahnon Ahmad, 1975, p.135)

Ini merupakan suatu angan-angan (*daydream*). Di mana Lahuma telah memberitahu Jeha keinginannya yang ingin dipenuhi. Jeha bukanlah berhalusinasi (*hallucination)* tetapi dia telah terperangkap dalam fantasi atau angan-angan/penglihatan. Keinginan untuk mempercayai bahawa Lahuma masih hidup begitu kuat sehingga Jeha telah membayangkan arwah suaminya itu kembali dalam bentuk hidup. Oleh itu, Jeha boleh dianggap sebagai kecenderungan psikotik, tetapi ia sebenarnya merupakan gejala neurotik. Dalam fantasinya, dia berobsesi dengan keinginan yang Lain. Suara yang Lain (Lahuma) sekali lagi mahu Jeha turun ke sawah dan mencabutkan rumput. Dia bertindak untuk memenuhi keinginan itu (Lahuma), dan keadaan berikut memberi gambaran tentang gejala Jeha:

Jeha bangun. Dipandang keliling. Dirasainya tempat tidur itu entah di mana. Dan telinga terdengar lagi panggilan Lahuma suruh turun ke sawah mencabut rumput. Tangan kirinya tersentuh perut Kiah yang terdedah. Panggilan itu terdengar lagi: terngiang-ngiang di cuping telinganya: Padi itu padi kita. Padi kita bersama. Turun cabut rumput-rumput itu sekarang juga. Turun. Turun.
Jeha bangun berdiri. Dia berjalan turun. Telinganya menangkap lagi panggilan Lahuma.
"Sawah kita bersama! Sawah kita bersama! Padi untuk kita. Untuk anak-anak kita. Mati kelaparan anak-anak kita kalau sawah itu tidak dijaga."
Jeha berjalan di atas tanah di tengah-tengah malam buta

itu. Kuang di rimba semakin galak. Kodok-kodok berkuik
semakin banyak pula jumlahnya. Dan Jeha berjalan bagaikan
waktu siang hari di tengah-tengah malam hitam yang dingin
itu.

(Shahnon Ahmad, 1975, p.135)

Keinginan yang Lain ini telah menggantikan keinginan Jeha. Keinginan tersebut hidup dalam delusi dan berbentuk ‘suara’. Ini amat menarik kerana suara Lahuma telah jelas didengarnya. Ini kerana, suara tersebut merupakan salah satu tanda-tanda fantasi pesakit histeria. Menurut Bruce Fink (2002, p.150), sebenarnya, ketika Freud mengatakan bahawa "pesakit histeris sering jatuh ke dalam halusinasi," ertinya adalah ketika fikiran dan keinginan seseorang menjadi sangat sengit (jumlah tenaga dan libido yang dilabur) yang “kelihatan” atau “dengar” seperti ia tengah dilaksanakan atau dipenuhi. Pesakit histeris yang mengalami fantasi dengan jelas akan menganggap peristiwa ini sebagai sebenar. Walau bagaimanapun, masih terdapat keraguan di satu sudut minda. Hakikatnya, mereka tidak dapat menyatakan dengan mudah yang benar atau yang tidak. Ciri-ciri auditori ini mencerminkan fantasi Jeha. Penjelasan mengenai suara itu juga menarik. Pesakit OCD sering jatuh ke dalam halusinasi (*hallucinations*). “Halusinasi” biasanya mempunyai ciri auditori. Pengalaman auditori pesakit OCD biasanya dapat difahamkan sebagai suara superego yang menganiaya. (Bruce Fink, 2002, p.150) Seperti yang ditunjukkan dalam keterangan berikut, delusi ini menunjukkan bahawa tingkah laku Jeha sudah jauh dari waras:

Dia teringat kepada benda yang disentuh dengan tangan
kiri tadi: Kiah. Kiah anaknya yang bungsu dan yang sudah
tahu memungut ketam itu. Kiah boleh mencabut rumput itu
bersama-samanya. Kiah boleh memungut ketam kalau masih
ada binatang itu. Kiah boleh tolong dia mengerjakan sawah
peninggalan Lahuma itu.

(Shahnon Ahmad, 1975, pp.135-136)

Teorem Bruce Fink mengenai teori histeria Lacan sangat menarik untuk membuktikan bahawa gejala Jeha adalah fantasi yang bermula dengan histeria. i.Secara ringkas, pesakit yang obsesif-kompulsif akan cuba untuk membalikkan kesan pemisahan pada subjek, sementara pesakit histeria cuba untuk membalikkan kesan pemisahan pada yang Lain. (Bruce Fink, 2002, p.210) Secara umum, perempuan adalah histeris dan lelaki adalah obsesif. ii. Seorang ibu akan membuat anak lelaki merasa bahawa anak itu mempunyai kekurangan, dan akan cuba memberi anak-anaknya itu sesuatu untuk memenuhi kekurangannya. Akibatnya, anak-anak itu akan cuba untuk mengatasi pemisahan dari ibunya melalui ilusi objek yang berkait dengan ibunya (dada, suara lembut, renungan lembut). Kerana anak lelaki itu merasakan bahawa dia mempunyai kekurangan sesuatu, dia akan mengejar objek dalam fantasi yang dapat melengkapkannya. (Bruce Fink, 2002, pp. 210-211) Seterusnya, iii. dalam kes anak perempuan, kekurangan kehadiran di sini bukan datang dari anak perempuannya tetapi ibu. Anak perempuan itu merasakan bahawa ibunya telah mempunyai kekurangan, dan dengan itu telah merasakan bahawa dia perlu memberikannya sesuatu untuk memenuhi kekurangan itu. Kemudiannya, anak perempuan itu akan berusaha untuk mengatasi pemisahan dari ibunya dengan melengkapkan yang Lain dengan memberikan dirinya kepada yang Lain. Pendek kata, dia merasakan ibunya memerlukannya. Apabila Oedipus berlaku, cara untuk mengisi tempat ibunya ini adalah dengan melengkapkannya dirinya dengan yang Lain ,yang kini diganti kepada yang Lain yang lebih maskulin, biasanya bapa. Tetapi saya mahu menjelaskan bahawa ini berlaku dahulu berkenaan dengan yang Lain, bukan sebagai seorang bapa, tetapi seorang ibu. (Bruce Fink , 2002, p.211)

Pertama, jika menurut diagnosis Lacan, Jeha adalah seorang pesakit histeris, Dalam kes Jeha, dia mencipta ilusi yang diciptakan oleh keinginan Lahuma untuk kekal sebagai Objek A. Ini merupakan neurosis dan gejala histeria. Dalam erti kata lain, keinginan untuk menjadi objek keinginan Lain adalah sama dengan pesakit histeria. Untuk wujud sebagai objek A kepada yang Lain (Lahuma) dan untuk mengekalkan keinginannya, premis yang 'Lahuma mesti hidup selamanya' mesti diwujudkan. Jadi Jeha berhasrat untuk kekal selamanya sebagai objek A untuk keinginannya kepada sang suaminya yang telah mati, Lahuma. Oleh itu, Jeha meletakkan suaminya yang telah mati dalam posisi yang Lain dalam 'fantasi asas'(fundamental fantasy) ini. Fantasi ini mengatasi realiti dan menjadi kenyataan palsu menggantikan realiti. 'Suami abadi' ini adalah yang Lain, dan

Jeha merasakan dia mempunyai kekurangan. Jadi dia membayangkan bahawa dia menjadi objek A kepada keinginan suaminya selama-lamanya, dan melayani dirinya ke Lahuma, supaya dia memenuhi kekurangan Lahuma. Hasilnya, tidak seperti realiti dalam 'fantasi asas'(fundamental fantasy) Jeha, Jeha tidak memerlukan Lahuma. Malahan suami mati memerlukan Jeha. Suami abadi ini duduk di tempat yang Lain dalam imaginasinya. Untuk suami yang mati ini, Jeha wujud sebagai objek keinginan, Objek A. Fantasi ini mewakili keinginan yang timbul sebagai mekanisme pertahanan yang diciptakan oleh minda Jeha yang mementingkan diri sendiri. Dia ingin kekal sebagai objek A bagi suami abadinya yang telah mati, maka dia jadikan Lahuma sebagai sesuatu yang abadi dan kekal selama-lamanya dengan menciptakan dunia fantasi itu sendiri. Fantasi yang dicipta oleh keinginan Jeha yang mementingkan diri ini dijadikan sebagai kebenaran alternatif, akhirnya merupakan mekanisme yang membuatnya gila.

Tanpa disedari, dia mencipta satu dunia selari yang di mana Lahuma itu hidup. Dia hendak memasukkan diri sepenuhnya ke dalam dunia tersebut agar dia terpisah dari dunia sebenar. Sebagai objek A atau objek keinginan, kewujudan 'suami abadi' diletakkan dalam pengulangan tanpa had keinginan yang tak mampu dicapai Jeha selamanya.

Bruce Fink (2002, p.96) menjelaskan prinsip delusi itu. Walaupun keinginan ini seolah-olah terjebak kepada objek tertentu, sebenarnya ia adalah satu pengikatan kepada punca yang pada mulanya menyebabkan keinginan untuk objek, yang biasannya kepada keinginan atau tuntutan yang Lain. Oleh itu, angan-angan suami abadi ini bukan pengikatan pada apa-apa objek (Lahuma), tetapi pengikatan keinginan yang Lain. Makanya, keinginan Jeha bukanlah "kebangkitan suaminya yang mati", tetapi "keinginan yang hilang kepada yang Lain". Sikap moratorium terhadap kematian Lahuma merupakan pelindung tahap kesedaran Jeha. Dia menegakkan keinginannya melalui delusi yang tidak kenal erti kepuasan. Kecuali dengan mengeset semula objek A, paranoia Jeha akan menolak prinsip sebenar dan membuatkan dia obsesi dengan keseronokan.

III. KEINGINAN HISTERIA MENUJU YANG LAIN(SUAMI ABADI)

Struktur nasib malang dalam novel RSJ menggambarkan kompleks Oedipus manusia secara drastik yang memberi kesukaran kepada individu untuk mengatasinya. Lahuma telah membunuh ular untuk menyelamatkan Jeha dan kemudian tercucuk duri nibung. Racun duri nibung tersebar ke seluruh tubuh badannya seperti bisa dipatuk ular. Lahuma wujud dalam imaginasi Jeha sebagai sebuah objek '*phallus*'(simbol lelaki). Objek '*phallus*' adalah objek imaginasi yang tidak benar dari segi fizikal dan mental tetapi Jeha mempunyai keinginan akan objek tersebut kerana suaminya Lahuma ialah objek keseronokan abadi atau Objek A yang dicarinya. Masalah yang timbul adalah apabila Objek A ini telah hilang selamanya dengan kematian Lahuma dan tidak mungkin akan tercapai oleh Jeha.

Dengan kata lain, Lahuma adalah 'jouissance' yang hilang dan ditinggalkan dalam kesedaran Jeha sebagai sumber keinginan. Penjelasan berikut Bruce Fink (2002, p.122) adalah analisis yang menarik dalam hal ini. Walaupun, jouissance yang dikorbankan bukanlah benda yang boleh ditinggalkan dengan mudah. Namun, subjek membina dirinya dengan memilih posisinya berhubung dengan kehilangan jouissance. Objek A dapat difahami sebagai objek (sekarang telah hilang) yang memberikan jouissance seperti tersebut (ia adalah monumen untuk jouissance yang hilang dan sisa kehilangan itu). Keinginan Jeha kepada kehilangan Lahuma ini dijelaskan selanjutnya. Jouissance yang terabai lebih berharga kerana ianya telah hilang (Bruce Fink, 2002, p.122). Jeha cuba untuk mengenalkan dirinya dengan objek yang bernama Lahuma. Untuk mengenal pasti peranan suaminya dalam keluarga, dia mencuba dan berhasrat untuk bersatu dengan objek yang hilang itu. Tetapi, dia dilahirkan tanpa 'phallus' kerana dia seorang perempuan. Perkara ini dinyatakan di dalam petikan berikut:

> Tetapi Jeha sedar tentang kekuatan lakinya. Tenaganya tidak boleh disamakan dengan tenaga Lahuma. Lahuma ornag jantan. Dia orang betina. Anak-anaknya semua betina. Dia dan anak-anak tidak lagi mampu memungut ketam-ketam yang berlapis-lapis banyak itu. Dia tidak mampu lagi. Semakin dipunggut, semakin banyak.
>
> (Shahnon Ahmad, 1975, p.118)

Setelah kematian Lahuma, Jeha melihat ilusi Lahuma yang masih hidup walhal dalam realiti, Lahuma tidak lagi wujud. Fantasi ini memberi peluang kepada Jeha untuk menjalani hidup yang masih terikat dengan Lahuma. Secara beransur-ansur, Jeha semakin kehilangan kesedaran antara sempadan realiti dan mimpi. Ini kerana 'yang Lain' dunia simbilik iaitu Lahuma yang memberi kesedaran realiti telah hilang. Hubungan Oedipus dapat dikekalkan hanya dengan melarang Jeha mengejar keseronokan kearah jouissance, agar Jeha terus bergantung pada kompleks Oedipus dan melupakan kawasan pemikiran ilusi ketidaksedaran. Dalam jangka masa tertentu, kawasan delusi ini akan dilupakan dan dilingkupi dengan realiti. Seperti yang digambarkan, Lahuma yang mati telah mendominasi keinginannya dengan meletakkan suara sendiri di kepala Jeha dalam kehidupan seharian:

"Jeha!"
Tiba-tiba Jeha terkejut dari lamunan.
"Kau mesti melawan kemarau panjang."
Jeha cuba tenangkan fikirannya. Dia teringat kepada kemarau panjang. Suara itu suara dalam kepalanya. Suara lakinya yang berada dlalam tubuhnya selam ini.

(Shahnon Ahmad, 1975, pp.99-100)

Suara yang Lain dalam kepala Jeha, merupakan suara Lahuma, dan ianya menjadi semakin jelas dan menjadi delusi yang melampaui kenyataan. Suara Lahuma ini telah menjadikan Jeha mengikuti hasratnya. Dan seperti yang dinyatakan dalam petikan berikut, suara yang Lain ini merupakan manifestasi khayalan yang secara perlahan dan jelas mengawal keinginan Jeha:

"Jeha!" suara dalam kepalanya tiba lagi.
Jeha teringat kepada seksa-seksa tahun-tahun yang lepas. Lahuma bergantung urat bertahun-tahun.
"Banjir akan datang. Kau harus melawan."
"Aku akan melawan," tegas Jeha.
"Ketam akan datang."
"Aku akan melawan dengan tanganku ini."
"Burung akan datang makan padimu."
"Aku akan melawan," tegas Jeha lagi dalam kepalanya.
"Ulat akan bersarang dalam daun padimu. "
"Aku akan melawan. Jeha masih hidup. Anak-anakku masih hidup."
"Tahun depan?"
"Tahun depan juga aku akan melawan semuanya."
"Tahun depan lagi?"
"Aku akan melawan. Aku akan melawan segala-galanya. Aku akan melawan besama Sanah, bersama Milah, Jenab, Semak, Liah, Lebar, Kiah. "

(Shahnon Ahmad, 1975, p.100)

Sang suami yang sudah meninggal ini secara beransur-ansur telah menguasai Jeha yang menjadi delusi sebagai suara yang Lain. Dalam erti kata lain, keinginan yang Lain telah menguasai keinginan Jeha dengan meminjam suara sang suami mati dan menjadikannya keinginan Jeha. Suara suami yang mati yang berada di dalam kepalanya sebenarnya adalah suara keinginan yang Lain yang dicetak dalam dirinya. Dalam hal ini, ia dapat dilihat bahawa masalah mental Jeha tergolong dalam kategori neurosis, bukan psikosis. Bruce Fink (2002, p. 196) mentakrifkan bahawa neuropati boleh ditentukan dalam beberapa cara. Berbeza dengan psikosis, neurosis mengandaikan penubuhan fungsi patriarki. Jelasnya, kesedaran Jeha dikuasai oleh keinginan sang suami sebagai fungsi patriaki yang dapat dilihat jelas. Sang suami yang meninggal sebagai yang Lain itu kekal dan menyebabkannya mewujudkan delusi.

Keinginan Lahuma memaksa Jeha merupakan perintah yang amat kuat. Dia enggan menolak dan akhirnya menderita neurosis dan histeria dari keinginan itu. Maka, Jeha mengubah Objek A. Dalam menggantikan peranan Lahuma, dia tidak mengatasi hubungan Oedipus dengan dirinya, sebaliknya menginginkan hubungan Oedipus bersama Lahuma yang tidak wujud dalam dunia simbolik. Oleh sebab itu, dia telah obses dengan keinginan Objek A yang bernama Lahuma yang hidup dalam kawasan keinginan infiniti dunia delusi, impian dan fantasi. Sigmund Freud (2003, p. 234) menggambarkan kejadian ini sebagai 'melarikan diri ke neuropati'. Terdapat banyak cara untuk manusia berasa gembira dan bebas dari kesengsaraan, bergantung kepada keadaan dan sifat individu tersebut. Dalam novel ini, Jeha telah memilih untuk 'bergantung kepada ilusi Lahuma yang masih hidup tetapi pada realitinya sudah tiada sebagai faktor kegembiraan'. Keinginan Jeha menzahirkan dirinya sebagai keinginan untuk bertemu dan bercakap dengan suaminya Lahuma dalam mimpi dan realiti. Dalam proses ini, sempadan antara realiti dan fantasi telah kabur. Petikan berikutnya adalah keterangan paling panjang mengenai 'mimpi Jeha yang Lahuma muncul' dalam novel itu. Petikan ini menujukan apakah sifat keinginan Jeha, dan bagaimana dia mendalamkan gejala neurotik dan histeria:

Jeha tertidur.
Lahuma datang. Susuk tubunya besar dan tersangat
tinggi. Kedua belah kakinya berat dan gemuk bagaikan
batang pinang muda. Mukanya berisi bertumpuk-tumpuk
laksana baru disengat tabuan setaus ekor. Perutnya buncit
dan tegang berminyak bagaikan kulit gendang raya di masjid.
Lahuma sedang mendaki lurah yang terlalu curam.
"Lahuma! Lahuma! Lahuma! " jerit Jeha.
Lahuma membisu. Langkahnya berat-barat melangkah
naik lurah itu. Dari mulut, telinga dan lubang hidungnya
mengalir air bisa kekuningan. Dan air itu meleleh melalui
badannya yang bengkak-bengkak itu.
"Lahuma! Lahuma! " jerit Jeha lagi
Lahuma membisu juga.
Lahuma tiba di kemuncak tanah tinggi itu. Dia melihat
ke bawah. Tanah ladang Banggul Derdap terhampar di
hadapan matanya. Lahuma berdiri di situ dengan gagah
tanpa memegang apa satu. Kemudia lurah itu dituruni.
Tiba di lembah bawah, Lahuma berjalan lagi. Berat langkah-
langkah itu diaturnya. Dia masuk ke dalam petak sawah.
Dia meranduk anak-anak padi yang beru naik. Setengah-
setengahnya ditindih dengan kaki beratnya itu. Perutnya
membuncit lagi.
"Lahuma! Lahuma! " panggil Jeha dari jauh.
Lahuma tidak berpaling. Dia membisu. Sanah lari ke
sawah tetapi ditolak oleh Lahuma. Milah lari memeluk lutut
bapanya. Lahuma menolak budak itu menyembah selut.
Jenab menerkam mengapuk kaki. Lahuma menepis dengan
derasnya. Mereka terpinga-pinga melihat Lahuma meranduk
padi-padi yang baru ditanam itu. Semak datang dengan
adik-adiknya yang ada dua ornag lagi itu. Ketiga-tiga budak itu
dipegang dan dilambung ke udara. Terhempas ke atas
lumpur di tengah-tengah sawah itu.
"Lahuma! Lahuma! Lahuma! " jerit Jeha lagi.
Lahuma membisu juga. Dan air bisa kekuning-kuningan
itu mengalir keluar lagi.

(Shahnon Ahmad, 1975, pp.115-116)

Dalam mimpinya, suami matinya telah muncul. Dia jerit nama Lahuma sepenuhnya, "Lahuma! Lahuma!". Tetapi Lahuma membisu. Suami yang mati itu nampak marah dan tidak berkata apa-apa. Dia tidak menoleh belakang pada panggilan Jeha, tetapi berjalan perlahan ke arah sawah. Sang Suami itu kelihatan mengerikan dan rupa dahsyat utuh apabila dia meninggal dunia. Dan impian itu berterusan:

Lintang-pukang Jeha lari menujuke arah lakinya. Kedua belah kaki yang penuh selut bercampur dengan air bisa yang hanyir itu dipeluk erat-erat. Kepalanya didongak.

“Aku juga mengutip ketam-ketam ini sejak beberapa hari,” rayu Jeha. Dia memandang perut besar lakinya yang busung itu lagi.

“Aku mengutip berpuluh-puluh bakul. ”

“Aku rebus hingga merah kulit-kulitnya. ”

Jeha terdongak lagi. Lahuma membisu juga.

“Sanah juga kerja. Milah juga kerja. Jenab. Semek. Liah. Leber. Kiah. Kami semua kerja. Kami sambung kerjamu. Aku tidak pernah sia-siakan kehendakmu. Lahuma! Lahuma! Lahuma! ”

Lahuma membisu juga.

Tiba-tiba tangan yang berat itu menolak kepala Jeha yang terdongak itu. Jeha rebah tersungkur menyembah lumpur sawah. Mukanya terbenam ke dalam air kuruh itu.

“Aku tak mampu melawan ketam-ketam ini lagi. Aku tak ada tenaga. Sanah dan Milah tak ada tenaga. Lahuma! Ke mana kau pergi? Ke mana kau pergi? Kenapa kau tinggalkan anak-anak dan aku dan swaah kita? ”

Lahuma berjalan meranduk buruh lagi. Padi-padi itu dicabutnya dan dilambung ke udara. Dia menunduk dan mulai mengutip ketam-ketam yang berlapis-lapis banyak itu. Disumbatnya ketam-ketam itu ke dalam mulutnya yang bengkak itu. Dikunyahnya ketam itu hidup-hidup.

“Lahuma! Lahuma! Lahuma! ”

Lahuma membisu. Ketam itu disumbat lagi masuk mulutnya. Lepas seekor, seekor hingga perutnya semakin besar dan tegang kulitnya. Ketam-ketam itu dipungut lagi. Disuap masuk mulut lagi. Dan perut yang buncit itu bertambah buncit lagi.

Tiba-tiba perut itu pecah bertaburan. Urat perut berkecai. Lemak-lemaknya mengalir keluar ke tengah sawah bersama-sama dengan air lendir yang hanyir itu. Jantung dan hati dan paru-paru Lahuma tersembur keluar.

“Lahuma! Lahuma! Lahuma! ” jerit Jeha sekuat tenaga.

Tiba-tiba dia bingkas bangun. Dia melihat keliling. Matahari telah lama tinggi. Dan anak-anaknya yang tujuh orang itu berada di keliling.

“Mak bermimpi,” sungut Sanah.

(Shahnon Ahmad, 1975, pp.116-117)

Jeha memberitahu suaminya bahawa dia melakukan yang terbaik untuk mengusahakan pertanian. Bahkan, dia juga mengadu bahawa sukar baginya dan kanak-kanak untuk bertahan kerana dia melindungi padi itu daripada serangan ketam-ketam. Walau bagaimanapun, Lahuma tetap bertindak aneh/pelik, apabila disumbatnya ketam-ketam ke dalam mulutnya seolah-olah dia marah. Perutnya pecah dan lemak-lemak dan organ di dalamnya tersembur keluar ke sawah. Dan Jeha terbangkit dalam mimpi itu, menjerit nama Lahuma.

Impian Jeha ini jelas menunjukkan bahawa neurosisnya akhirnya berkembang menjadi gejala histeria. Prinsip Bruce Fink (2002, p.217) yang dikemukakan untuk pesakit histeria menggariskan pandangan Lacan mengenai gejala neurosis yang berkaitan dengan yang Lain. Pesakit histeria menekankan yang Lain sebagai jantina seksual lawan. Dia menjadi objek kepada keinginan yang Lain untuk menguasai keinginan yang Lain. Melalui fantasi, dia menempatkan dirinya sebagai objek yang Lain. Maka dengan itu, yang Lain(biasanya kekasih atau pasangan) menjadi subjek keinginan. Sesungguhnya, pesakit histeria mengarahkan keinginan yang Lain kerana tidak berpuas hati sehingga dia dapat memainkan peranannya selama-lamanya. Yang Lain sebagai subjek keinginan hanyalah boneka di sini. Meninggalkan yang Lain dalam ketidakpuasan adalah bertujuan untuk membuat pesakit sebagai objek keinginan dan kekurangan kepada dirinya. Oleh itu, ia boleh dikatakan bahawa pesakit histeris ini dicirikan oleh apa yang dipanggil ‘keinginan tentang keinginan yang tidak memuaskan’.

Delusi tentang Lahuma juga membawa maksud bahawa suami yang hidup selama-lamanya adalah boneka yang tidak bernyawa. Jeha mencipta ilusi yang bahawasanya Lahuma yang telah mati akan hidup selama-lamanya dan menempatkan Lahuma yang mati itu di tempat yang Lain di dalamnya. Ini membuat dia menginginkan Jeha selamanya. Itulah bagaimana dia wujud di dunia ini, dan menghadapi kesukaran realiti. Perbuatan ini bukan untuk kepada yang mati. Namun, ia juga adalah untuk membina fantasi asas (*fundamental fantasy*) untuk diri sendiri. Dalam mimpinya, Jeha berkata, "Aku juga mengutip ketam-ketam ini sejak beberapa hari." Berikutnya, sangat menarik juga untuk Jeha mengatakan kepada Lahuma bahawa "Aku mengutip berpuluh-puluh bakul."dan "Aku rebus hingga merah kulit-kulitnya."(Shahnon Ahmad, 1975, p.116) Kesemua ini bertujuan untuk memenuhi keinginan Lahuma, yang Lain. Ini ialah ciri histeris di mana objek yang memenuhi Lahuma(yang Lain), mestilah dirinya sendiri dalam bahasanya. Dalam erti kata lain, ini adalah struktur dialog yang menekankan seksual lawan (yang Lain). Mimpi yang dibentangkan dalam hal ini menunjukkan ciri-ciri histeria.

Menurut Erich Fromm (2012, p.193), terdapat cara-cara untuk mengundurkan diri sepenuhnya dari dunia (yang boleh diperhatikan di beberapa kes psikotik) untuk mengelakkan dunia luar daripada mengancam dirinya sendiri dan juga terdapat cara untuk mengembangkan(meluaskan) diri secara psikologi untuk mengecilkan dunia luar. Perlakuan sedemikian adalah naluri Jeha untuk mengelak penderitaan. Ia adalah ‘lencongan yang dibuat oleh diri sendiri’ (Sigmund Freud, 2003, p. 235) Dalam kawasan mimpi dan fantasi, Jeha mengenal Lahuma sebagai ‘*phallus*’. Maka, kawasan realiti dan fantasi beransur-ansur menawan sempadan masing-masing yang menjadikan delusi yang dilihat oleh Jeha. Delusi menjadikan realiti sebagai mimpi dan mimpi sebagai realiti. Jadi, dia berjaya mengelak dirinya dari ancaman dunia nyata iaitu kesakitan. Dengan paranoia ini, Jeha kini dilarang dalam dunia simbolik(istilah Lacan: dunia nyata) dan diasingkan dalam ‘pagar’ di rumah. Secara simbolik, Jeha sebenarnya tidak dapat melepaskan diri dari fantasi yang terlarang.

Suami yang sudah mati dalam fantasi terlarang ini hanyalah 'boneka' yang terletak di tempat 'yang Lain'. Baginya, tidak penting dalam khayalan histeria Jeha sama ada dia hidup atau mati. Walau bagaimana caranya, Jeha tetap menyasar untuk menjadi objek kepuasan keinginan yang Lain, 'boneka'. Histeria Jeha dijelaskan oleh tafsiran Bruce Fink (2002, p. 210), dia (saya katakan ‘*she*’ kerana kebanyakan pesakit histeria adalah wanita) berpendapat bahawa ibunya tidak akan sempurna tanpa dirinya sendiri, dan dia adalah objek (objek yang dapat memenuhi kekurangan dan memenuhi keinginan ibunya) yang diperlukan untuk membuat ibunya sempurna. Jika hubungan ini tidak berubah sebagai menjadi struktur segi tiga melalui 'nama bapa’(kompleks oedipus), di mana psikosis akan berkembang. Walau bagaimanapun, apabila berjaya dalam membina penyegitigaan, pesakit histeria akan berfikir bahawa dirinya adalah objek yang dapat mengekalkan keinginan yang Lain, dengan itu mendirikan kedudukannya sebagai objek. Dalam erti kata lain, terdapat ruang untuknya di dalam yang Lain. Oleh sebab itu, baginya suami yang meninggal harus hidup selama-lamanya. Ini kerana tempatnya ada di ‘yang Lain si boneka’.

IV. KESIMPULAN

Di dalam Jeha, keinginan suaminya menunggu untuk dipuaskan oleh Jeha. Keinginan Lahuma yang mati adalah punca utama dia(Jeha) wujud di dunia. Dan dalam keinginan yang histeris ini, dia mencipta ilusi sang suami mati yang hidup selama-lama dengannya untuk menampung keinginan yang Lain(Lahuma). Pelbagai usaha yang telah cuba dilakukan oleh Jeha untuk menggantikan suaminya yang telah mati. Oleh kerana tidak berjaya mendapatkan apa yang dicarinya, akhirnya, dia menjadi putus asa. Litar mental Jeha yang semakin menyedari prinsip keseronokan dalam ilusi Lahuma yang masih hidup dan menggunakan mekanisme melarikan diri telah membawa kepada neurosis. Ia bermula dengan kerinduan kepada Lahuma, kemudiannya membayangkan Lahuma masih hidup dan yang terakhir, mempercayai bahawa Lahuma masih hidup. Dalam teori Freud, ini digelar sebagai cubaan Jeha untuk 'pemberontakan bentuk terdesak'(Sigmund Freud, 2002, p.234) dalam menginginkan Lahuma. Paranoia Jeha adalah mekanisme hidup yang tidak sedarkan diri kerana dia menyedari prinsip keseronokan dalam realiti dan meletakkan Objek keinginan A dalam imaginasinya . Ia merupakan satu cara untuk meyakinkan dirinya supaya mempercayai bahawa dia wujud dalam dunia paranoid agar dia dapat melindungi dirinya dari kematian dan meneruskan kehidupan. 'Penipuan imaginasi' menjadi satu-satunya laluan rohani dimana Jeha mampu wujud dalam realiti dunia simbolik.

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Kesedaran Dan Amalan Pelupusan Sisa Elektronik Pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai

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***Abstrak*—Penggunaan produk elektronik telah berkembang pesat di Malaysia dari tahun ke tahun. Menurut laporan mengenai inventori sisa elektronik di Malaysia oleh Kementerian Alam Sekitar Jepun (MOEJ), anggaran jumlah kuantiti sisa elektronik yang dibuang di Malaysia akan meningkat 14 peratus setiap tahun dan sejumlah 1,17 bilion unit atau 21,38 juta tan sisa elektronik dihasilkan pada tahun 2020. Sisa elektronik ini dipenuhi dengan bahan toksik yang menyebabkan kesihatan manusia dan alam sekitar berisiko (Jabatan Alam Sekitar, 2020). Oleh itu, kajian ini dijalankan bagi tujuan untuk mengenal pasti kesedaran dan amalan pelupusan sisa elektronik pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai. Kajian yang dijalankan ini merupakan satu kajian kuantitatif dengan kaedah tinjauan menggunakan borang soal selidik. Seramai 100 orang pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan daripada Politeknik Nilai menyertai kajian ini. Pelajar ini dipilih secara rawak daripada semester satu sehingga semester enam yang mewakili nilai sebenar jumlah pelajar. Dapatan hasil kajian dianalisis menggunakan Perisian Statistical Packages for The Social Sciences 21.0 (SPSS 21.0) untuk memenuhi objektif kajian. Hasil dapatan menunjukkan bahawa pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai mempunyai tahap kesedaran pelupusan sisa elektronik yang tinggi. Walaubagaimanapun amalan pelupusan sisa elektronik pelajar adalah sederhana. Hal ini memerlukan proses penekanan terhadap amalan pembuangan sisa elektronik pelajar Politeknik Nilai yang lebih baik dan teratur bagi kelestarian alam sekitar daripada sisa elektronik yang berbahaya.**

***Kata Kunci*—Sisa elektronik, kesedaran pelupusan sisa elektronik , amalan pelupusan sisa elektronik**

I. Pengenalan

Penggunaan produk ICT di Malaysia telah berkembang secara pesat. Kerajaan kini ingin menjadikan Malaysia ke arah negara pintar, yang menyokong perkhidmatan digital dan elektronik secara meluas. Eksport dan import Malaysia didokong terutamanya oleh sektor Pembuatan yang didominasi oleh produk elektrik dan elektronik Dasar negara menjadikan sektor pembuatan dan perkhidmatan di Malaysia berpaksikan industri 4.0, ianya telah mengalakkan pertumbuhan subsektor maklumat dan komunikasi. Turut meningkat permintaan barangan elektrik dan elektronik (E&E) yang mengalakkan berikutan peningkatan penggunaan perkhidmatan jalur lebar , aplikasi pintar, internet benda (IoT) dan robotik automasi. Industri elektrik dan elektronik kini menjadi industri yang semakin maju, ianya memperlihatkan kemajuan teknologi terkini dan pesat serta pengeluaran produk baru yang lebih baik ke pasaran.Perkembangan teknologi kini membawa keselesaan dan kemudahan dalam kehidupan manusia. Namun ianya memberi kesan kepada penghasilan sisa elektronik, bukan sahaja di Malaysia tapi di seluruh dunia.

Barangan elektrik dan elektronik mempunyai jangka hayat yang pendek (Dagiliūtė,2019) ini menyumbang kepada pertambahan penghasilan sisa elektronik. Sisa elektronik terdiri daripada telefon bimbit, televisyen, komputer, tablet, komputer riba, papan litar, penghawa dingin, peti sejuk, cakera padat dan barangan elektrik dan elektronik yang lain. Purata tempoh hayat telefon bimbit di Malaysia dianggarkan antara 18 hingga 24 bulan. Ini akan meningkatkan sisa elektronik setiap tahun. Sisa elektronik adalah sisa yang kian meningkat di negara maju dan membangun. Pada tahun 2019, kira-kira 53.6 juta tan sisa elektronik dihasilkan di seluruh dunia. Peningkatan sisa elektronik dunia meningkat semenjak tahun 2014, iaitu sebanyak 9.2 juta tan setahun. Sisa elektronik akan terus meningkat dijangkakan menjelang tahun 2030 iaitu sebanyak 74.7 juta tan setahun (Forti, 2020). Dalam tempoh 5 tahun dari 2010 sehingga 2015, hampir 63% sisa elektronik meningkat di Asia. Pada tahun 2015, Malaysia menghasilkan 245 tan sisa elektronik. Ianya meningkat sehingga 39.7% dalam tempoh 2010 sehingga 2015 (MCMC, 2019).

Sisa elektronik yang tidak diurus dengan baik boleh mengakibatkan pelbagai masalah yang akan dihadapi. Terdapat bahan toksik di dalam sisa elektronik yang boleh menyebabkan kesihatan manusia dan alam sekitar berisiko (Jabatan Alam Sekitar, 2020). Sisa elektronik mengandungi bahan berbahaya, seperti merkuri, *lead and cadmium*, *brominated flame retardants (BFR)*, *Poly Chlorinated Biphenyls (PCBs),* dan *Poly Vinyl Chloride (PVC)* (Jabatan Alam Sekitar, 2020). Sisa buangan elektronik dan elektrik mengandungi bahan toksik dan bahan berbahaya yang boleh mencemarkan udara, air dan tanah serta memberi kesan kesihatan kepada manusia. Dengan mengitar semula barangan elektrik dan elektronik dengan betul, sumber semula jadi, seperti logam, aluminium dan tembaga dapat dijimatkan dan juga untuk mengurangi pelepasan metana dan karbon, yang mencegah pemanasan global dan melindungi alam sekitar. (UNESCO,2019)

Persoalannya ialah sejauh mana kesedaran pengurusan sisa elektronik dan kesedaran pelepusan sisa elektronik untuk memastikan kelastarian alam sekitar dan kehidupan. Oleh yang demikian, kajian ini dilakukan untuk meninjau tahap kesedaran dan amalan pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai terhadap pelupusan sisa elektronik yang kian meningkat dan mengancam alam sekitar serta manusia. Kajian ini dimulakan dengan pengenalan terhadap sisa elektronik, sisa elektronik di Malaysia, kesan sisa elektronik tidak di urus dengan baik. Di ikuti dengan objektif kajian dan methodologi yang digunakan di dalam projek ini. Bahagian terakhir adalah dapatan dan perbincangan daripada analisis yang dibuat terhadap sampel kajian diikuti dengan kesimpulan dan rujukan.

A. Sisa elektronik

Sisa elektronik ditakrifkan sebagai peralatan elektrik dan elektronik (EEE) dan bahagian-bahagiannya yang telah dibuang oleh pemilik sebagai bahan lupus tanpa niat untuk digunakan semula (Step, 2020). Sisa elektronik adalah campuran bahan dan komponen yang kompleks yang kerana kandungannya yang berbahaya. Sisa elektronik mengandungi komponen seperti akumulator, suis merkuri, kaca dari tiub sinar katod dan kaca aktif lain atau kapasitor bifenil poliklorin atau tercemar dengan kadmium, merkuri, plumbum, nikel, kromium , tembaga, litium, perak, mangan atau poliplorin biphenyl 19 (Jabatan Alam Sekitar Malaysia, 2020). Terdapat enam kategori sisa elektronik (UNU - The Global E-waste Monitor, 2017) iaitu ;

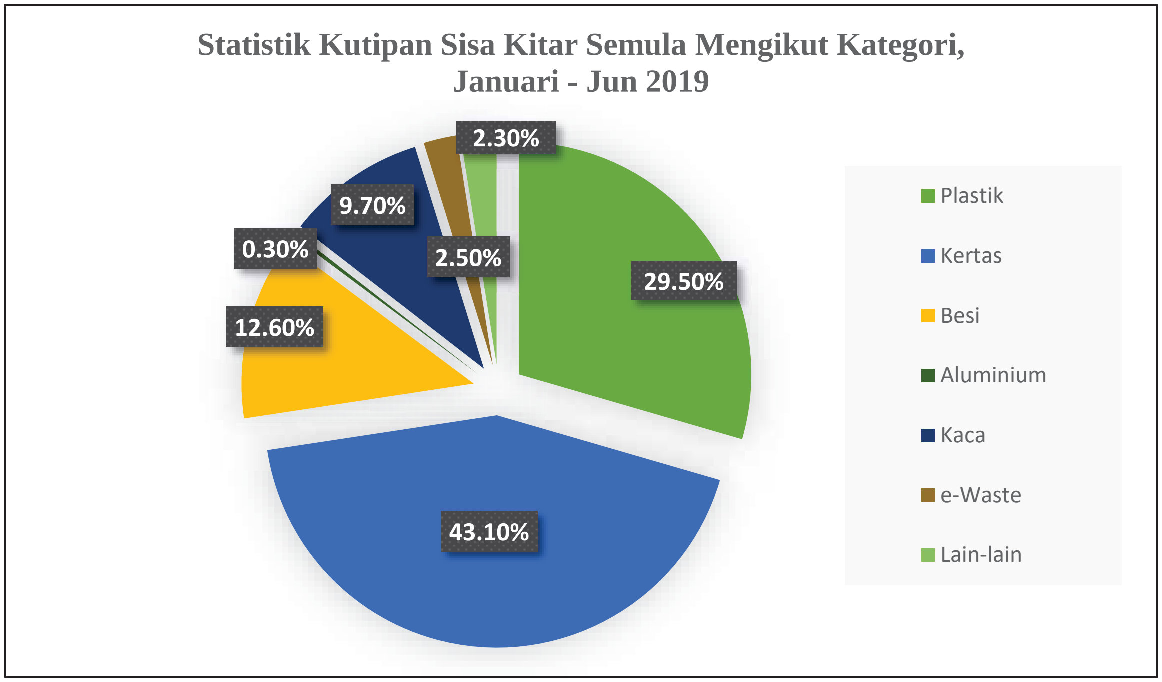
1. peralatan pertukaran suhu (peralatan yang berfungsi sebagai perlatan penyejukan dan pembekuan seperti peti sejuk, penyejuk beku, dan penyaman udara.
2. Skrin (peralatan yang merangkumi monitor, komputer, komputer riba, dan tablet).
3. Lampu.
4. Peralatan besar (peralatan seperti mesin basuh, dan dapur elektrik).
5. Peralatan kecil (peralatan merangkumi pembersih vakum, pembakar roti, cerek elektrik, pencukur elektrik, penimbang, dan kamera).
6. Barangan IT bersaiz kecil dan peralatan telekomunikasi (kategori ini merangkumi telefon bimbit, dan alatan GPS)

Sisa elektronik yang tidak dikendalikan dengan betul, dapat menyebabkan masalah persekitaran dan kesihatan kepada manusia. Sisa elektronik berbeza secara fizikal dan kimia ianya mengandungi pelbagai jenis bahan yang berbahaya tetapi sisa elektronik yang diurus dengan baik dapat memberi maanfaat kepada sumber dan manusia. Barangan seperti logam, emas dan tembaga di dalam peralatan elektrik dan elektronik dapat di kitar semula untuk menghasilkan produk yang baru ianya dapat membantu menyelamatkan sumber bumi.

B. Sisa elektronik di Malaysia

Sisa elektronik adalah sisa yang muncul dan berkembang pesat dan ianya menjadi cabaran dalam pengurusan sampah terutamanya negara yang maju dan membangun. Teknologi yang sangat pantas dari anjakan inovasi serta jangka hayat produk yang semakin pendek adalah antara faktor yang menyumbang kepada peningkatan jumlah sisa elektronik. Berdasarkan laporan sisa elektronik di Malaysia oleh Kementerian Alam Sekitar Jepun (MOEJ), anggaran jumlah kuantiti sisa elektronik yang dihasilkan di Malaysia akan meningkat 14 peratus setiap tahun dan sejumlah 1,17 bilion unit atau 21,38 juta tan sisa elektronik dihasilkan pada tahun 2020 (Jabatan Alam Sekitar, 2020).

Di Malaysia, sisa elektronik dibawah Akta Kualiti Alam Sekeliling 1974 yang ditadbir oleh Jabatan Alam Sekitar Malaysia. Sisa elektronik dikelaskan sebagai Buangan Terjadual di bawah kod SW 110, Kualiti Alam Sekeliling 2005. Sisa elektronik di kategorikan di bawah kod SW 110 ianya ditakrifkan sebagai sisa dari pada pemasangan elektrik dan elektronik yang mengandungi komponen seperti kuprum, perak, mangan dan plumbum. Ini bermaksud sisa elektronik tidak boleh dibuang bersama dengan sisa pepejal yang lain.



Rajah 1. Statistik Kutipan Sisa Kitar Semula Mengikut Kategori, Januari - Jun 2019
Perbadanan Pengurusan Sisa Pepejal dan Pembersihan Awam (SWCorp)

Rajah 1 menunjukkan statistik sisa kitar semula yang dikeluarkan oleh Perbadanan Pengurusan Sisa Pepejal dan Pembersihan Awam (SWCorp) mengikut kategori dari Januari hingga Jun 2019. Ini menunjukkan kutipan sisa elektronik pada tahap yang rendah iaitu sebanyak 2.3% sahaja rakyat Malaysia yang mempunyai kesedaran untuk kitar semula sisa elektronik. Kerajaan telah melaksanakan beberapa program untuk memberi kesedaran kepada rakyat Malaysia tentang bahayanya sisa elektronik jika tidak diurus dengan baik. Di antaranya ialah kempen e-Sisa Mudah Alih, Program Kesedaran Pengurusan E-Waste, dan Program Pengumpulan Sisa Elektronik Isi Rumah (*Household E-Waste Take Back Programme*).

C. Kesan Sisa Elektronik

Setiap tahun berjuta-juta tan sisa elektronik seperti TV, komputer dan telefon, dihasilkan dan ianya semakin meningkat. Sisa elektronik mengandungi komponen yang bernilai kepada ekonomi dan sumber jika dikitar semula. Namun, didalam sisa elektronik mengandungi bahan berbahaya yang boleh dilepaskan secara langsung dan tidak langsung ke persekitaran.

Sampah elektronik dipenuhi dengan bahan toksik, jika ianya tidak diurus dengan baik secara kitar semula dan akhirnya berakhir di tempat pembuangan sampah. Ini boleh menyebabkan kesihatan manusia dan alam sekitar berisiko. Bahan toksik yang terdapat di dalam sisa elektronik di antaranya (Jabatan Alam Sekitar, 2020) ialah:

1. Plumbum boleh menyebabkan kerosakan otak. Ianya juga jika tidak diurus dengan baik boleh mengganggu fungsi persekitaran sistem air dan tanah.
2. Merkuri mempunyai kesan toksik pada kesihatan manusia dan alam sekitar. Ianya terdapat di dalam lampu. Merkuri yang berada di tempat pembuangan sampah dan digabung dengan sisa yang lain ianya boleh menghasilkan sisa toksik yang berbahaya,
3. Kadmium adalah penyebab barah kepada manusia. Ianya menganggu kesihatan tanah dan menyebabkan ekosistem terjejas. Ianya juga boleh membebaskan toksik ke atmosfera jika terbakar.
4. Arsenik adalah bahan penyebab terjadinya barah seperti barah kulit, paru-paru, pundi kencing, hati, dan buah pinggang, Arsenik boleh memberi kesan kepada pada alam sekitae seperti mengakibatkan kematian, sistem pertumbuhan dan pembiakan akan terjejas serta akan memberi kesan kepala flora dan fauna.

II. Objektif Kajian

Bagi memastikan tujuan kajian ini dapat dicapai, berikut objektif kajian yang telah dirumuskan:

1. Mengenalpasti tahap kesedaran pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai terhadap pelupusan sisa elektronik.
2. Mengenalpasti amalan pelupusan sisa elektronik pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai.

III. Metodologi Kajian

Kajian ini berdasarkan sumber primari yang dijalankan ke atas pelajar Sistem Maklumat Perniagaan dari Jabatan Perdagangan Politeknik Nilai. Ianya merupakan kajian tinjauan yang menggunaan teknik persampelan rawak bertujuan. Jumlah pelajar Sistem Maklumat Perniagaan Politeknik Nilai adalah 276 orang. Daripada jumlah populasi, ukuran sampel minimum yang disarakan ialah seramai 160 orang berdasarkan penentuan saiz sampel Krejcie & Morgan (1971).

Kajian ini menggunakan soal selidik sebagai instrumen kajian. Dalam kajian ini, item dibina diadaptasi daripada item kajian-kajian lepas Oomman (2014) , Anusree & Balasubramanian (2019) dan Ahmad & Mustafa (2011) serta dibuat pengubahsuaian untuk kesesuaian tajuk dan untuk memudahkan kefahaman pelajar. Instrumen kajian ini terdiri daripada dua bahagian. Bahagian A berkaitan demografi responden, manakala Bahagian B pula merangkumi item-item yang mengukur tahap kesedaran dan amalan pelajar Sistem Pengurusan Perniagaan Jabatan Perdagangan Politeknik Nilai terhadap pengurusan sisa elektronik.

Skala soalan pengukuran item bagi pemboleh ubah tahap kesedaran pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai terhadap pelupusan sisa elektronik dijawab mengikut skala Likert 5 mata seperti berikut; 1= sangat tidak bersetuju, 2= tidak bersetuju, 3=separa setuju, 4= setuju, dan 5 = sangat bersetuju. Manakala bagi pengukuran item bagi pemboleh ubah amalan pelupusan sisa elektronik pelajar Sistem Maklumat Perniagaan Jabatan Perdagangan Politeknik Nilai dijawab mengikut skala Likert seperti berikut; 1= tidak pernah dilakukan, 2= kadangkala dilakukan, 3= sekali sekala dilakukan, 4= kerap dilakukan, dan 5 = sangat kerap dilakukan.

Kajian rintis telah dilakukan untuk menentukan kesahihan dan kebolehpercayaan soal selidik yang dibina. Pemboleh ubah tahap kesedaran dan amalan mempunyai nilai kebolehpercayaan Alpha Cronbach 0.897 dan 0.740 Ini menunjukkan soal selidik yang dibina mempunyai kebolehpercayaan yang baik kerana nilai Alpha Cronbach melebihi 0.7 dan ianya boleh digunakan dalam kajian sebenar (Lance, Butts, & Michels, 2006). Data yang diperoleh dianalisis menggunakan aplikasi perisian *Statistical Package for Social Sciences (SPSS) 21.0*. Analisis ini hanya melibatkan statistik deskriptif; memberi ringkasan daripada keseluruhan set data yang diambil. Kaedah statistik mudah seperti kekerapan dan peratusan digunakan untuk menganalisis data yang diperoleh. Bagi Interpretasi data kajian ini ianya berdasarkan pengelasan skor min Wiersma (1995) seperti Jadual 1 di bawah yang menjadi indikor bagi setiap nilai skor min purata.

JADUAL 1: PENAFSIRAN SKOR MIN

Skala	Tahap
1.00 – 2.40	Rendah
2.41 – 3.80	Sederhana
3.81 – 5.00	Tinggi

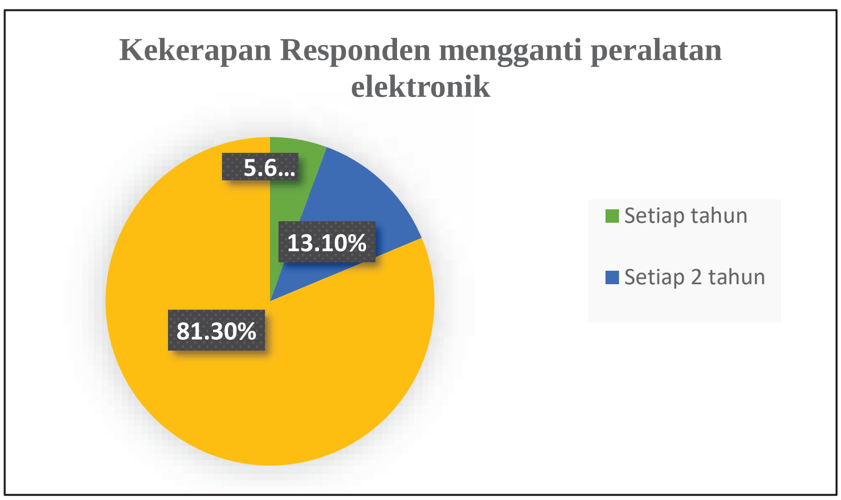
IV. DAPATAN DAN PERBINCANGAN

Sampel bagi kajian ini telah di ambil daripada pelajar Sistem Maklumat Perniagaan Politeknik Nilai. Jadual 2 menunjukkan maklumat taburan demografi bagi 160 orang respondan yang terlibat dalam kajian ini.

JADUAL 2: DEMOGRAFI RESPONDEN

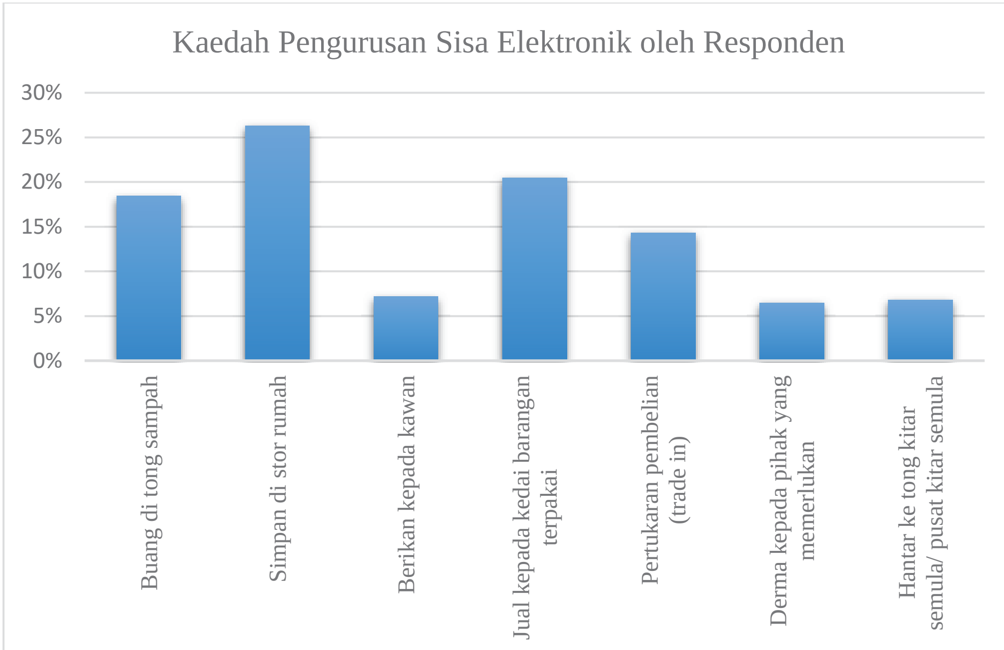
Item	Subitem	Bilangan	Peratusan
Jantina	Lelaki	48	30%
	Perempuan	112	70%
Semester	Semester 1	8	5%
	Semester 2	35	21.9%
	Semester 3	47	29.4%
	Semester 4	17	10.6%
	Semester 5	33	20.6%
	Semester 6	20	12.5%

Berdasarkan Jadual 2, seramai160 orang respondan daripada pelajar Diploma Sistem Maklumat Perniagaan Jabatan Perniagaan telah mengisi soal selidik dengan lengkap. Daripada 160 orang responden tersebut, 70 (70%) orang responden terdiri daripada perempuan dan selebihnya 30 (30%) orang adalah lelaki. Respondan terdiri daripada semester 1, 8 orang (5%),semester 2, 35 orang (21.9%), semester 3, 47 orang (29.4%), semester 4, 17 orang (10.6%), semester 5, 20 orang (20.6%), dan semester 6, 20 orang (12.5%).



Rajah 2. Kekerapan Responden mengganti peralatan elektronik

Rajah 2 menunjukkan kekerapan responden menukar peralatan elektronik 9 orang (5.6%) daripada responden menukar peralatan elektronik setiap tahun, manakala 21 orang (13.1%) dan 130 orang (81.3%) menukar peralatan elektronik setiap 2 tahun dan 3 tahun atau lebih.



Rajah 3. Kaedah pengurusan sisa elektronik oleh responden

Rajah 3 menunjukkan kaedah pelupusan sisa elektronik oleh responden. Majoriti responden mengamalkan kaedah pelupusan sisa elektronik dengan menyimpan sisa elektronik di stor rumah (26%). Kaedah yang kedua dipilih dengan menjual sisa elektronik yang tidak digunakan di kedai barangan terpakai (20%), diikuti dengan kaedah membuang sisa elektronik ke dalam tong sampah (18%), kaedah keempat menjadi pilihan respondan adalah pertukaran pembelian secara *trade-in* (14%), kaedah kelima berikan kepada kawan (7%) dan hantar sisa elektronik ke tong kitar semula atau di pusat kitar semula. Kaedah terakhir ialah dermakan sisa elektronik kepada pihak yang memerlukan (6%).

Jadual 3 dibawah menunjukkan taburan analisis item kesedaran pelajar terhadap pengurusan sisa elektronik. Hasil dapatan mendapati purata min bagi kesemua kesepuluh item mencapai tahap yang tinggi iaitu nilai min 3.97. Item 8: Saya tahu maksud simbol  ini?, mendapat skor min tertinggi iaitu nilai min 4.41. Manakala item 3:Saya menyedari sisa elektronik berbahaya medapat skor min 4.36. Diikuti dengan item 9: Saya sedar simbol ini  terdapat di manual dan kotak peralatan elektronik yang saya miliki memperoleh nilai skor min 4.31. Item 10: Saya tahu terdapat syarikat pengumpulan sisa elektronik yang bekerjasama dengan kerajaan untuk proses kitar semula memperoleh nilai min paling rendah iaitu 3.67. Dapatan menunjukkan kesedaran pelajar Sistem Maklumat Perniagaan sangat baik, ianya bersamaan dengan hasil dapatan daripada Anusree & Balasubramanian (2019) bahawa isi rumah di *Kochi City* mempunyai kesedaran asas mengenai bahaya sisa elektronik. Tetapi ianya berbeza dengan dapatan daripada Tiep, Kin, Ahmed, & Teck (2015) iaitu kesedaran isi rumah di Melaka dalam pengurusan sisa elektronik masih rendah.

JADUAL 3: TABURAN ANALISIS ITEM KESEDARAN PELAJAR TERHADAP PENGURUSAN SISA ELEKTRONIK

No.	Kesedaran Pelajar Terhadap Pengurusan Sisa Elektronik	Skor Min	Skor Purata Min	Penafsiran Tahap
1	Saya tahu apa itu sisa elektronik	3.99	4.20	Tinggi
2	Saya tahu terdapat bahan kimia di dalam produk elektronik	4.13		
3	Saya menyedari sisa elektronik berbahaya	4.36		
4	Saya tahu bahawa sisa elektronik boleh meyebabkan masalah serius pada alam sekitar	4.29		
5	Saya tahu bahawa sisa elektronik boleh mempengaruhi kesihatan manusia	4.29		
6	Saya tahu sisa elektronik memerlukan pengurusan khas sebelum dibuang	4.32		
7	Saya tahu kaedah mengasingkan sisa elektronik adalah penting sebelum dibuang	4.21		
8	Saya tahu maksud simbol ini?	4.41		
9	Saya sedar simbol ini terdapat di manual dan kotak peralatan elektronik yang saya miliki	4.31		
10	Saya tahu terdapat syarikat pengumpulan sisa elektronik yang bekerjasama dengan kerajaan untuk proses kitar semula.	3.67		

JADUAL 4: TABURAN ANALISIS ITEM AMALAN PELAJAR TERHADAP PENGURUSAN SISA ELEKTRONIK

No.	Amalan Pelajar Terhadap Pengurusan Sisa Elektronik	Skor Min	Skor Purata Min	Penafsiran Tahap
1	Saya mengitar semula sisa elektronik	2.14	2.42	Sederhana
2	Saya mengasingkan sisa elektronik dan sisa pepejal sebelum membuangnya	2.77		
3	Saya menyertai program dan kempen berkaitan sisa elektronik	1.89		
4	Saya menyertai program anjuran kerajaan berkaitan sisa elektronik seperti Program Hijau 'Mobile Ewaste'	1.69		
5	Saya mendapatkan maklumat berkaitan sisa elektronik dalam melindungi alam sekitar	2.99		
6	Saya membaiki alatan elektronik yang sudah rosak sebelum tindakan selanjutnya dibuat.	3.08		

Jadual 4 menunjukkan taburan analisis item amalan pelajar terhadap pengurusan sisa elektronik. Hasil dapatan mendapati purata min bagi kesemua enam item mencapai tahap yang sederhana iaitu nilai min 2.42. Item 8: Saya membaiki alatan elektronik yang sudah rosak sebelum tindakan selanjutnya dibuat mencapai skor min tertinggi iaitu nilai min 3.08. Item 5: Saya mendapatkan maklumat berkaitan sisa elektronik dalam melindungi alam sekitar memperoleh skor min 2.99. Dengan nilai skor min paling rendah iaitu skor min 1.69 menunjukkan keterlibatan pelajar terhadap program kitar semula dianjurkan oleh kerajaan melalui item 5 Saya menyertai program anjuran kerajaan berkaitan sisa elektronik seperti Program Hijau '*Mobile Ewaste'.* Dapatan bagi pemboleh ubah amalan terhadap pengurusan sisa elektonik pelajar Sistem Maklumat Perniagaan sederhana. Dapatan ini bersamaan dapatan daripada Mahat (2019) iaitu menunjukkan bahawa masyarakat di Selangor masih berada di peringkat sederhana dalam melaksanakan pengurusan sisa elektronik yang lestari. Tindakan pendedahan khusus kepada pelajar Institusi Pengajian Tinggi berkaitan kaedah cara mengurus sisa elektronik dengan betul dan akan menjadi amalan kepada pelajar (Kasbun & Baharudin, 2017).

V. KESIMPULAN

Daripada dapatan menunjukkan bahawa kesedaran respondan terhadap pengurusan sisa elektronik di tahap yang tinggi. Manakala amalan yang sering dilaksanakan oleh responden untuk menguruskan sisa elektronik adalah di tahap sederhana. Dapatan ini tidak selari antara kesedaran dan amalan terhadap sisa elektronik. Pendedahan awal mengenai kaedah dan maklumat pengurusan sisa elektronik oleh Politeknik adalah faktor yang membantu meningkatkan pengetahuan dan amalan pengurusan sisa elektronik pada pelajar di Politeknik Nilai. Pelajar juga perlu didedahkan dengan risiko yang dihadapi negara jika lambakan sisa elektronik yang tidak diurus dengan betul dan akibat terhadap alam sekitar, dan manusia. Selain itu juga pihak politeknik boleh bekerjasama dengan kerajaan dan syarikat pengurusan sisa elektronik dalam sama-sama menjaga kelastarian alam sekitar.

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Parenting Styles, Self-Concept And Peer Influence On Student's Misconduct Behaviours In Malacca, Malaysia

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***Abstract*—Student's misconduct behaviours and discipline deterioration in school have always been concerns of the educational sector. Several numbers of the study had indicated the misconduct behaviours were under the influence of parenting styles, self-concept, and peer influence. This study aimed to identify the most dominant misconduct behaviours among students and parenting styles practiced by student's parents. Another objective of this study was to investigate the relationship between study variables. A total of 250 students from two schools in the district of Melaka Tengah, Malacca was recruited to participate in this study. We found that physical misconduct is the most common misconduct behaviour among the students. The degree of misconduct behaviour was reported low. Authoritative parenting style (M = 4.08) was the most dominant style of care practiced by the student's parents. Among the three independent variables, the self-esteem variable recorded the most influence on student's misconduct behaviours, whereby peer influence and parenting styles showed a significant impact also on student's misconduct behaviours. The permissive parenting style reported a 13.3% contribution to student's misconduct behaviours. In short, these findings wish to provide some information for parents, educators, school counselors, school administrators, and the Ministry of Education when addressing the issue of misconduct behaviours among school students. Nonetheless, further research is necessary as the student's misconduct behaviours were complex and involving multiple contributing factors.**

I. INTRODUCTION

The issue of misconduct in students shows growing trends over time. This issue has become an agenda discussed at all levels either in the Parliament, in the mosques, in the forums and in the official speech of the national leaders. This issue destructs the efforts of the Ministry of Education to achieve the objective of the national education philosophy, to produce knowledgeable and moral individuals in the Malaysian society.

The disciplinary cases and misconduct behaviours among students can be used as a measure in assessing how effective the education system has implemented now. The curriculum, which was planned by the Ministry of Education, including all fields of knowledge to make a student a noble and righteous would be destructed in the present of misconduct behaviour (Sufean Hussin, 1993). According to Regoli and Hewitt (1991), students who are violating the norm of their local community or even the school institutions are categorized as deviant behaviours. They are not just naughty by smoking cigarettes, skipping the school, fight against teachers, vandalism, quarrel with each other, but also involved in a variety of severe misconduct behaviours such as gangsterism, run away from home, drinking liquor, and watching pornographic videos. In addition, some of them also committed in criminal offenses such as killing, raping, prostitution, drug abuse, promiscuity, and child abandonment.

This significant rise of misconduct behaviours imply that some students are currently experiencing a social problem. Data issued by the Malaysian Criminal Prevention Foundation, through the Chairman Tan Seri Lee Lam Thye, showed the first two-month validity trend of 2009 a total of 295 students involved in a very serious case including murder case. The statistics also showed there are 1.5 criminals in each of the 1000 students. The statistics and study of non-governmental bodies (NGO) as well as local institutions of higher learning indicated that the crime of students in the city or rural areas is not something that can be taken lightly. In addition to the increase in case, the number of students aged between 13 and 18 years old recorded increases. During the year 2007, a total of 1,836 criminal cases were reported with 3,383 students detained. The figure increased to 2,218 cases of 2008 which saw a total of 3,725 persons (Halimah Ali, 2009).

The issue of student's misconduct behaviours often associated with the dysfunction of the family system. The self-development and personality of a student are highly dependent on his or her family of origin. In a family of origin, there are various kind of parenting styles practiced by parents in nurturing their children. Authoritarian, permissive, and neglectful parenting styles are the less favourable parenting, because those parenting styles could lead to several negative issues. Child misconduct behaviours are one of the products of negative parenting styles.

Besides, student's misconduct behaviours also associated with negative self-concept. A successful student in life typically is those who can build positive self-concept. Those with positive self-concept are always receiving good care and attention from their parents, teachers, friends, and people around them. They are often in a positive mood, confident, and have a full trust in themselves to perform task. In addition, they are optimistic and are always willing to accept the opinions and criticism of others. These individuals are always quiet and stable emotionally (Azizi et al, 2004). Unlikely, those students with negative self-concept are often associated with a variety of problems, including misconduct behaviours, because of lack attention from their parents, teachers, friends, and people around them.

Meanwhile, student's environment would influence their behaviours also. Peer could be one of the contributors to student's misconduct behaviours, gangsterism for instance. Students could be easily affected by their peer as they are in the stage of establishing their social identity. They would tend to conform to their peer norm, mimicking their peer's positive behaviours and negative behaviours.

II. Objectives

1. Identify the most dominant misconduct behaviours among school students in Malacca
2. Identify the most dominant parenting styles practiced by student's parents in Malacca
3. Investigate the relationship between parenting styles, self-concept, peer influence, and student's misconduct behaviours.
4. Investigate the influence of parenting styles, self-concept, peer influence on student's misconduct behaviours.

III. Methodology

The study was conducted with a descriptive survey method focusing on the parenting styles, self-concept and peer influence on student's misconduct behaviours in one primary school and one secondary school in the Tanjong Kling district, Melaka. According to Mohd Majid (1990), descriptive research is a research aimed at explaining a phenomenon that is ongoing. The survey method is chosen because it is capable of involving many respondents and less time connsuming and economical (Gall and Borg, 2003). A total of 250 students from two schools in the district of Melaka Tengah, Malacca was recruited to participate in this study. The instruments used in this study are in the form of questionnaire. According to Azizi et al. (2007), questionnaires are effective and useful tool for data collection. The instruments used recorded satisfactory reliability and validity.

IV. Results and Discussion

Table 1 demonstrates participant's demographic information. Mojority of the respondnets were secondary school girl student. Most of the respondent's parents remained in marriage.

Table 1: Respondent's demographics

Variables	N	Percentage (%)
Gender		
Male	*116*	46.4
Female	*134*	53.6
School		
Primary	*111*	44.4

Secondary	*139*	55.6
Parent’s marital status		
Married	*229*	91.6
Single mother/father	*7*	2.8
Divorced	*11*	4.4
Others	*3*	1.2

Our findings indicate that physical dimension of misconduct behaviour (1.44±0.69) recorded as the most dominant misconduct among the student. Nonetheless, student’s misconduct behaviours reported at low level generally. Our findings also reported students owned a moderate level of self-concept, whereby the ethics and moral dimension of self-concept scored the highest (3.53±0.14). This means that student have satisfactory ability to discriminant between do’s-and-don’ts, and right-and-wrong. The most common parenting styles practised by the student’s parent is authoritative parenting styles (4.08±0.65). The authoritative parenting styles imply that the students were nurtured in a healthy family, whereby the family system has clear set of rules, structure, and boundaries. Furthermore, positive peer influence recorded a mean score of 3.66±0.59, implying that the students have clear boundaries between their peer and themselves. In other words, students are not emotionally fused with their peer and they have definite belief and value. However, the mean score also implies that they may tend to be overconcerned on how the others view them.

TABLE 2: DESCRIPTIVE ANALYSIS OF RESEARCH VARIABLES

Variables	Mean	Standard Deviation
Misconduct Behaviour		
Physical	1.44	0.69
Verbal	1.41	0.67
Mischievious	1.34	0.48
Self-concept		
Physical	3.07	0.12
Ethics and moral	3.53	0.14
Personal self	3.18	0.11
Parenting styles		
Authoritative	4.08	0.65
Authoritarian	2.53	0.86
Permissive	1.88	0.73
Peer influence		
Positive	3.66	0.59
Negative	2.65	0.59

The findings show that permissive parenitng styles recorded significant correlation with student’s misconduct behaviour (r = 0.365, $p < .01$). Specifically, permissive parenitng indicates a slightly moderate association with verbal dimension of misconduct behaviour (r = 0.371, $p < .01$); physical dimension of misconduct behaviour (r = 0.255, $p < .01$); and mischievious dimension of misconduct behaviour (r = 0.260, $p < .01$). These indicate that the greater the degree of permissive parenting, the greater the misconduct behaviour scored.

TABLE 3: CORRELATION ANALYSIS BETWEEN PARENTING STYLES AND MISCONDUCT BEHAVIOURS

	Authoritarian	Authoritative	Permissive	Overall parenting styles
MISCONDUCT BEHAVIOUR VERBAL	**-.108**	**-.079**	**.371****	**.086**

PHYSICAL	**-.019**	**-.081**	**.255****	**.079**
MISCHIEVIOUS	**-.075**	**-.139***	**.260****	**.017**
OVERALL	**-.081**	**-.114**	**.365****	**.082**

Results show that only personal self dimension of self-concept has significant relationship with verbal dimension of misconduct behaviour ((r = 0.151, p < .05), nonetheless, the relationship between these two variables are weak.

TABLE 4: CORRELATION ANALYSIS BETWEEN SELF-CONCEPT AND MISCONDUCT BEHAVIOURS

	Physical	Personal self	Ethics and moral	Overall self-concept
MISCONDUCT BEHAVIOUR VERBAL	**-.012**	**.151***	**-.042**	**.037**
PHYSICAL	**-.008**	**.064**	**.038**	**.045**
MISCHIEVIOUS	**-.017**	**.010**	**-.001**	**-.003**
OVERALL	**-.014**	**.103**	**-.003**	**.037**

Negative peer influence recorded r = 0.311, p < .01, indicating a singificant association with misconduct behaviour. Specifically, negative peer influence variable indicates a slightly low association with verbal dimension of misconduct behaviour (r = 0.240, p < .01); physical dimension of misconduct behaviour (r = 0.287, p < .01); and mischievious dimension of misconduct behaviour (r = 0.236, p < .01).

TABLE 5: CORRELATION ANALYSIS BETWEEN PEER INFLUENCE AND MISCONDUCT BEHAVIOURS

	Positive peer influence	Negative peer influence	Overall peer influence
MISCONDUCT BEHAVIOUR VERBAL	**-.023**	**.240****	**.140***
PHYSICAL	**.020**	**.287****	**.192****
MISCHIEVIOUS	**.069**	**.236****	**.187****
OVERALL	**.018**	**.311****	**.206****

The findings indicate that the permissive parenitng styles significantly contribute to student's misconduct behaviours. Model 1 (permissive parenting styles) recorded R^2 = 0.133, $F_{(1,248)}$ = 38.147, P 0.001< 0.005; Beta = 0.289, t = 4.739, Sig = 0.001, showing that about 13.3% of the student's misconduct behaviours can be explained by permissive parenting styles.

TABLE 5: MULTIPLE REGRESSION ANALYSIS (STEPWISE) ON RESEARCH VARIABLES

Model	R^2 Change	Adjusted R^2	F	df	Sig.	Beta	t	Sig
1	0.133	0.130	38.147	1, 248	0.001	0.289	4.739	0.001
2	0.037	0.164	25.359	2, 247	0.001	0.273	4.060	0.001
3	0.022	0.182	19.469	3, 246	0.001	-0.147	-2.294	0.023
4	0.015	0.194	16.024	4, 245	0.001	-0.126	-2.189	0.030

a. Predictors: (Constant), Permissive
b. Predictors: (Constant), Permissive, Negative peer influence
c. Predictors: (Constant), Permissive, Negative peer influence, Positive peer influence

d. Predictors: (Constant), Permissive, Negative peer influence, Positive peer influence, Gender
e. Dependent Variable: Misconduct behaviour

This finding shows that the parenting styles practiced by parents will affect the development of children. Parents who adopt a permissive parenting style give their children more freedom in decision making and pay little attention to discipline their children. This lack of family rules and unstructured family system may promote children negative behaviour because their might act according to hedonism principle and lack of consideration on the appropriateness. Previous studies have shown that a good family structure have been associated with the well-being of adolescent life, in terms of life satisfaction, self-concept, sexual behaviour, and academic achievement (Fatanah, 1997). According to Ferudi (2001) the permissive parenitng styles allows children to do things freely because they are not monitored by parents and will make it easier for them to involve in unhealthy activities.

Peer influence is also no less important to influence a student's self engaged with a misconduct problem. The findings showed that peers who were able to have a positive impact were highly favour but the influence of friends who had a negative impact was very alarming. Henceforth, parents hold the important responsibility in cultivating and nurturing their children to practice good habits and behaviours.

V. Conclusion

In short, it is not an easy task in addressing the issue of student’s misconduct behaviours. Students involved in misconduct behaviour may due to certain obstacles in the process of personality development. It is notable that many factors were involved in contributing to misconduct beahviors. It is atypical that this misconduct problem involves only one factor. It is more than one factor that contributes to this problem.

The findings aimed to have direct implications for parents, teachers, school counselors, school administrators, Ministry of Education and all parties in carrying out the obligation to abolish and educate students towards the holistic development. Therefore, students should be given continuous guidance to advance their potential and be free from any problems of misconduct behaviours. The role of parents at this stage is significant in educating their children towards the formation of the best personality through value inculcation and being the best example to the children. This is because the parenting styles will define the children themselves.

There are still many factors that influence students' misconduct that need to be studied and excused as it will contribute significantly to all parties in dealing with students' misconduct problems. It is very disadvantageous if the younger generation who will become future leaders engage with various misconduct problems. It will undoubtedly inhibit the process of self-development and advancement.

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Keberkesanan *One Paper One Chapter* Ke Atas Pencapaian Prestasi Kursus *Management Information System* (MIS) Di Kalangan Pelajar Semester Satu Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Politeknik Muadzam Shah (PMS)

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***Abstrak*—Kajian ini adalah untuk menentukan sejauh mana keberkesanan *One Paper One Chapter* dalam Pengajaran dan Pembelajaran (PdP) bagi kursus DPB 1013 *Management Information System* (MIS) ke atas pencapaian prestasi pelajar Semester Satu Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Politeknik Muadzam Shah (PMS) Pahang. Selain itu, kajian ini juga ingin melihat sama ada terdapat peningkatan pencapaian pelajar yang diajar dengan menggunakan *One Paper One Chapter dan* mengkaji sejauh mana kesan penggunaan *One Paper One Chapter* dapat meningkatkan pencapaian pelajar dalam kursus MIS. Kaedah yang digunakan dalam kajian ini adalah kajian tindakan yang melibatkan 95 orang pelajar menggunakan dua set Ujian Penilaian Akhir bagi ujian pra dan pasca. Kajian ini menggunakan *One Paper One Chapter* sebagai pemboleh ubah tidak bersandar dan pencapaian akademik sebagai pemboleh ubah bersandar. Analisa data dilakukan dengan menggunakan statistik inferensi dan statistik deskriptif. Secara keseluruhan, *One Paper One Chapter* memberi sumbangan dalam meningkatkan pencapaian pelajar dalam kursus MIS.**

Kata Kunci*— *One Paper One Chapter, Inovasi* dalam Pengajaran dan Pembelajaran (*PDP)

I. PENDAHULUAN

A. Latar Belakang Kajian

Kursus *Management Information System* (MIS) merupakan kursus teras bagi pelajar Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Politeknik Kementerian Pendidikan Tinggi (KPT). Ia merupakan satu kursus yang mencabar bagi pelajar Semester Satu DPM khususnya kerana ia memberi fokus kepada keseimbangan antara kefahaman terhadap fakta, konsep, teori, kemahiran menggunakan pengetahuan pengurusan sistem maklumat dalam situasi sebenar serta kemahiran menyelesaikan masalah dengan pemikiran yang logik, kritis dan bersistem.

Setelah dua semester kursus MIS dijalankan di JP PMS, didapati pelajar kurang memahami dan menghayati kursus ini. Pada keseluruhannya, Pengajaran dan Pembelajaran (PdP) masih berpusatkan kepada guru dan terikat dengan kaedah tradisional. Aktiviti yang melibatkan pelajar secara aktif sangat terhad.

Tenaga pengajar perlu melakukan suatu pembaharuan dalam PdP bagi menangani sikap pelajar Generasi Z yang banyak bergantung kepada tenaga pengajar semata - mata tanpa bijak mencari maklumat dan rujukan tambahan. Kaedah baru yang menggunakan teknologi komunikasi maklumat yang dilihat berkesan juga ada kekangan tersendiri. Tidak dinafikan, infrastruktur pendidikan seperti makmal komputer, talian internet tanpa wayar dan *Curriculum Information Document Online System* (CIDOS) perlu digunakan sepenuhnya untuk meningkatkan lagi keberkesanan proses PdP. Semua kemudahan ini hendaklah digunakan sebaik dan semaksima mungkin dalam proses PdP untuk menghasilkan pencapaian akademik yang lebih cemerlang di kalangan pelajar – pelajar sehingga boleh mencapai tahap pendidikan yang membanggakan.

Sehubungan dengan itu, *One Paper One Chapter* dalam PdP digunakan bersama – sama dengan CIDOS diharapkan dapat meningkatkan lagi keberkesanan proses PdP di dalam kelas tanpa mengambil kira perbezaan latar belakang, minat, gaya belajar, nilai dan motivasi pelajar. Antara matlamat *One Paper One Chapter* dalam kursus MIS adalah untuk mengukuhkan ingatan tentang pelajaran yang dipelajari serta kebolehan menggunakan pengetahuan dalam pengurusan sistem maklumat dalam kehidupan seharian menerusi catatan refleksi.

B. Pernyataan Masalah

Pelajar Semester Satu DPM perlu mengambil kursus *Management Information System* (MIS), walaubagaimanapun pelajar – pelajar ini tidak dapat menguasai kursus MIS dengan baik, berdasarkan pencapaian pelajar dalam kursus MIS pada Sesi Disember 2017 terdapat seramai 18 orang dari 42 orang pelajar mendapat nilai mata 2.67 ke bawah ataupun markah 60% ke bawah dalam jumlah markah keseluruhan akhir.

Kaedah pengajaran yang digunakan masih lagi secara kaedah tradisional walaupun kemudahan infrastruktur dan juga bahan – bahan bantu pengajaran seperti *projector multimedia* dan CIDOS telah digunakan. Aktiviti Pengajaran dan Pembelajaran (PdP) lebih berpusatkan kepada guru. Konsep dan teori disampaikan kepada pelajar dalam bentuk penerangan. Peluang pelajar mengikut minat, kecenderungan dan keupayaan sendiri hampir tidak wujud dalam proses PdP yang mengamalkan konsep pemusatan guru. Ini menyebabkan pelajar menjadi bosan dan tidak berminat, membawa kepada pencapaian akademik yang rendah serta keciciran.

Golongan tenaga pengajar mula sedar dan faham tentang potensi *One Paper One Chapter* sebagai alat yang berguna dalam proses PdP di dalam mahupun selepas kelas. Wawasan Pendidikan Negara mementingkan produktiviti dan kualiti dalam sistem pendidikan negara. Pendekatan yang sewajarnya perlu diambil untuk mengembangkan potensi individu pelajar yang memberi penekanan terhadap keberkesanan dan kecekapan di dalam pembelajaran seperti yang tersurat dalam Falsafah Pendidikan Negara. Oleh itu, *One Paper One Chapter* membolehkan pelajar belajar menerusi proses pembelajaran mereka mengikut kebolehan sendiri.

C. Matlamat Kajian

Kajian ini bertujuan untuk melihat pencapaian pelajar – pelajar Semester Satu Diploma Pengajian Perniagaan (DPM) yang diambil sebagai sampel kajian selepas menggunakan *One Paper One Chapter* dalam Pengajaran dan Pembelajaran (PdP) berbanding dengan kumpulan pelajar yang menggunakan pendekatan PdP secara tradisional.

D. Soalan Kajian

i. Adakah terdapat perbezaan dari segi pencapaian pelajar yang diajar menggunakan *One Paper One Chapter.*
ii. Sejauh mana kesan penggunaan *One Paper One Chapter* dalam meningkatkan pencapaian pelajar dalam kursus *Management Information System* (MIS).

E. Kepentingan Kajian

Hasil daripada kajian yang dijalankan, diharapkan agar *One Paper One Chapter* ini dapat menyumbang kepada tenaga pengajar dan pelajar khususnya dalam bidang pendidikan, antaranya:

i. Penggunaan *One Paper One Chapter* juga perlu memastikan ia adalah berbentuk sumber yang luas dan terbuka agar sesuai dengan perkembangan pendidikan semasa yang menjurus kepada pemahaman konsep sebenar sesuatu ilmu serta perkaitannya dengan kehidupan seharian pelajar serta hasilnya nanti akan menjadikan pelajar tersebut memenuhi ciri – ciri insan seimbang.

ii. Hasil daripada penilaian yang dijalankan ke atas *One Paper One Chapter* ini diharapkan dapat menyelesaikan masalah pembelajaran pelajar.

iii. Jika hasil kajian yang dijalankan ini menunjukkan *One Paper One Chapter* berkesan dan meningkatkan potensi yang telah ditetapkan, maka pihak perancang kurikulum di Politeknik boleh manfaatkannya dengan mengembangkan penggunaanya untuk kursus – kursus teori yang lain.

iv. Kajian ini juga penting kepada pelajar yang agak lemah dalam menguasai kursus teori khususnya. Kemungkinan pelajar – pelajar tidak dapat menguasai kursus *Management Information System* (MIS) kerana kurang minat dengan cara pembelajaran sedia ada yang menunjukkan satu kaedah yang kurang menarik. Dengan adanya *One Paper One Chapter*, para pelajar ini akan lebih banyak menulis, mencatat dan membuat rujukan mengikut keupayaan mereka tanpa bergantung kepada pengajar semata – mata. Dengan adanya minat untuk mempelajari MIS, secara tidak langsung para pelajar akan berusaha bersungguh – sungguh untuk lulus di dalam Ujian Penilaian Akhir yang dijalankan samaada berbentuk formatif atau sumatif.

F. Batasan Kajian

Kajian dijalankan di kalangan pelajar – pelajar Semester Satu, Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Politeknik Muadzam Shah (PMS), Pahang.

G. Definisi Istilah

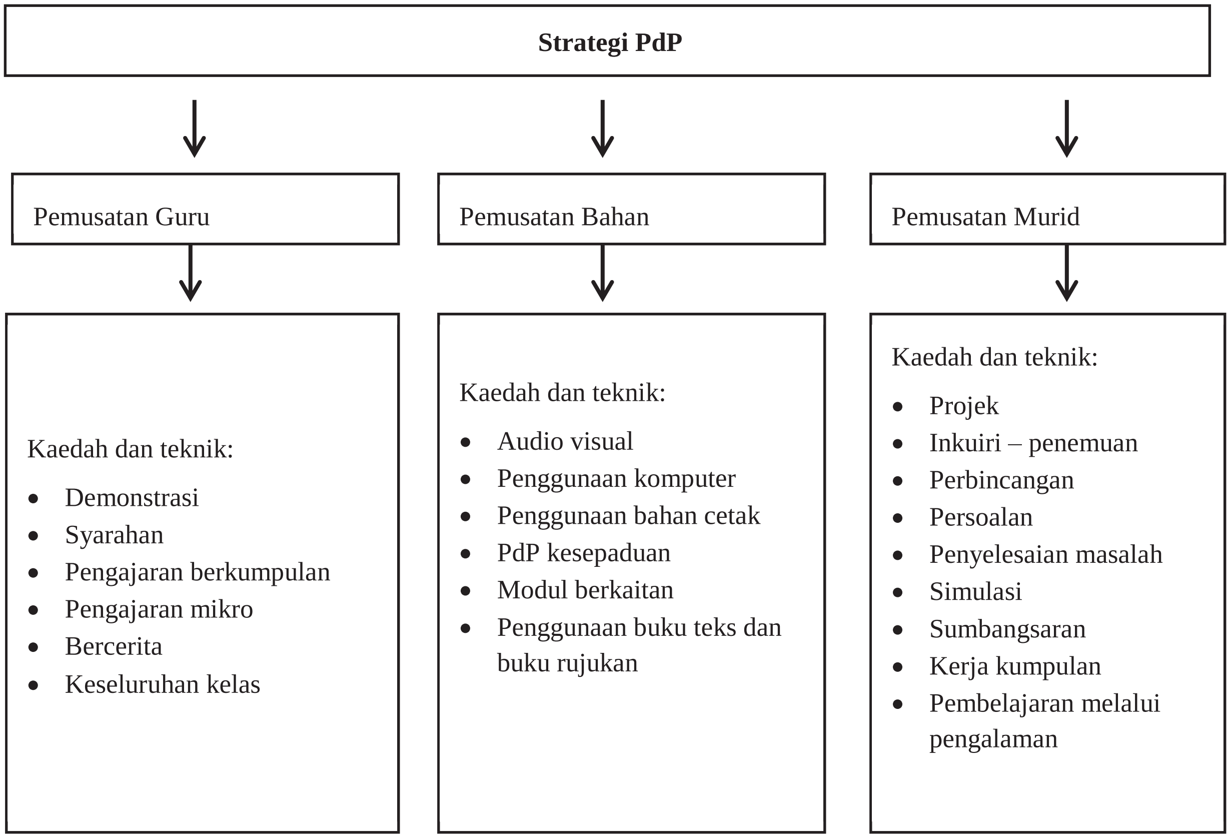
Pengajaran Tradisional

Pengajaran biasa dalam kajian ini merujuk kepada kaedah Pengajaran dan Pembelajaran (PdP) tradisional seperti kaedah demonstrasi, main peranan, simulasi, projek, perbincangan, sumbang saran dan lain – lain.

II. KAJIAN LITERATUR

A. Strategi Pembelajaran dan Pengajaran (PdP)

Strategi PdP merupakan cara seseorang guru menggabungkan beberapa pendekatan serta kaedah PdP tertentu untuk mencapai objektif PdP. Guru perlu merancang pendekatan dan kaedah yang sesuai untuk mengajar kumpulan pelajar yang berbeza dari segi kebolehan, pencapaian, kecenderungan dan minat (Rahil et al., 2009). Tambahan pula, terdapat kekangan lain seperti keadaan fizikal kelas, kemudahan bilik kuliah, nilai, norma dan latar belakang pelajar. Seorang guru yang bijak seharusnya menguasai pelbagai strategi PdP serta tahu menyusun, mengurus, mengkoordinasikan dan mengintegrasikan kaedah PdP untuk merancang strategi yang berkesan dalam PdP mengikut keadaan di mana proses PdP itu berlaku (Parrot, 1986).



Rajah 2.1. Strategi Pembelajaran dan Pengajaran (PdP)

Berpusatkan Guru

Guru berperanan menyampaikan fakta – fakta khusus dan kemahiran – kemahiran tertentu. Guru boleh menggunakan teknik dan strategi seperti demonstrasi, tunjuk cara, bercerita, menyoal dan memberi latihan kepada pelajar. Teknik ini juga dikenali sebagai pengajaran langsung. Pengajaran langsung bergantung kepada guru untuk menguasai, mengarah pemikiran pelajar, penglibatan dan mengawal aktiviti Pengajaran dan Pembelajaran (PdP) (Brophy, 1979). Peranan guru adalah menyediakan bahan pengajaran, membimbing pelajar melalui sesi latihan yang kerap bergantung kepada penekanan kandungan yang berstruktur. Strategi ini kurang memberi peluang kepada pelajar untuk mengambil bahagian dalam sesi PdP kerana guru banyak memberi penerangan dan pelajar hanya mendengar sahaja apa yang disampaikan oleh guru. Komunikasi dan interaksi di antara pensyarah dan pelajar adalah sehala dengan penglibatan yang terhad.

Berpusatkan Bahan

Penggunaan alat bahan bantu mengajar (ABBM) digunakan bagi membantu proses Pengajaran dan Pembelajaran (PdP). Dengan menggunakan ABBM, pensyarah boleh menyampaikan isi kandungan PdP dengan mudah dan menarik. Sebaliknya, pelajar mudah memahami PdP dengan lebih berkesan serta boleh menjalankan aktiviti pembelajaran dengan baik. Bahan ABBM dikategorikan kepada dua iaitu:

1. Bahan pengajaran: Bahan yang digunakan oleh guru seperti carta, model, graf, peta, gambar, poster, slaid, radio, perakam pita, video, televisyen, bahan e – pembelajaran, projektor dan lain – lain.
2. Bahan pembelajaran: Bahan yang digunakan oleh pelajar dalam aktiviti pembelajaran seperti kad aktiviti, kad cantuman, lembaran kerja, pembilang, bahan bercetak dan komputer.

Berpusatkan Pelajar

Di dalam strategi berpusatkan pelajar, pelajar terlibat secara aktif dalam aktiviti Pengajaran dan Pembelajaran (PdP). Guru berperanan sebagai pembimbing dan fasilitator kepada pelajar dalam menjalankan aktiviti pembelajaran samaada secara kumpulan ataupun individu (Weimer, 2002). Komunikasi dan interaksi di antara guru dan pelajar adalah secara dua hala. Melalui strategi ini, pelajar berpeluang untuk mengambil bahagian serta memberi pendapat dan idea mengenai topik yang dipelajari dan mampu menyampaikan pendapat mereka (Hoidn, 2017). Antara kaedah yang boleh digunakan adalah aktiviti berkumpulan, lawatan, bermain, simulasi, main peranan, penyelesaian masalah dan projek.

B. Pendekatan Pembelajaran dan pengajaran (PdP)

Menurut Mok Soon Seng (1992), pendekatan dalam PdP merupakan teknik yang digunakan untuk memudahkan proses pembelajaran pelajar dalam menerima dan memahami isi pelajaran yang disampaikan oleh guru bagi mencapai objektif yang telah ditentukan.

Pendekatan dalam PdP

↓

- Induktif
- Deduktif
- Elektif
- Integratif
- Tematik
- Inkuiri
- Konstruktivisme
- Kontekstual
- Masteri

Rajah 2.2. Pendekatan PdP

Konstruktivisme

Teori Konstruktivisme berpegang kepada konsep 'melalui pengalaman yang ada', pelajar akan membina kefahaman masing – masing. Berdasarkan teori ini, setiap manusia akan menjana prinsip kefahaman masing – masing di dalam minda sebagai model mengikut pengalaman sedia ada supaya ia boleh disesuaikan dengan pengalaman baru yang akan diterima (Piaget, 2013). Antara unsur penting dalam konstruktivisme ialah guru mengambil kira pengetahuan sedia ada pelajar, pembelajaran adalah hasil usaha dan autonomi pelajar itu sendiri, pembelajaran berlaku apabila pelajar menghubungkan idea asal dengan idea baru bagi menstrukturkan semula idea mereka dan pelajar berpeluang bekerjasama, berkongsi idea dan pengalaman serta membuat refleksi (Cobb, 1994; Driver et at., 1994).

Kelebihan pendekatan ini ialah pelajar berpeluang membina pengetahuan secara aktif melalui proses saling pengaruh antara pembelajaran terdahulu atau pengetahuan sedia ada dengan pembelajaran terbaru dan membuat hubungkait antaranya untuk membina konsep sendiri melalui penglibatan pelajar dengan situasi atau konteks dunia sebenar (Dewey, 1933; Piaget, 1963; Bruner, 1983; Vygotsky, 1978). Hasilnya, pelajar dapat meningkatkan pemahaman mereka tentang sesuatu perkata. Pendekatan konstruktivisme ini merupakan satu inovasi gaya Pengajaran dan Pembelajaran (PdP) berpusatkan pelajar pada abad ke 21.

Teori pembelajaran konstruktivisme adalah satu fahaman bahawa pengetahuan, idea atau konsep yang baru dibina secara aktif berdasarkan kepada pengalaman yang lepas dan pengetahuan sedia ada dengan maklumat, idea atau konsep yang diterima sama ada bantuan kendiri, interaksi sosial atau persekitaran diselaraskan melalui proses kognitif.

C. Kaedah Pembelajaran dan Pengajaran (PdP)

Kaedah PdP bermaksud tindakan yang bersistematik dan tersusun dengan tujuan mencapai objektif PdP dalam jangka masa pendek yang digunakan oleh guru dalam mengendalikan proses PdP. Kaedah ini melibatkan tindak balas antara guru dan pelajar (Rahil et al., 1997). Di antara kaedah – kaedah yang bersesuaian untuk diaplikasikan dalam pelaksanaan PdP di Politeknik dan Kolej Komuniti adalah seperti Rajah 2.3 di bawah:

Kaedah PdP

↓

- Pembelajaran aktif
- Pembelajaran koperatif
- Pembelajaran berasaskan projek
- Kajian masa depan
- Pembelajaran berasaskan pasukan
- Pembelajaran berasaskan kes
- Pembelajaran berasaskan industri/komuniti
- Refleksi
- Pembelajaran kolaboratif
- Pembelajaran berasaskan masalah
- Pembelajaran berasaskan kerja

Rajah 2.3. Kaedah PdP

Refleksi

Proses memikirkan atau merenung kembali pengalaman dan implikasinya terhadap diri sendiri. Teknik ini boleh diaplikasikan oleh guru dan pelajar. Ia merupakan satu amalan bermakna untuk menghayati dan membantu mengimbangkan kepercayaan pada sesuatu perkara. Refleksi menekankan penerokaan domain afektif dan pemikiran seseorang dalam tindakannya mencari kebenaran terhadap perkara yang dipelajari. Apabila kita membuat refleksi, kita menjadi lebih sedar dan kritis mengenai amalan kita sendiri dan sebagai kesannya, proses Pengajaran dan Pembelajaran (PdP) boleh dipertingkatkan. Penulisan refleksi dapat merangsang kemahiran penilaian kendiri yang memberi hala tuju tentang apa yang telah dicapai dan apa yang perlu ditambah baik. Proses ini akan menambahbaik proses pembelajaran ke situasi baru dan memberi impak berjangka panjang (Bransford et al., 1999).

Dalam proses pembelajaran pelajar, refleksi merupakan bentuk penulisan dan perbincangan ilmiah mengenai pengalaman pelajar dalam mengikuti sesuatu aktiviti PdP. Pengalaman yang ada pada pelajar boleh mengambil kira mengenai masalah yang dihadapi, cara mengatasi masalah, pengalaman diri sendiri pada masa yang lepas dan pengalaman orang lain, mengaitkan dengan pembelajaran dan pembacaan, perkara penting yang telah dipelajari, cadangan penyelesaian kepada masalah sedia ada dan maklumbalas atau respon terhadap perkara atau isu. Pelajar akan membuat refleksi apabila mereka menilai proses berfikir yang digunakan untuk menentukan strategi yang terbaik untuknya (Mok Soon Sang, 2008).

D. Teknik Pembelajaran dan Pengajaran (PdP)

Teknik adalah elemen kecil dalam strategi PdP yang terkandung dalam sesuatu kaedah merangkumi aktiviti, pelakuan dan kemahiran guru untuk menyampaikan isi kandungan PdP. Teknik ialah cara menjalankan pelbagai langkah dalam aktiviti pengajaran (Azman Wan Chik, 1987). Teknik yang digunakan oleh guru mampu menjadikan sesi PdP itu lebih bermakna dan menyeronokkan. Terdapat pelbagai cara dan teknik yang boleh digunakan, namun begitu, tiada satu teknik pun yang dianggap paling sesuai dan dapat digunakan untuk semua keadaan atau terbaik untuk semua sesi PdP. Teknik yang digunakan hendaklah bergantung kepada keadaan dan berdasarkan kepada minat pelajar serta bahan pengajaran yang hendak disampaikan (Rashid & Abdul Razak, 1995). Teknik PdP ini mempunyai beberapa tujuan antaranya adalah seperti Rajah 2.4 di bawah:

Teknik PdP

↓

- Syarahan (Interaktif)
- Tutorial
- Amali/Bengkel
- Latih tubi
- Bercerita
- Soal jawab
- Perbincangan
- Sumbangsaran
- Seminar
- Forum
- Sesi Buzz
- Perbahasan
- Simulasi
- Sosiodrama
- Main peranan
- Tunjukcara/Demonstrasi
- Projek
- Lawatan
- Kerja lapangan
- Bermain

Rajah 2.4. Teknik PdP

Bercerita

Melibatkan aktiviti lisan yang menceritakan semula perkara atau peristiwa, sama ada imaginasi, tradisi atau kisah benar dalam sesi Pengajaran dan Pembelajaran (PdP). Teknik ini boleh meningkatkan minat, mengekalkan perhatian dan membina penghargaan terhadap sesuatu perkara atau peristiwa. Ianya membekalkan pelbagai pengalaman, mengembangkan kemahiran mendengar dan bertutur, mencernakan daya kreativiti dan imiginasi pelajar serta memotivasikan pelajar untuk membaca (Combs & Beach, 1994).

E. Generasi Z

Generasi Z merupakan generasi yang lahir di antara tahun 1996 dan 2006 (Mohamed Amin, 2016). Masyarakat menyifatkan generasi ini sebagai generasi yang mempunyai kecenderungan terhadap sesuatu perkara termasuk teknologi. Jika di hitung dari umur, generasi tersebut telah atau akan melangkah masuk ke tahap pendidikan tinggi. Sarah & Grabinger (2014) merumuskan bahawa terdapat enam ciri utama bagi generasi Z seperti cenderung kepada wang, berminda global, mahir dalam teknologi, menggunakan teknologi dalam pembelajaran, melakukan tugas serentak dan belajar secara visual.

Pembelajaran dengan teknologi merupakan satu kaedah Pengajaran dan Pembelajaran (PdP) yang tidak dapat dipisahkan daripada Generasi Z. Golongan ini menggunakan semua maklumat yang dicapai secara atas talian dengan pantas dan efektif. Kebanyakan Generasi Z mampu melaksanakan pelbagai tugas serentak, terutama yang melibatkan teknologi seperti menonton televisyen sambil menggunakan peranti mudah alih. Pembelajaran secara permainan dan menonton video telah membentuk sebuah generasi pelajar visual.

Berdasarkan kepada ciri – ciri pelajar generasi Z, guru perlu menyediakan keperluan yang dapat memfokuskan kepada keperluan PdP untuk mewujudkan persekitaran PdP yang berdaya saing dan efisyen.

F. One Paper One Chapter

One Paper One Chapter merupakan satu bentuk catatan peribadi pelajar secara berterusan mengenai topik pembelajaran yang dipelajari di dalam kelas. Catatan dibuat hanya menggunakan sehelai kertas bagi setiap satu Topik. *One Paper One Chapter* bertujuan membantu pelajar melihat kembali, menilai, membuat inferensi, rumusan, analisis dan menjadikannya sebagai asas untuk mengambil tindakan susulan untuk membantu proses pembelajaran pelajar. Ia juga dijadikan alat bantu Pengajaran dan Pembelajaran (PdP) dan latihan kendiri bagi pelajar.

Menerusi *One Paper One Chapter*, pelajar dapat:

i. memupuk serta mengembangkan keyakinan diri dan sikap positif terhadap pembelajaran.
ii. dapat mengukuhkan ingatan tentang pelajaran yang dipelajari.
iii. menghubungkan fungsi otak kiri dengan otak kanan bagi meningkatkan daya ingatan
iv. menyimpan catatan penglibatan sendiri di kelas semasa dan selepas sesi PdP untuk pembelajaran kendiri.
v. meningkatkan kepekaan dan keprihatinan tenaga pengajar terhadap bidang tugas dan pelajar.
vi. meningkatkan kefahaman pelajar terhadap subjek teori.

Garis panduan penggunaan *One Paper One Chapter*:

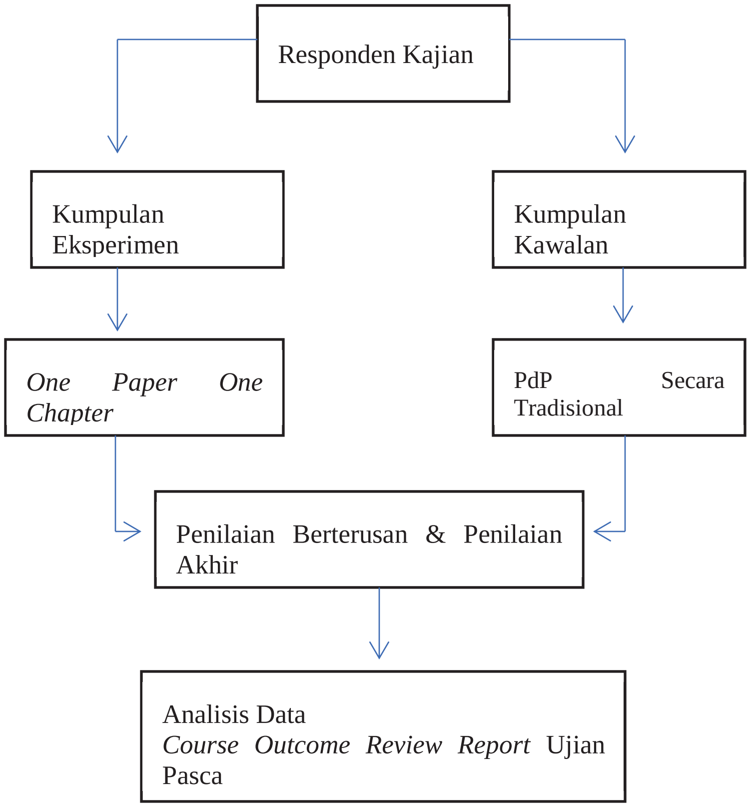
i. pelajar dikehendaki menulis catatan, kata kunci, gambar atau nota setiap topik terhad hanya di dalam sehelai kertas A4 sahaja sepanjang sesi PdP.
ii. pelajar disarankan untuk mencatat butiran yang berkaitan dengan topik yang dipelajari seperti peristiwa, masalah, isu, pencapaian dan bidang – bidang penting semasa atau selesai sesi PdP.
iii. gunakan *One Paper One Chapter* sebagai saluran mengingat kembali apa yang telah dipelajari di dalam kelas, aplikasikan teori tersebut dan kongsikan di dalam kelas.
iv. pelajar diminta membawa *One Paper One Chapter* yang lengkap dan kemaskini setiap minggu untuk disemak.
v. pelajar digalakkan meminta pendapat dan pandangan dari tenaga pengajar untuk latihan amali dan praktikal ini supaya subjek yang dipelajari dapat difahami dengan baik.
vi. pelajar dikehendaki membuat sesi perkongsian dengan rakan sekelas tentang catatan mereka.

III. METODOLOGI KAJIAN

A. Rekabentuk Kajian

Reka bentuk kajian yang dijalankan ini adalah kajian tindakan untuk membuat tinjauan penggunaan *One Paper One Chapter* bagi peningkatan pencapaian pelajar dalam kursus *Management Information System* (MIS) dengan menggunakan kaedah kuantitatif untuk mendapatkan dapatan kajian.

Menurut Chua (2012), kajian tindakan merupakan satu pendekatan untuk memperbaiki kualiti pendidikan melalui perubahan yang menggalakkan guru menjadi lebih kreatif dalam Pembelajaran dan Pengajaran (PdP) yang biasa diamalkan di dalam kelas. Pengkaji telah menggunakan model penyelidikan tindakan merujuk kepada Model Kajian Tindakan Lewin 1946. Model menggariskan satu kitaran empat langkah iaitu merancang dan menyediakan pelan tindakan untuk memperbaiki keadaan yang sedang berlaku, bertindak mengikut pelan tersebut, memerhati kesan daripada tindakan yang dibuat dalam konteks di mana ia berlaku, dan membuat refleksi. Tempoh penyelidikan tindakan ini dilaksanakan selama 16 minggu.



Rajah 3.1. Reka Bentuk Kajian

B. Responden Kajian

Kajian ini melibatkan dua kumpulan pelajar Semester Satu Diploma Pengajian Perniagaan (DPM) Jabatan Perdagangan (JP) Sesi Disember 2017 dan Sesi Disember 2018 di Politeknik Muadzam Shah (PMS) iaitu kumpulan pertama ialah kumpulan yang diajar dengan menggunakan *One Paper One Chapter* yang disebut kumpulan eksperimen terdiri daripada 53 orang pelajar dan kumpulan kedua ialah kumpulan yang diajar secara pendekatan tradisional yang disebut sebagai kumpulan kawalan yang terdiri daripada 42 orang pelajar.

Perincian 95 orang pelajar tersebut melibatkan:

i. 42 orang pelajar yang mengambil kursus *Management Information System* (MIS) dan tidak terlibat dengan pengajaran menggunakan *One Paper One Chapter*.
ii. 53 orang pelajar yang mengambil kursus MIS dan terlibat dengan pengajaran menggunakan *One Paper One Chapter*.

Penyelidik telah mengenalpasti bahawa pelajar – pelajar di dalam kedua – dua kumpulan tersebut mempunyai kebolehan yang hampir sama atau seimbang iaitu semua responden terdiri dari pelajar semester satu DPM ambilan sesi Disember. Sukatan pelajaran dalam kursus MIS adalah berdasarkan huraian sukatan kursus yang telah disediakan oleh Bahagian Kurikulum, Politeknik Malaysia.

C. Instrumen Kajian

Bagi tujuan mendapatkan data terhadap hasil keberkesanan *One Paper One Chapter* dalam proses Pengajaran dan Pembelajaran (PdP), instrumen kajian yang terdiri dari Ujian Penilaian Akhir bagi kursus *Management Information System* (MIS) terhadap dua kumpulan eksperimen dan kumpulan kawalan telah digunakan.

D. Kaedah Pengumpulan Data

Untuk melaksanakan kajian ini, pengkaji menggunakan data primer bagi mendapatkan maklumat. Menurut Fuad (2018), data primer adalah data yang diperoleh atau dikumpulkan oleh pengkaji secara langsung dari sumber datanya. Ia juga dikenali sebagai data asli atau data baru yang memiliki sifat terkini. Data primer biasanya masih merupakan data yang mentah, iaitu belum diproses atau disusun.

Sebelum menggunakan *One Paper One Chapter*, pelajar kumpulan kawalan akan diberikan Ujian Penilaian Akhir (ujian pra) dalam kursus *Management Information System* (MIS). Tujuan ujian ini adalah untuk mengetahui tahap pencapaian kumpulan pelajar yang sama sebelum kajian dijalankan.

Pengajaran dan Pembelajaran (PdP) menggunakan *One Paper One Chapter* telah dijalankan selama 16 minggu. Pada minggu ke 16, pelajar – pelajar akan diberikan Ujian Penilaian Akhir (ujian pasca) untuk melihat sama ada terdapat peningkatan dalam pencapaian selepas *One Paper One Chapter* dilaksanakan.

Bagi tujuan mendapatkan data terhadap hasil keberkesanan *One Paper One Chapter* dalam proses PdP, *Course Outcome Review Report* (CORR) telah digunakan untuk mengukur tahap pengetahuan dan pengukuran kemahiran (sebelum dan selepas menggunakan *One Paper One Chapter*) bagi kursus MIS terhadap dua kumpulan eksperimen dan kumpulan kawalan. Hasil daripada analisa CORR, pengkaji memperolehi data – data berkaitan prestasi dan juga pencapaian pelajar dalam kursus MIS Semester Satu. Secara tidak langsung, pengkaji juga mendapat data berkaitan kebolehan dan kemahiran pelajar menggunakan *One Paper One Chapter* sebagai salah satu alat bantu mengajar. Oleh itu, ia boleh dikatakan bahawa data primer adalah data yang mempunyai kebolehpercayaan yang sangat tepat.

E. Kaedah Analisa Data

Analisa data dilakukan dengan dua jenis statistik iaitu inferensi dan deskriptif. Statistik inferensi yang digunakan dalam kajian ini ialah Ujian T. Bagi menjawab persoalan kajian, Ujian T digunakan untuk melihat perbezaan dari segi markah ujian dua kumpulan dalam Ujian Penilaian Akhir dan untuk menguji sejauh mana kesan penggunaan *One Paper One Chapter* dalam meningkatkan pencapaian pelajar dalam kursus *Management Information System* (MIS).

IV. Dapatan Kajian

A. Profil Responden

Jadual 4.1 menunjukkan profil responden yang terlibat dalam kajian. Berdasarkan Jadual 4.1

Jadual 4.1 Profil Responden Kajian

Sesi Disember 2017		
	Bilangan (pelajar)	Peratus (%)
Jantina		
Lelaki	17	41
Perempuan	25	59

Jumlah	42	100

Sesi Disember 2018		
	Bilangan (pelajar)	Peratus (%)
Jantina		
Lelaki	11	21
Perempuan	42	79
Jumlah	**53**	**100**

Course Outcome Review Report (CORR) digunakan untuk melihat perbezaan antara gred prestasi pelajar dan melihat tahap pengetahuan pelajar mengikut *Course Learning Outcome* (CLO) dan *Programme Learning Outcome* (PLO).

1. *Performance Indicator*

Performance Indicator	Sessi Disember 2017	Sessi Disember 2018
Student Performance: % achieving grade C and above	95.2	96.2
CLO achievement: >50% attainment for CLO's	100	100
PLO achievement: >50% attainment for PLO's	100	100
Student achieve > 80% - attendance	100	100
> 30% difference between continuous assessments (CA) and final exam (FE)	35.7	34.6

2. *Student Performance*

Gred/Markah	Nilai Mata	Sessi Disember 2017 Ujian Pra (%)	Bilangan Pelajar	Sessi Disember 2018 Ujian Pasca (%)	Bilangan Pelajar
A+ (90 – 100)	4.00	0	0	0	0
A (80 – 89)	4.00	0	0	9.4	5
A – (75 – 79)	3.67	7.1	3	3.8	2
B+ (70 – 74)	3.33	7.1	3	18.9	10
B (65 – 69)	3.00	9.5	4	28.3	15
B – (60 – 64)	2.67	33.3	14	20.8	11
C+ (55 – 54)	2.33	31	13	9.4	5
C (50 – 54)	2.00	7.1	3	3.8	2
C – (47 – 49)	1.67	4.8	2	3.8	2
D+ (44 – 46)	1.33	0	0	0	0
D (40 – 43)	1.00	0	0	3.8	2

E (30 – 39)	0.67	0	0	0	0
E – (20 – 29)	0.33	0	0	1.9	1
F (0 – 19)	0.00	0	0	0	0
Jumlah		**100%**	**42**	**100%**	**53**

Bagi menjawab persoalan kedua iaitu sejauh mana kesan penggunaan *One Paper One Chapter* dapat meningkatkan pencapaian pelajar dalam kursus *Management Infomation System* (MIS) ini, analisa peratusan digunakan.

3. *Course Learning Outcome (CLO)*

Sessi Disember 2017			
		Group attainment (%)	***Student Achieve >50%***
CLO 1	*Explain clearly the concepts of Management Information Technologies in business and electronic business* (C2, PLO1)	62	92.9
CLO 2	*Recognize development and implementation of Information Technologies and System in modern organizations (C2, PLO1)*	66	97.6
CLO 3	*Identify the impact of Information Technologies and System on organizational Structures in current business issues within group (A2, PLO6)*	82	97.6

Sessi Disember 2018			
		Group attainment (%)	***Student Achieve >50%***
CLO 1	*Explain clearly the concepts of Management Information Technologies in business and electronic business* (C2, PLO1)	74	100
CLO 2	*Recognize development and implementation of Information Technologies and System in modern organizations (C2, PLO1)*	69	96.2
CLO 3	*Identify the impact of Information Technologies and System on organizational Structures in current business issues within group (A2, PLO6)*	81	100

4. *Programme Learning Outcome (PLO)*

Sessi Disember 2017			
		Group attainment (%)	***Student Achieve >50%***
PLO 01	*Apply fundamental of business and soft skills in related business and other related fields to be outstanding and successful in the future*	64	97.6

PLO 06	*Engage in life long learning to enrich knowledge and competencies*	82	97.6

Sessi Disember 2018			
		Group attainment (%)	***Student Achieve >50%***
PLO 01	*Apply fundamental of business and soft skills in related business and other related fields to be outstanding and successful in the future*	72	100
PLO 06	*Engage in life long learning to enrich knowledge and competencies*	81	100

Hasil analisis ini menunjukkan bahawa pelajar – pelajar boleh menerima dengan baik penggunaan *One Paper One Chapter* dalam proses Pengajaran dan Pembelajaran (PdP). Pelajar – pelajar juga menunjukkan pencapaian yang yang positif terhadap kursus MIS iaitu menunjukkan minat untuk belajar kursus MIS.

Secara keseluruhan, peratusan CLO dan PLO meningkat pada PdP sesi Disember 2018. Berdasarkan analisis dapatan kajian bagi ujian pra dan pasca di atas dapatlah dirumuskan bahawa secara keseluruhan pencapaian pelajar dalam kursus MIS telah meningkat setelah proses PdP menggunakan *One Paper One Chapter* dilaksanakan. Peratus pelajar yang mendapat nilai mata 2.67% ke atas telah meningkat 24%. Dapatan ini jelas menunjukkan PdP menggunakan *One Paper One Chapter* memberi sumbangan positif terhadap pencapaian pelajar dalam kursus MIS selepas PdP menggunakan *One Paper One Chapter*. Dapatan kajian menunjukkan terdapat peningkatan pencapaian yang ketara dalam ujian pasca berbanding ujian pra.

Malahan, hasil pemerhatian pengkaji terhadap pengajaran pensyarah kursus MIS, dapat dirumuskan bahawa penerimaan pelajar terhadap *One Paper On Chapter* adalah positif. Pelajar – pelajar juga didapati telah menunjukkan pemahaman yang baik terhadap topik – topik yang diajar menggunakan *One Paper One Chapter*. Dapatan temubual pelajar turut menjelaskan bahawa penggunaan *One Paper One Chapter* dalam proses PdP MIS telah menarik minat pelajar terhadap kursus MIS. Secara keseluruhan, pelajar telah mengetahui banyak kebaikan penggunaan *One Paper One Chapter* dalam PdP MIS. Pelajar telah menunjukkan penerimaan positif terhadap penggunaan *One Paper One Chapter*.

B. Ujian Pra dan Pasca

Pengajaran dan Pembelajaran (PdP) berjalan sepanjang semester mengikut silibus yang ditetapkan. Pelajar – pelajar diajar berkaitan teori dan konsep dalam kursus *Management Information System* (MIS). Setelah menjalani sesi PdP di dalam kelas seperti biasa, pelajar diberi tunjuk ajar untuk merekod refleksi di dalam *One Paper One Chapter*. Pada peringkat ujian pra yang telah dijalankan ke atas 42 orang pelajar, sebanyak 57% pelajar mendapat nilai mata 2.67 ke atas ataupun markah 60% ke atas dalam jumlah markah keseluruhan akhir. Ujian pra dijalankan tanpa menggunakan *One Paper One Chapter* dan hanya menjalankan sesi PdP seperti biasa.

Keputusan ujian pra menyedarkan pensyarah kursus bagi menggunakan *One Paper One Chapter* dikalangan pelajar untuk mengulangkaji sendiri tanpa kehadiran pensyarah. Mereka mungkin boleh mengulangkaji secara berkumpulan dan berbincang sesama sendiri. Setelah ujian pasca dijalankan pada kumpulan yang berbeza bagi Ujian Penilaian Akhir dan terdapat peningkatan sebanyak 24%, iaitu sebanyak 81% pelajar mendapat nilai mata 2.67 ke atas ataupun markah 60% ke atas dalam jumlah markah keseluruhan akhir.

V. PERBINCANGAN

Kajian ini menunjukkan pembelajaran bagi kursus *Management Information System* (MIS) berlaku melalui catatan refleksi topik bagi mengukuhkan ingatan tentang pelajaran yang dipelajari serta kebolehan menggunakan pengetahuan dalam pengurusan sistem maklumat dalam kehidupan seharian. *One Paper One Chapter* berfungsi sebagai medium refleksi yang membolehkan pelajar memahami konsep dan teori yang diketahui. Sehubungan itu, adalah penting bagi pelajar Generasi Z melengkapi pengetahuan asas mereka dengan mengaplikasikan teori yang diajar di dalam kelas dengan situasi di luar kelas yang sebenar.

Seperti yang dibincangkan dalam kajian literatur dan sorotan kajian yang lepas, Generasi Z secara semulajadi mempunyai semangat, minat dan tahap keinginan yang tinggi. Justeru, apa yang perlu adalah sistem pendidikan yang mampu menerapkan ilmu supaya mereka tidak sekadar menjadi pelajar yang berjaya tetapi mampu mengaplikasikan teori dalam kehidupan harian.

Pemupukan kemahiran psikomotor boleh diterapkan melalui pelbagai kaedah dan teknik dalam Pengajaran dan Pembelajaran (PdP). *One Paper One Chapter* mungkin tidak dapat memberi cakupan yang holistik bagi pembelajaran MIS disebabkan kekangan sumber, masa dan ruang. Pelajar juga perlu mengikuti pelbagai kursus lain sepanjang tempoh sesi pengajian, ini menjadikan masa untuk fokus kepada satu kursus menjadi terhad. Selain itu, pendedahan kepada situasi mungkin lebih terbatas dan tidak menyeluruh dan tidak menggambarkan realiti dalam keadaan sebenar yang lebih kompleks. Justeru, sekiranya sesi perbincangan dan perkongsian di dalam kelas dapat dibuat, pemahaman pelajar dapat dibentuk bagi menggabungkan pengetahuan dan adaptasi elemen kognitif dan psikomotor secara serentak berbanding penyampaian kurikulum dan ko – kurikulum secara terasing.

Mengikut apa yang disebut oleh Thomas dan Srinivasan (2016), Generasi Z adalah individu yang cekap belajar melalui elemen cuba – jaya (*trial* – *error*). Namun, terdapat beberapa faktor yang mempengaruhi pemilihan kaedah dan teknik PdP seperti:

i. Objektif PdP
   Pensyarah kursus perlu melihat objektif PdP yang ingin dicapai sebelum memulakan aktiviti *One Paper One Chapter*. Penentuan objektif tersebut mestilah berdasarkan silibus kurikulum yang telah ditetapkan.
ii. Jangka masa PdP
   Pensyarah kursus perlu memberi masa yang sesuai bagi pelajar untuk menyediakan refleksi.
iii. Bahan PdP
   Pensyarah kursus perlu menentukan isi pelajaran yang bersesuaian dengan kemahiran refleksi.
iv. Latar belakang pelajar
   Antara perkara yang perlu diberi perhatian ialah umur, jantina dan peringkat pencapaian, keupayaan pelajar, tahap kematangan, keupayaan kognitif dan kemampuan pelajar yang berbeza – beza.

Seperti yang disarankan oleh Thomas dan Srinivisan (2016), Generasi Z adalah individu yang telah didedahkan dengan permainan elektronik, digital, menonton video dan bahan animasi melalui pelbagai peranti komunikasi moden di awal usia mereka. *One Paper One Chapter* mungkin perlu dipelajari melalui aplikasi telefon pintar. Ini kerana menurut Thomas dan Srinivasan (2016), Generasi Z mempunyai kekurangan dari segi singkatnya kesedaran dalam situasi (*situation awareness*) dan tidak mampu memberi atau mengikut arahan dalam situasi normal.

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Strategi Komunikasi Pelaku Usaha Mikro Kecil Dan Menengah Melalui Media Sosial Di Masa Pandemi COVID-19

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***Abstrak*—Pandemi Covid 19 sangat berdampak pada usaha pelaku Usaha Mikro, Kecil, dan Menengah (UMKM) dikarenakan pelaku UMKM tidak dapat bertemu/berkomunikasi *face to face* dengan *stakeholders*. Untuk menyikapinya, pelaku UMKM harus memiliki strategi dengan memanfaatkan teknologi digital berupa media sosial. Dalam menggunakan media sosial diperlukan strategi agar menarik minat audiens untuk terlibat dengan media sosial dan membeli produk. Penelitian memberikan informasi/gambaran mengenai berbagai strategi pemanfaatan media sosial agar meningkatkan daya tarik audiens untuk terlibat pada media sosial dan produk yang ditawarkan sehingga secara efektif/efisien meningkatkan penjualan. Metode analisis isi digunakan dengan pendekatan deskriptif. Penelitian menganalisis variabel strategi komunikasi dialogis atau interaktivitas, kekayaan (*richness*) atau kejelasan (*vividness*) serta konten pada akun instagram @ladanglima.id, UMKM yang berhasil memanfaatkan media sosial sehingga berhasil mengembangkan pemasaran/penjualan bahkan sampai ke mancanegara. Penelitian menemukan bahwa variabel *richness*/*vividness* berupa hadirnya gambar, foto, dan video meningkatkan makna/arti penting posting produk. Video membuat audiens merasakan produk secara nyata. Kombinasi/variasi penggunaan variabel konten berupa *informational, educational*, dan *entertaining content* yang bermanfaat/menghibur/menyenangkan meningkatkan *engagement* audiens (like/*share*/*comment)* dan minat pada produk. Strategi komunikasi dialogis/interaktivitas, berupa tautan, pertanyaan, undangan meresponse, quiz, pernyataan menarik maupun ajakan beraktivitas, penting untuk menciptakan keterlibatan/*engagement* audiens, baik dengan postingan maupun produk. Penjualan/marketing juga perlu secara *soft marketing*. Kombinasi berbagai strategi komunikasi online berupa komunikasi dialogis atau interaktivitas, kekayaan (*richness*) atau kejelasan (*vividness*) serta kemasan konten, pesan dan informasi produk, akan memberikan efek positif, yaitu membuat audiens merasa dihargai/diperhatikan, menghadirkan perasaan empati/positif, meningkatkan keakraban, meningkatkan kesukaan pada posting dan produk, menciptakan/meningkatkan kepercayaan, membuat hubungan dengan audiens terasa lebih dekat, memperoleh konsumen baru, membuat audiens sukarela terlibat dengan akun media sosial maupun produk (*like/comment)*, menjadi pelanggan tetap dan bahkan meningkatkan penjualan.**

Kata kunci*—*komunikasi, media sosial, Instagram, analisis isi, umkm, covid-19, pemasaran.

I. PENDAHULUAN

Pandemi Covid 19 telah melanda seluruh dunia dan mencuri perhatian seluruh masyarakat di dunia, termasuk Indonesia. Pandemi Covid 19 ini tentunya berpengaruh pada berbagai lini kehidupan dan sektor di seluruh dunia, termasuk bagi aktivitas para pelaku Usaha Mikro, Kecil, dan Menengah (UMKM). Menurut Kementerian Koperasi dan UKM dalam (Reswari, 2020), sekitar 949 dari UMKM dan pelaku koperasi memperoleh dampak dari pandemic Covid-19 ini.

UMKM di Indonesia per bulan Juli 2020 adalah sebesar 99,9% dari total unit usaha dan mencapai 64,19 juta pelaku usaha. Mayoritas UMKM merupakan usaha mikro sebesar 63 juta lebih unit usaha atau sebesar 98,68% dari total UMKM, lalu 1,22% merupakan usaha kecil yaitu 783 ribu lebih unit usaha, 0,09% merupakan usaha menengah sebesar 60 ribu lebih unit usaha, serta 0,01% merupakan usaha besar yaitu sebesar 5 ribu unit usaha (Novika, 2020).

Kebijakan social distancing yang diberlakukan sejak hadirnya Covid 19 telah membuat berbagai aktivitas para pelaku UMKM terganggu, berupa sulitnya memperoleh bahan baku sekitar 6% UMKM, terhambatnya distribusi (sekitar 10%), kesulitan permodalan (12%), dan tentunya berujung pada penurunan penjualan secara drastis (86%) (Reswari, 2020). Berdasarkan data dari Kemenkop UKM, pada bulan Juli 2020, bisnis UMKM yang sangat berdampak adalah dalam sektor akomodasi serta makanan dan minuman. Dari seluruh UMKM yang berada di Indonesia, 35,88% merupakan UMKM akomodasi serta makanan dan minuman, lalu 25,33% merupakan UMKM perdagangan besar dan eceran seperti perawatan dan reparasi mobil, kemudian 17,83% merupakan industri pengolahan.

Dampak pandemi Covid 19 ini bagi UMKM jika dibandingkan dengan krisis di Indonesia pada tahun 1998 sangat bertolak belakang. Menurut Eddy Satriya, Deputi Bidang Restrukturisasi Usaha Kemenkop UKM, dalam (Novika, 2020), pada krisis tahun 1998 lalu, UMKM bahkan dapat menjadi bumper ekonomi nasional. Hal ini karena pada saat itu UMKM masih dapat bertemu dan berkomunikasi secara *face to face* dengan pihak lain, sehingga tidak terputus sama sekali antara *demand* dan *supply* antara pelanggan dengan produsen. Saat ini, karena tidak adanya pertemuan, komunikasi *face to face*, maka sangat berdampak pada permintaan, distribusi dan tentunya pada penjualan. Pandemi Covid 19 dianggap sebagai penghambat proses bisnis yang dilakukan oleh para pelaku UMKM karena aktivitas yang biasanya dilakukan secara bertatap muka menjadi sulit untuk dilakukan (Lavinda, 2020).

Pada saat perekonomian terkena dampak Pandemi Covid 19 memang sulit untuk menjalankan bisnis UKM, bahkan terdapat beberapa sektor usaha yang mungkin menjadi lumpuh atau bahkan gulung tikar, yang pada akhirnya memperlambat aktivitas ekonomi secara global. Untuk mengatasi hal tersebut, para pemilik dan pelaku bisnis UMKM perlu mengantisipasi serta memiliki strategi dan inovasi agar usahanya tetap berjalan dan tidak gulung tikar, tanpa perlu saling bertemu *face to face* dan khawatir akan penyebaran virus Corona.

Dalam menyikapi kondisi saat ini, salah satu strateginya adalah dengan mulai masuk ke ranah digital atau *online* dan mulai memanfaatkan teknologi digital, misalnya media sosial. Menurut CEO Young in Top Billy Boen, media sosial bermanfaat untuk meningkatkan eksposure dan jangkauan (*brand awareness*), dapat berinteraksi dan terlibat dengan konsumen atau *follower* (*engagement*), dan dapat memberikan solusi kepada konsumen atau *follower* (*selling*), setelah itu pada akhirnya akan menciptakan *brand loyality* (Julianto, 2017).

Pemasaran secara *online* setiap produk UMKM melalui media sosial merupakan salah satu strategi ampuh untuk tetap dapat mempertahankan usaha. Pemanfaatan media sosial juga ditujukan untuk menarik konsumen baru, memelihara hubungan baik dengan konsumen, mengkomunikasikan *brand*, meningkatkan *brand awareness*, serta menerima umpan balik atau keterlibatan (*engagement*) konsumen maupun *stakeholders* (Michaelidou et al., 2011). Media sosial merupakan salah satu strategi yang paling efektif dan fleksibel digunakan oleh UMKM sebagai sarana *marketing*. Dengan memanfaatkan media sosial, maka tak ada lagi hambatan jarak, ruang dan waktu. Media sosial menghadirkan peluang tinggi untuk dapat menjangkau siapapun kapan pun dan dimana pun. Menurut (Desra, 2019), media sosial telah menjadi media yang efektif dan luas untuk melakukan pemasaran *word of mouth*. Dengan media sosial, jangkauan pemasaran bahkan dapat mendunia. UMKM juga tidak lagi memerlukan ruang besar untuk mendisplay produknya, sehingga tidak diperlukan modal yang besar dan biaya dapat dieliminir. Media sosial menyediakan manfaat bagi UMKM untuk memperluas pasar, peningkatkan pemasaran, meningkatkan penjualan dan membantu dalam pengambilan keputusan bisnis (Priambada, 2017). Para pelaku bisnis UMKM perlu meyakini bahwa pemanfaatan teknologi berupa media sosial, kapanpun dan dimanapun tak dapat dipungkiri lagi.

Kehadiran pandemi Covid 19 ini menuntut lebih dalam bagi para pelaku UMKM untuk adaptif dalam merubah metode berbagai aktivitas ke arah digital, seperti media sosial. Survei Sea Insight dalam (Sulaeman, 2020) mencatat bahwa kurang lebih 70% pelaku UMKM tertarik memanfaatkan media sosial dalam rangka mengembangkan usahanya di masa pandemi Covid 19 ini. Adapun pelaku UMKM yang berminat dan tertarik untuk mencoba keunggulan *market online* pun kiat bermacam, mulai dari sektor pertanian, kesehatan, retail, sampai usaha peralatan rumah tangga yang sederhana.

Salah satu pelaku UMKM yang berhasil memanfaatkan media sosial sebagai sarana pemasaran terutama pada masa pandemi Covid 19 adalah Anisa Pratifi (founder Ladang Lima). Media sosial Instagram dengan akun @ladanglima.id yang digunakannya mengantarkannya memperoleh kesuksesan bisnis sebagai pelaku UMKM meskipun produknya merupakan produk yang antimainstream, yaitu tepung berbahan dasar singkong yang *gluten free*. Bagi Anissa, Instagram sangat bermanfaat untuk memberikan informasi dan berkomunikasi dengan para konsumen tanpa terkendala jarak dan waktu. Maka tak heran jika produk yang dijual oleh Ladanglima mencapai mancanegara (Putri, 2020).

Perlu disadari bahwa penggunaan media sosial juga memiliki strategi agar memiliki daya tarik dan menarik minat audiens khususnya konsumen untuk terlibat dengan media sosial dan untuk membeli produk berupa barang atau jasa yang ditawarkan pada media sosial sehingga dapat secara efektif dan efisien meningkatkan penjualan. Untuk itu penelitian ini bertujuan untuk menganalisis berbagai strategi yang digunakan oleh instagram @ladanglima.id sehingga bermanfaat untuk memberikan gambaran mengenai strategi penggunaan media sosial yang efektif dan efisien agar dapat meningkatkan daya tarik dan akhirnya meningkatkan penjualan

II. KAJIAN LITERATUR

Berdasarkan data (Hootsuite, 2020), dari sebanyak 7,750 milyar populasi penduduk di seluruh dunia, terdapat 3800 milyar pengguna media sosial aktif. Hal ini menunjukkan hampir setengah populasi penduduk dunia sebesar 49% adalah pengguna aktif media sosial. Di Indonesia sendiri, dari total populasi penduduk sebanyak 272,1 juta, pengguna aktif media sosial sebanyak 160 juta, lebih dari setengah populasi penduduk Indonesia, yaitu 59%. Dilihat dari waktu mengakses media, rata-rata penduduk Indonesia menggunakan internet dalam 7 jam 59 menit, dan menggunakan media sosial dalam waktu 3 jam 26 menit (Riyanto, 2020). Terdapat berbagai platform media sosial yang paling aktif di Indonesia. Media sosial yang paling banyak digunakan adalah Youtube mencapai 88% dari jumlah populasi penduduk Indonesia, menyusul whatsapp (84%), Facebook (82%), dan Instagram (79%). Berbagai data diatas membuktikan bahwa media sosial menjadi media popular saat ini dan sebagian besar orang menghabiskan waktunya di media sosial. Menurut data juga, pengguna sosial di tahun 2021 akan mencapai 3,1 miliar. Hal inilah yang menjadi salah satu bukti dan alasan terbaik mengapa UMKM harus menyadari perlunya melakukan pemasaran melalui media sosial.

Media sosial adalah kelompok aplikasi berbasis internet yang dibangun di atas dasar ideologi dan teknologi Web 2.0 serta memungkinkan penciptaan dan pertukaran *user generated content* (Kaplan & Haenlein, 2010). Teknologi Web 2.0 ini menciptakan dasar untuk pengembangan proses komunikatif yang dijamin oleh platform interaktif (misalnya media sosial) (Barassi & Treré, 2012). Munculnya media sosial sosial secara dramatis mengubah cara orang berkomunikasi dan berinteraksi (Gironda & Korgaonkar, 2014). Jual beli dengan memanfaatkan media sosial disebut dengan *social commerce* (Purwantini & Anisa, 2018).

CEO Young in Top Billy Boen menyatakan bahwa terdapat perubahan perilaku konsumen saat ini dari era konvensional ke era digital, dimana konsumen 84% memesan barang karena media sosial, baik itu Instagram, Facebook, Twitter, Line, maupun Youtube (Julianto, 2017). Hal ini tentunya merupakan peluang bagi pada pelaku UMKM untuk semakin memanfaatkan media sosial sebagai sarana pemasarannya. Penelitian (Purwidiantoro et al., 2016) menemukan bahwa pemanfaatan media sosial meningkatkan penjualan pelaku UMKM hingga 50% bahkan 100%. Hal ini terjadi jika UMKM menggunakan media sosial sebagai sarana utama dalam pemasaran dan komunikasi produk maupun jasa serta selalu meng*update* informasi produk maupun jasa setiap harinya secara konsisten. Lalu bagaimana cara menggunakan dan memanfaatkan media sosial agar efektif dan efisien dalam meningkatkan daya tarik dan mendongkrak penjualan?

Untuk menjawab pertanyaan tersebut, akan dilakukan analisis konten pada instragram @ladanglima.id, UMKM yang berhasil memanfaatkan media sosial sehingga berhasil mengembangkan pemasaran/penjualan bahkan sampai ke mancanegara. Peneliti akan menggunakan tiga variabel sebagai *codebook*, yaitu (1) *richness* (kekayaan) atau *vividness* (kejelasan), (2) konten, dan (3) komunikasi dialogis atau interaktivitas.

Pertama, *vividness* atau *richness* mencerminkan kekayaan fitur formal sebuah postingan merek; dengan kata lain, sejauh mana pos merek merangsang indera yang berbeda (Steuer 1992) dalam (De Vries et al., 2012). (Daft dan Lengel, 1986) dalam (Pletikosa Cvijikj & Michahelles, 2013) mengatakan bahwa jenis media ini mewakili tingkat kekayaan media yang berbeda yang biasanya disebut sebagai kejelasan konten *online*. *Vividness* dapat dicapai dengan memasukkan warna animasi dinamis (kontras), atau gambar dan juga video yang lebih jelas daripada gambar karena yang pertama merangsang tidak hanya penglihatan, tetapi juga pendengaran (Cho 1999; Drèze dan Hussherr 2003; Fortin dan Dholakia 2005; Goldfarb dan Tucker 2011; Goodrich 2011) dalam (De Vries et al., 2012), yang juga mencerminkan kekayaan postingan dan akan meningkatkan keterlibatan (*engagement*) konsumen dan meningkatkan penjualan. Menurut (Sabate et al., 2014), postingan pada media sosial harus menyertakan gambar karena ini adalah faktor kekayaan yang secara positif terkait dengan jumlah komentar, gambar variabel signifikan positif di kedua model (suka dan komentar). Desain dan estetika postingan juga memengaruhi ketiga ukuran interaksi, yaitu *like, share*, atau *comment* secara positif (Wagner et al., 2017). (Malhotra et al., n.d.) menyatakan bahwa sebuah gambar yang mungkin bernilai seribu kata, termasuk foto dengan pesan meningkatkan jumlah suka posting.

Kedua yaitu konten, yang meliputi *informational content, educational content entertaining content* dan, *topical content*. Pengemasan konten, pesan maupun informasi pada media sosial perlu diperhatikan dalam rangka meningkatkan keterlibatan dan daya tarik konsumen sehingga akhirnya konsumen melakukan pembelian. Menurut (Rulandari et al., 2020) pun salah satu strategi digital yang pokok, yaitu konten. Menurut (Bulbul & Menon, 2010; Connell, 2013; Connn, 2013; Severn, Belch, & Belch, 1990) dalam (Wagner et al., 2017), konten atau pesan tertentu dapat menarik perhatian, menimbulkan sikap positif, dan secara positif memengaruhi respons perilaku yang diinginkan.

Ketiga, komunikasi dialogis atau interaktivitas. Interaktivitas didefinisikan sebagai "sejauh mana dua atau lebih pihak komunikasi dapat bertindak satu sama lain, pada media komunikasi, dan pada pesan dan sejauh mana pengaruh tersebut disinkronkan" (Liu dan Shrum 2002, hal. 54) dalam (De Vries et al., 2012). Hal ini sejalan dengan teori dialogis yang merepresentasikan sekumpulan prinsip komunikasi yang dikembangkan untuk memfasilitasi interaksi antara dua orang, atau di antara sekelompok kecil individu (Buber, 1970) dalam (Kent, 2017). Interaktivitas dicirikan oleh komunikasi dua arah antara perusahaan dan pelanggan, serta antara pelanggan itu sendiri; dengan kata lain, ini mencirikan komunikasi banyak orang (Goldfarb dan Tucker 2011; Hoffman dan Novak 1996) dalam (De Vries et al., 2012). (Kent & Taylor, 2002) mengidentifikasi komunikasi *online* khususnya sebagai jalan ideal untuk membina dialog, yang juga ditempatkan secara digital melalui media sosial (Kent, 2013; Kent & Taylor, 2016; Yang & Kent, 2014) dalam (Kent, 2017).

Media sosial memberikan peluang untuk lebih banyak memasarkan merek dan berinteraksi dari sisi berbeda. Menurut (Desra, 2019), UMKM dapat menciptakan interaksi di media sosial yang sesuai dengan kepribadian masing-masing dan dapat mendiskusikan kekhawatiran di Twitter, bertanya jawab di Instagram Stories dan lainnya. Menurut (Michaelidou et al., 2011), alasan penting dalam memanfaatkan media sosial adalah adanya interaktivitas dikarenakan fitur interaktivitas ini dapat menjembatani adanya perbedaan ruang dan waktu antara penjual dan pembeli. Terdapat penelitian yang membuktikan secara empisis bahwa terdapat pengaruh antara interaktivitas terhadap pemanfaatan media sosial pada UMKM (Odoom et al., 2017) & (Moghavvemi et al., 2015). Penelitian (Purwidiantoro et al., 2016) juga membuktikan bahwa faktor utama pendorong kuat UMKM memanfaatkan media sosial yaitu karena media sosial sangat bermanfaat sebagai penghubung yang mempermudah komunikasi secara interaktif, antara para pelaku UMKM dengan berbagai pihak, termasuk dengan konsumen dan pihak manapun, kapanpun dan dimanapun, tanpa dibatasi ruang dan waktu. Purwidiantoro juga mengatakan bahwa dengan media sosial, para pelaku UMKM dapat melakukan komunikasi dengan konsumennya, saling memberikan respon dan sebagai forum diskusi antara penjual dengan konsumen maupun antar konsumen. Penelitian (Smith dan Mackie (2000) dalam (Rauschnabel & Ivens, 2012) menunjukkan bahwa interaksi konsumen dengan merek dan perwakilan perusahaan mengarah ke beberapa efek positif.

III. METODE PENELITIAN

Metode pada penelitian ini adalah analisis isi. Menurut (Eriyanto, 2011), analisis isi merupakan teknis penelitian ilmiah dengan tujuan untuk mengetahui gambaran karakteristik isi dan mengidentifikasi secara sistematis isi komunikasi yang tampak dan dilakukan secara objektif, valid, reliable dan dapat direplikasi. Penelitian ini menggunakan pendekatan deksriptif yang dimaksudkan untuk menggambarkan suatu pesan atau teks secara detail dengan tujuan untuk mendeskripsikan dan menggambarkan aspek-aspek dan karakteristik suatu pesan (Eriyanto, 2011).

Pengambilan sampel berupa *purposive sampling* dengan memilih akun UMKM yang telah berhasil menggunakan media sosial dengan menerapkan berbagai strategi komunikasi dalam mengkomunikasikan produknya kepada konsumen dan *stakeholders* hingga mencapai banyak followers, memperolah banyak *engagement* (like dan komentar) serta meningkatkan penjualan (bahkan sampai ke mancanegara), yaitu akun Instagram @ladanglima. Selain alasan tersebut, pemilihan akun Instagram dilakukan karena Instagram merupakan media sosial yang kaya, selain pada teks, Instagram juga fokus pada video dan foto dengan berbagai fitur tambahan seperti hastag.

Analisis konten akan dilakukan pada saat masa pandemi dan PSBB yaitu pada bulan Mei 2020, dari tanggal 1 Mei sampai 31 Mei 2020, sebanyak 86 posting. 86 postingan pada bulan Mei ini akan dianalisis menggunakan konsep variabel komunikasi online sebagai unit analisis yaitu (1) variabel *richness* (kekayaan) atau *vividness* (kejelasan), (2) konten, dan (3) komunikasi dialogis atau interaktivitas. Variabel *richness* atau *vividness* diukur dari banyaknya gambar, foto dan video yang digunakan (Cho 1999; Drèze dan Hussherr 2003; Fortin dan Dholakia 2005; Goldfarb dan Tucker 2011; Goodrich 2011) dalam (De Vries et al., 2012). Variabel komunikasi dialogis atau interaktivitas diukur dari banyaknya tautan/link (Fortin dan Dholakia, 2005) dalam (De Vries et al., 2012), pertanyaan dan meminta jawaban (De Vries et al., 2012), undangan merespons (Lovejoy & Saxton, 2012) (Shen & Khalifa, 2008), ucapan, ajakan melakukan aktivitas atau bertindak (Saxton & Waters, 2014), dan quiz/kompetisi (Lovejoy & Saxton, 2012). Sedangkan variabel konten diukur dari banyaknya *informational content* (Lin dan Lu 2011) dalam (De Vries et al., 2012), *education content* (Malhotra Sea, 2014), *entertaining content* (Cheung, Chiu, dan Lee 2011; Dholakia, Bagozzi, dan Pearo 2004; Lin dan Lu 2011; Park, Kee, dan Valenzuela 2009) dalam (De Vries et al., 2012) (Malhotra et al., n.d.), *dan topical content* (Malhotra Malhotra Sea, 2012) yang digunakan.

Langkah dalam melakukan analisis isi yaitu, (1) menentukan sampel, (2) mengkonseptualisasi, (3) mereview dan mengcoding, (4) menganalisis data, dan (5) membahas berdasarkan hasil yang diperoleh.

IV. HASIL DAN DISKUSI

A. *Profil Akun @ladanglima*

@Ladanglima.id merupakan akun instagram produsen tepung berbahan dasar singkong yang gluten *free* dan turunannya seperti mie sayur sehat, pasta, dan cookies gluten free. @Ladanglima.id merupakan *pioneer* makanan gluten free di Indonesia. Sampai saat ini jumlah followernya instagramnya sebanyak 72,4K dengan 770 posts. @ladanglima.id juga memiliki link lain yaitu @ladangresep dan website www.ladanglimastore.com.

Gbr. 1. Profil @ladanglima.id

Sumber: Instagram @ladanglima.id

B. *Strategi Komunikasi Online Akun Instagram @Ladanglima pada masa Pandemic*

Berdasarkan data hasil temuan peneliti, pada masa pandemi Covid 19 khususnya pada masa PSBB (Pembatasan Sosial Berskala Besar), yaitu pada tanggal 1 Mei sampai dengan 31 Mei 2020, postingan akun @ladanglima.id sebanyak 86 posting. Hampir semua postingan pada @ladanglima.id telah menggunakan kombinasi strategi komunikasi 3 (tiga) variabel komunikasi online, yaitu (1) *richness* (kekayaan) atau *vividness* (kejelasan), (2) konten, dan (3) komunikasi dialogis atau interaktivitas. Seringkali UMKM @ladanglima.id menggunakan perpaduan dan variasi beberapa variabel dalam satu postingan.

Variabel *richness* (kekayaan konten) atau *vividness* (kejelasan), berupa gambar/infografis, foto, dan video, dengan frekuensi sebagai berikut.

TABEL 1. FREKUENSI RICHNESS (KEKAYAAN KONTEN) ATAU VIVIDNESS (KEJELASAN) PADA AKUN @LADANGLIMA.ID PADA BULAN MEI 2020

No	Variabel *Richness* (Kekayaan Konten) atau *Vividness* (Kejelasan)	Frekuensi
1	Video	26
2	Foto	36
3	Gambar/Infografis	24
4	Total	86

Sumber: Analisa Peneliti

Akun @ladanglima.id paling banyak menggunakan foto untuk menggambarkan produknya, kedua video, lalu pada urutan terakhir yaitu gambar/infografis. Baik foto, gambar/infografis dan video selalu dibuat secara apik dan menarik oleh @ladanglima.id. Penggunaan foto, gambar/infografis, terutama video dapat lebih memperjelas gambaran produk dan menggambarkan pemanfaatan produk. Berdasarkan penelitian, kekayaan konten berupa foto, gambar/infografis, terutama video yang digunakan berdampak pada posting dalam hal viewer, *like*, maupun *comment*. Penggunaan video praktek memasak yang digunakan oleh @ladanglima.id meningkatkan viewer, like dan *comment*. Meskipun yang dijual hanyalah produk tepung singkong *gluten free*, namun dengan penggunaan gambar dan terutama video dalam menggambarkan produk secara lebih jelas, sehingga postingan jadi lebih bermakna. Penyertaan animasi dinamis, warna, gambar dan video, meningkatkan makna dan arti penting sebuah posting produk. Video juga dapat membuat audiens turut merasakan kehadiran produk yang ditampilkan secara nyata. Penelitian ini membuktikan bahwa semakin kaya dan semakin jelas suatu posting maka akan meningkatkan *engagement* konsumen, baik *viewer, like, comment*, bahkan pembelian konsumen.

Gbr. 2. Contoh richness (kekayaan konten) atau vividness (kejelasan) berupa Foto

Sumber: Instagram @ladanglima.id

Gbr. 3. Contoh richness (kekayaan konten) atau vividness (kejelasan) berupa Video

Sumber: Instagram @ladanglima.id

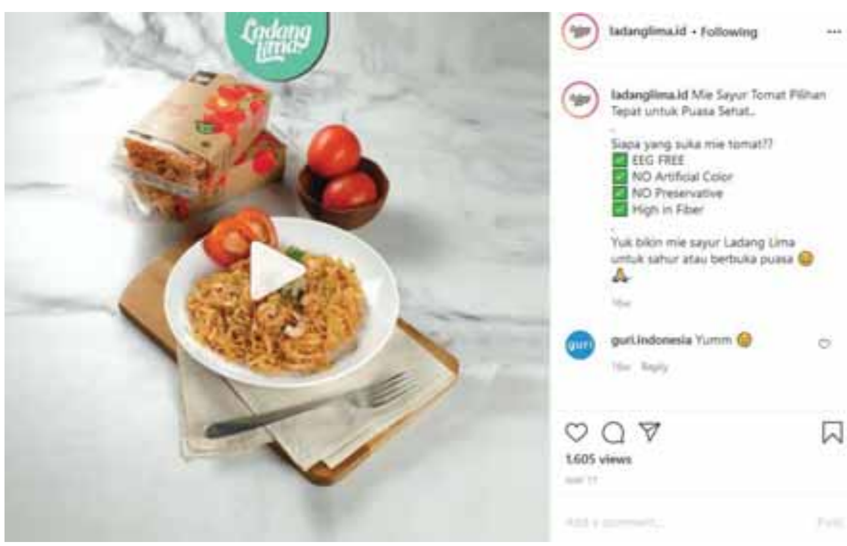
Variabel konten berupa *informational content, educational content, entertaining content, dan topical content* menjadi variabel yang paling banyak digunakan oleh UMKM @ladanglima.id dengan frekuensi masing-masing variabel konten sebagai berikut.

TABLE 2. FREKUENSI VARIABEL KONTEN PADA AKUN @LADANGLIMA.ID PADA BULAN MEI 2020

No	Variabel Konten	Frekuensi
1	*Informational content*	39
2	*Educational content*	36
3	*Entertaining content*	6
4	*Topical content*	19

Postingan akun @ladanglima.id menggunakan variasi berbagai variabel konten yang terdiri dari *informational content* pada 39 postingan, *educational content* pada 36 postingan, *entertaining content* pada 6 postingan dan *topical content* pada 19 postingan. Pada beberapa postingan menunjukkan bahwa dalam satu postingan mengandung lebih dari satu variabel konten.

Informational content digunakan pada sebagian besar postingan @ladanglima.id pada bulan Mei 2020, yaitu sebanyak 39 postingan. Informasi diberikan mengenai produk dari @ladanglima.id.

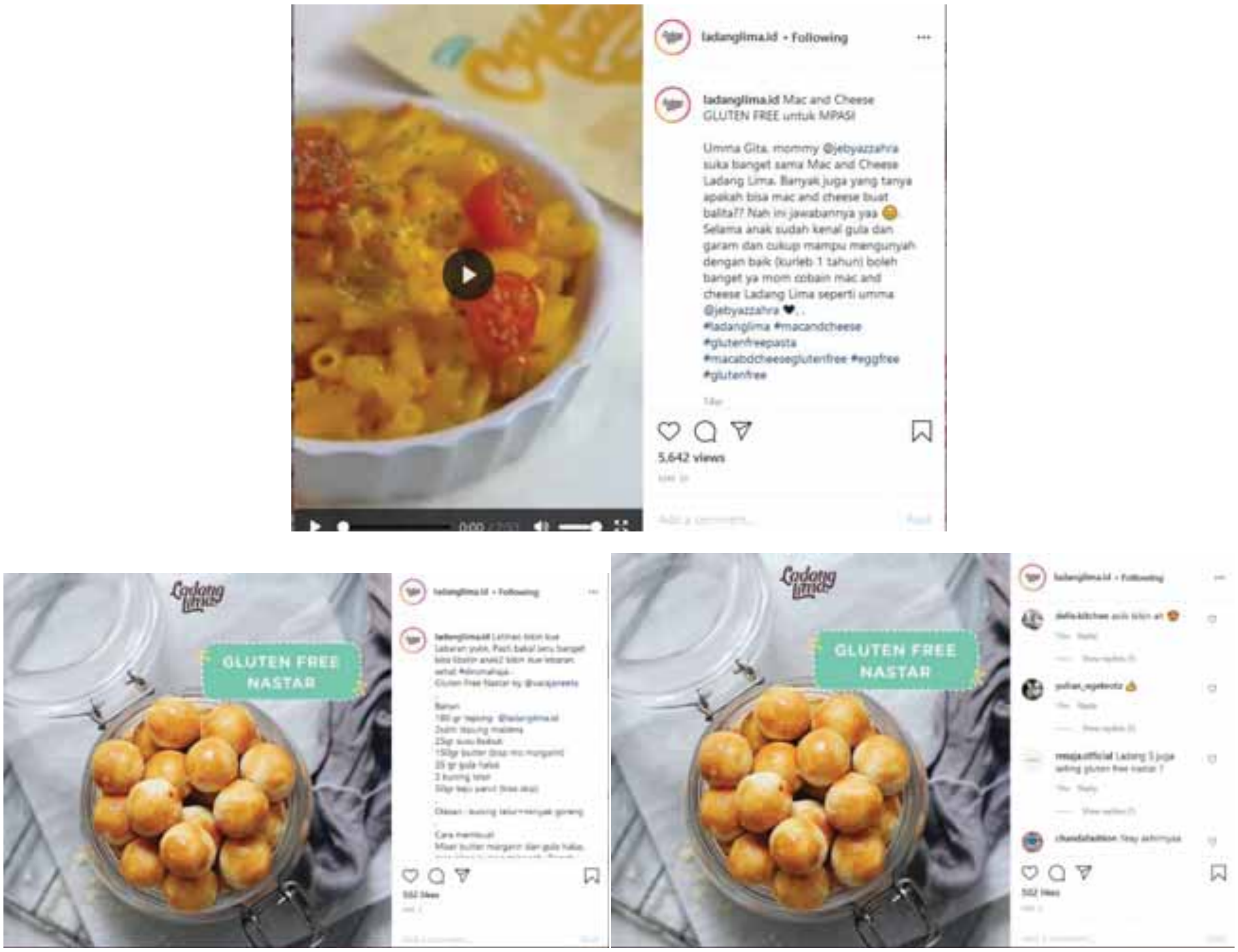


Gbr. 4. Contoh Informational Content

Sumber: Instagram @ladanglima.id

Uniknya, media sosial Instagram yang digunakan oleh @ladanglima.id tidak hanya melulu berisi postingan mengenai produk, namun divariasikan juga dengan jenis konten lainnya.

Sebagian besar konten pada @ladanglima.id, selain memberikan informasi mengenai produk, juga berupa konten edukasi berisi berbagai informasi yang bermanfaat bagi para audiens, *followers*, khususnya pembeli, misalnya edukasi mengenai bahan dan cara pembuatan suatu makanan dan kue atau informasi edukasi mengenai kesehatan. Jenis konten inilah yang menjadi nilai tambah dan nilai lebih dari postingan @ladanglima.id karena memberi manfaat lebih kepada para audiens. Dengan hadirnya edukasi ini merangsang audiens atau *followers* untuk *like*, berkomentar dan bahkan niat membeli produk @ladanglima.id. Terbukti bahwa *educational content* pada akun @ladanglima.id sangat berpengaruh pada jumlah like, komentar dan bahkan penjualan.



Gbr. 5. Contoh Educational Content

Sumber: Instagram @ladanglima.id

Variasi jenis konten lain yang digunakan oleh @ladanglima.id adalah *topical content*, yang terdapat pada 19 postingan. Posting atau pesan dianggap "topikal" jika pesan dikaitkan dengan yang sedang menjadi *public interest* dan terkini, yaitu pesan yang merujuk pada hari libur, festival, acara dan peristiwa penting (Malhotra Malhotra Sea, 2012). Dalam penelitian (Malhotra et al., n.d.) menyatakan bahwa peningkatan signifikan dalam "suka" juga ditemukan ketika posting di dinding menyertakan konten yang bersifat *topical*. Pada penelitian ini, hanya sedikit postingan yang mengandung *topical content* mengalami peningkatan jumlah like. Dan uniknya, lebih banyak postingan yang mengandung *topical content* tidak mengalami peningkatan signifikan pada jumlah *like*, bahkan pada beberapa posting mengalami penurunan jumlah like dan komentar dibandingkan dengan postingan yang tidak mengandung *topical content*. Hal ini menunjukkan bahwa audiens atau konsumen lebih minat dengan konten yang berhubungan dengan produk dan edukasi mengenai pemanfaatan produk dibandingkan dengan konten yang berisi *topical content* pada akun instagram pelaku UMKM produsen bahan makanan seperti @ladanglima.id.

Gbr. 6. Contoh Topical Content

Sumber: Instagram @ladanglima.id

Entertaining content juga menghiasi beberapa postingan @ladanglima.id, meskipun tidak banyak, hanya pada 6 postingan. Posting menghibur yang digunakan oleh @ladanglima.id salah satunya adalah peryataan lucu, cerita lucu dan pantun.

Gbr. 7. Contoh Topical Content

Sumber: Instagram @ladanglima.id

Konten hiburan yang terdapat pada posting @ladanglima.id ini mengarahkan dan memotivasi audiens untuk mengkonsumsi postingan dan memberikan kontribusi berupa *like* atau *comment* pada konten secara *online*. Karenanya jika terdapat konten menghibur pada postingan maka akan menerima peningkatan signifikan pada jumlah suka maupun komentar pada postingan. Sayangnya, peluang ini tidak dimanfaatkan secara maksimal oleh akun @ladanglima.id. Dari 86 postingan pada bulan Mei 2020, hanya 6 postingan yang mengandung *entertaining content*. Padahal (Cheung, Chiu, dan Lee 2011; Dholakia, Bagozzi, dan Pearo 2004; Lin dan Lu 2011; Park, Kee, dan Valenzuela 2009) dalam (De Vries et al., 2012) pun mengatakan bahwa nilai hiburan dari situs jejaring sosial juga merupakan faktor penting untuk digunakan.

Variabel komunikasi dialogis atau interaktivitas merupakan variabel yang juga telah diadaptasi oleh @ladanglima.id secara sempurna. Hampir seluruh postingan akun @ladanglima.id mengadopsi dan mengimplementasikan komunikasi dialogis atau interaktivitas dengan frekuensi masing-masing sebagai berikut.

TABLE 3. FREKUENSI VARIABEL KOMUNIKASI DIALOGIS ATAU INTERAKTIVITAS AKUN @LADANGLIMA.ID PADA BULAN MEI 2020

No	Variabel Komunikasi Dialogis atau Interaktivitas	Frekuensi
1	Tautan	41
2	Pertanyaan	25
3	Undangan merespons	20
4	Ucapan	20
5	Ajakan melakukan aktivitas	30
6	Quiz / kompetisi	5

Sumber: Analisa Peneliti

UMKM akun @ladanglima.id menggunakan berbagai modifikasi dan variasi gabungan berbagai model komunikasi dialogis atau interaksi dalam menggunakan media sosial instagram pada bulan Mei 2020, yaitu kehadiran tautan pada 41 posting (47,67%), ajakan melakukan aktivitas pada 30 posting (35,88%), pertanyaan (29,07%), undangan meresponse dan ucapan masing-masing 20 posting (23,26%), serta quiz atau kompetisi sebanyak 5 posting (5,81%). Bahkan dalam satu postingan pada instagram @ladanglima.id dapat mencakup lebih dari satu variabel komunikasi dialogis atau interaktivitas, seperti gambar sebagai berikut.

Gbr. 8. Contoh posting yang Mengandung Bermacam Kategori pada Variabel Komunikasi Dialogis atau Interaktivitas (Tautan, Pertanyaan, Undangan Meresponse, Ajakan Melakukan Aktivitas dan Quiz)

Sumber: Instagram @ladanglima.id

Postingan @ladanglima.id diatas menggunakan berbagai variabel komunikasi dialogis atau interaktivitas, dimana satu postingan mencantumkan berbagai tautan dan hastag, pertanyaan, undangan meresponse, ajakan melakukan aktivitas dan quiz. Penelitian ini menemukan bahwa banyak postingan @ladanglima.id yang mengandung berbagai kategori variabel pada satu postingan. Dan ini juga menjadi nilai lebih dari akun @ladanglima.id. Dengan hadirnya berbagai variasi komunikasi dialogis atau interaktivitas, akan membuat audiens merasa terus tertarik dengan setiap postingan pada akun @ladanglima.id, membuat audiens merasanya senang dan terhibur, sehingga membuat audiens secara sukarela terlibat dengan postingan ataupun pada produk.

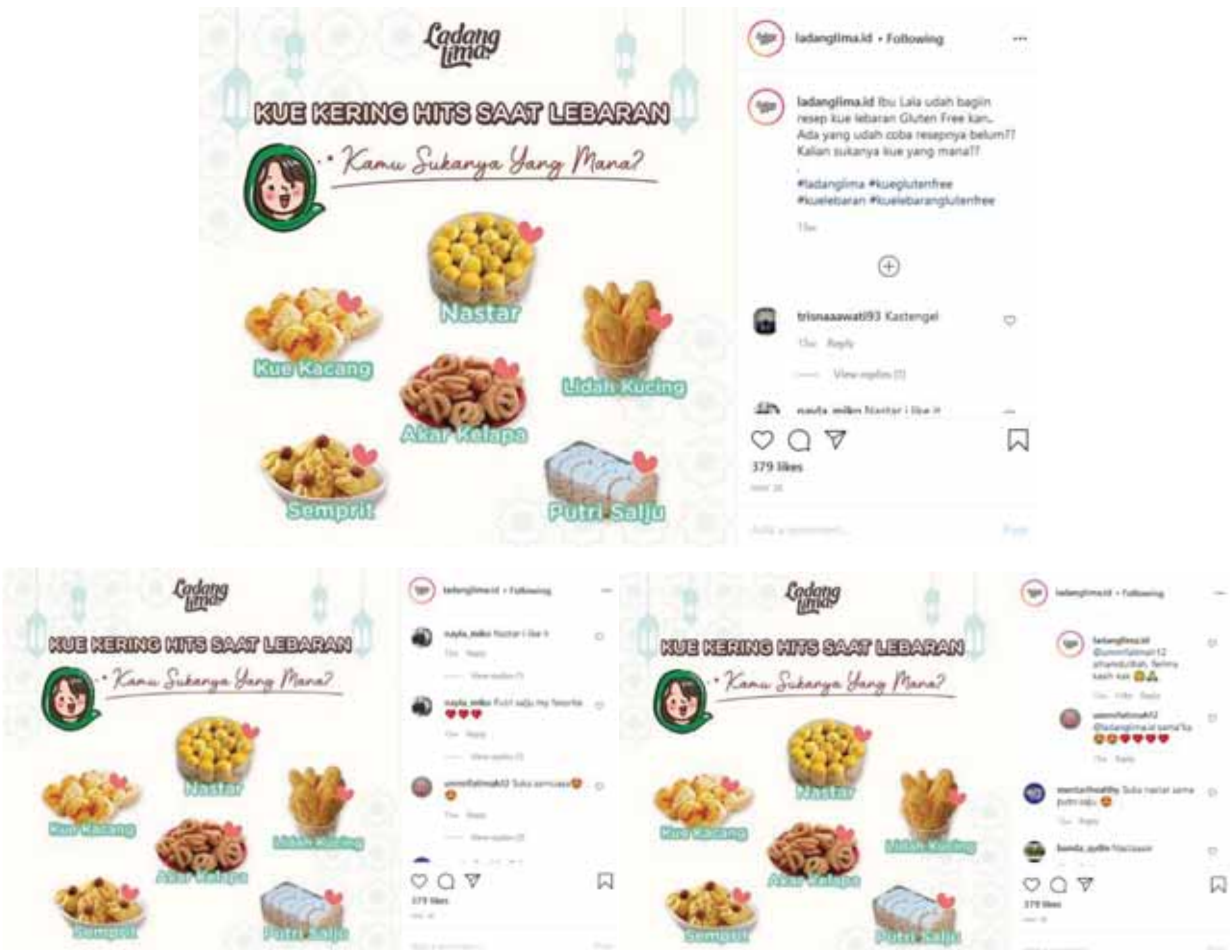
Disamping postingan berisi berbagai variasi variabel komunikasi dialogis atau interaktivitas, beberapa postingan juga menggambarkan satu per satu kategori pada variabel komunikasi dialogis atau interaktivitas. Bentuk komunikasi dialogis yang mencerminkan adanya interaktivitas terbesar pada akun @ladanglima.id yaitu mencantumkan berbagai tautan seperti dicantumkannya link youtube @ladanglima.id, link bio ladanglima, hastag, maupun adanya link akun instagram lain yang menunjukkan adanya kolaborasi dengan akun instagram lain, sebesar 41 posting.

Gbr. 9. Contoh posting yang mengandung Variabel Komunikasi Dialogis atau Interaktivitas berupa Tautan

Sumber: Instagram @ladanglima.id

Hadirnya tautan atau link pada postingan ini menunjukkan kehadiran interaktivitas karena pengguna dapat melakukan klik pada tautan/link tersebut. Beberapa postingan akun @ladanglima.id juga meminta pengikut untuk bergabung dengan akun instagram lain yang juga menunjukkan bentuk interaktivitas. Variabel komunikasi dalam bentuk tautan dan meminta pengikut untuk mengikuti akun lain berdampak pada *viewer*, *like* maupun *comment* postingan, karena mempermudah audiens atau konsumen memperoleh informasi lain yang diperlukan, misalnya untuk memesan produk dan melihat proses pembuatan suatu makanan. Kolaborasi yang dilakukan dengan akun instagram lain yang ditautkan pada postingan juga bermanfaat untuk dapat membuat audiens mengetahui informasi mengenai seorang pakar atau ahli dibidangnya atau memperoleh teman baru.

Variabel komunikasi dialogis atau interaktivitas lainnya yaitu hadirnya pertanyaan-pertanyaan untuk meminta jawaban pada akun @ladanglima.id seperti “Hari ini masak apa?”, “Hari ini menu buka puasanya apa?” atau “Bagaimana cara membuat kue?” dan juga undangan untuk meresponse seperti untuk me *like*, memberikan komentar, mem*follow*, mentag, me*mention* maupun mencantumkan hastag. Semua itu menunjukkan diciptakannya komunikasi dialogis atau interaktivitas terbanyak kedua yang dilakukan oleh @ladanglima.id.



Gbr. 10. Contoh posting yang mengandung Variabel Komunikasi Dialogis atau Interaktivitas berupa Pertanyaan
Sumber: Instagram @ladanglima.id

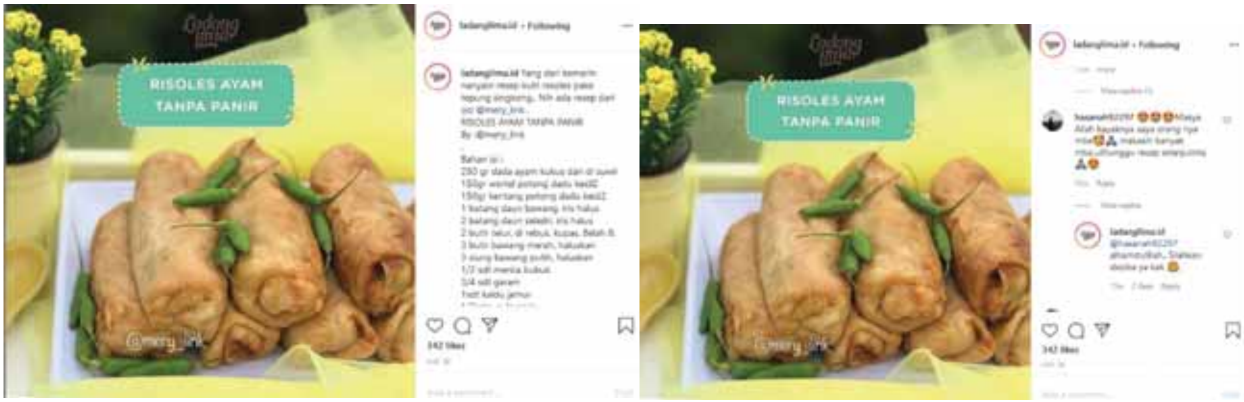
Interaksi dalam bentuk pertanyaan ini dianggap bermanfaat, menarik dan menyenangkan karena undangan untuk menjawab pertanyaan ini memberi ruang kepada para pengguna dan konsumen untuk berbagi pengalaman bermanfaat dan mengekspresikan diri mereka sendiri. Interaksi ini juga dapat membuat individu merasa terhubung dengan mitra interaksi (atau postingan) dan dapat meningkatkan keakraban yang dirasakan dan juga meningkatkan kesukaan pada posting. Oleh karena itu, interaktivitas atau komunikasi dialogis ini berdampak postitif pada *engagement* audiens, berupa *like*, komentar, dan pembelian konsumen.

Selain interaksi dalam bentuk pertanyaan, permintaan langsung untuk disukai atau untuk me*response* postingan juga akan mendapatkan apa yang diminta. Penelitian ini menunjukkan bahwa undangan untuk menanggapi atau merespons atau menyukai posting secara postitif dan signifikan mempengaruhi dan menghasilkan keterlibatan tinggi dari audiens, berupa suka dan komentar pada posting yang artinya posting memperoleh sesuatu yang diminta, bahkan termasuk pada pembelian.

Gbr. 11. Contoh posting yang mengandung Variabel Komunikasi Dialogis atau Interaktivitas berupa Permintaan Langsung Untuk Disukai atau Untuk Meresponse Postingan

Sumber: Instagram @ladanglima.id

Permintaan tanggapan lain yang juga dilakukan oleh akun @ladanglima.id yaitu adanya pernyataan menarik yang memicu percakapan dan pesan yang secara eksplisit mencari tanggapan, misalnya ucapan berupa ucapan "Selamat Mencoba" atau ucapan semangat "*Stay Safe Stay Healthy*" atau berbagai perhatian lainnya, misalnya mencoba memberikan sesuatu yang audiens harapkan atau minta. Berbagai interaksi yang dilakukan ini akan membuat audiens merasa diperhatikan dan dianggap kehadirannya. Hal ini tentunya akan berefek positif pada perasaan audiens, dan hasilnya audiens akan secara sukarela menunjukkan *engagemen*t dengan postingan maupun dengan produk.



Gbr. 12. Contoh posting yang mengandung Variabel Komunikasi Dialogis atau Interaktivitas berupa Pernyataan Menarik yang Memicu Percakapan dan Pesan
Sumber: Instagram @ladanglima.id

Selain itu juga termasuk ajakan melakukan aktivitas, misalnya ajakan untuk memasak atau ajakan untuk berbelanja. Meskipun interaksi ini dilakukan melalui media sosial, namun hal ini dapat menimbulkan empati dan keakraban antara akun @ladanglima.id dengan audiens.

Gbr. 13. Contoh posting yang mengandung Variabel Komunikasi Dialogis atau Interaktivitas berupa Ajakan Melakukan Aktivitas
Sumber: Instagram @ladanglima.id

Lane dan Kent (dalam pers) dalam (Kent, 2017), telah memeriksa prinsip-prinsip keterlibatan dan teori dialogis dalam penelitian mereka bahwa “keterlibatan sebagai dialog dan dialog sebagai keterlibatan". Variabel komunikasi dialogis atau interaktivitas telah diimplementasikan secara sempurna oleh akun @ladanglima.id pada hampir setiap postingannya karena melibatkan pihak lain untuk berinteraksi atau berpartisipasi, misalnya, dengan mengajak berdiskusi, mengajukan pertanyaan atau interaksi lainnya. Hal ini menunjukkan adanya komunikasi dialogis dua arah dan interaksi antara kedua pihak, yaitu akun @ladanglima.id dengan publik. Komunikasi dan strategi pemasaran telah dilakukan oleh akun @ladanglima.id dengan memulai meminta umpan balik dari para audiens. UMKM @ladanglima.id telah memanfaatkan media sosial dan teknologi baru ini untuk mengangkat topik dan memfasilitasi diskusi dan komunikasi dialogis, tidak hanya untuk menawarkan berjualan, mengiklankan produk, menawarkan kupon dan atau menyampaikan informasi.

Temuan pada analisa akun @ladanglima.id juga menunjukkan bahwa @ladanglima.id juga menggunakan *softmarketing* dalam instagram yang digunakannya. Artinya, produk yang dipasarkannya diselipkan pada setiap dialog atau interaksi yang dilakukannya, misalnya dimasukkan pada bahan-bahan makanan atau pada proses pembuatan makanan. Dengan demikian, audiens tidak merasa benar-benar hanya melihat iklan pada postingan, namun ada hubungan yang dibangun dengan kepercayaan, mutualitas, kedekatan, empati, dan interaksi (yaitu, dialog).

Gbr. 14. Contoh posting yang mengandung Softmarketing
Sumber: Instagram @ladanglima.id

Berbagai kombinasi variabel strategi komunikasi dialogis dan interaktif yang dilakukan oleh @ladanglima.id pada hampir seluruh postingannya telah berhasil digunakan untuk membuat audiens atau pembeli merasa dihargai dan lebih bersedia untuk terlibat dengan akun @ladanglima.id dan produk-produknya. Diciptakannya komunikasi dua arah dan diskusi *online* oleh @ladanglima dengan audiens khususnya konsumen tentang produk atau pengalaman merek yang positif menimbulkan empati dan perasaan positif di antara audiens sehingga menghadirkan keterlibatan (*engagement*) audiens atau konsumen, berupa *like* dan *komentar* pada posting. Banyaknya *like* dan komentar positif pada posting ini menciptakan nilai pelengkap posting merek, dengan demikian meningkatkan daya tarik posting merek dan menghadirkan empati di antara penggemar merek. Pertukaran informasi dan pengalaman antara konsumen juga memiliki efek positif pada persepsi nilai suatu produk serta memungkinkan orang untuk merekomendasikan produk. Adanya keterlibatan (*engagement*) konsumen dalam memberikan ulasan dan rekomendasi pada posting produk atau layanan pada akhirnya dapat membuat orang lebih mempercayai suatu produk atau layanan sehingga tujuan menambah konsumen dan pelanggan pun tercapai. Data statistik dalam (Desra, 2019) juga mengatakan bahwa 70% penjual mendapatkan konsumen baru melalui sosial media karena melakukan interaksi dengan konsumen yang potensial secara terus menerus (berkala) sehingga menjadi usaha yang efektif dalam rangka membuat konsumen membeli produk atau jasa dan menjadikannya pelanggan. Hal ini menunjukkan bahwa perlu dipenuhinya komunikasi dialogis timbal balik dan interaktivitas pada media sosial yang digunakan yaitu adanya komunikasi dua arah antara para pelaku UMKM dan konsumen maupun *stakeholder* lainnya.

Selain itu, UMKM pun harus menciptakan konten yang menarik dan sesuai dengan keinginan dan target pasar agar dapat menarik minat konsumen, selain karena hadirnya daya tarik konten dan kekayaan atau kejelasan suatu posting juga dapat memengaruhi sikap pengguna terhadap pesan dari suatu posting. Sikap positif pengguna kemudian dapat memicu respons pengguna yang menguntungkan. Konten yang jelas dan menarik pada media sosial dapat meningkatkan minat konsumen untuk melakukan pembelian dan pembelian yang berulang.

Seluruh variasi seluruh variabel komunikasi online yaitu berupa richness (kekayaan) atau vividness (kejelasan), kemasan konten, pesan dan informasi produk, serta komunikasi dialogis yang interaktif pada media sosial pelaku UMKM yang menarik dan bervariasi sangat penting dalam media sosial agar menciptakan daya tarik bagi konsumen, keterlibatan konsumen pada media sosial dan akhirnya meningkatkan penjualan.

V. KESIMPULAN

Pandemi Covid 19 yang melanda dan melahirkan kebijakan *social distancing* saat ini sangat berdampak pada berbagai aktivitas usaha pada pelaku Usaha Mikro, Kecil, dan Menengah (UMKM). Hal ini karena para pelaku UMKM tidak dapat bertemu dan berkomunikasi *face to face* dengan konsumen, supplier, maupun *stakeholder* lainnya.

Para pelaku UMKM harus memiliki strategi untuk menyikapi hal tersebut dengan memanfaatkan teknologi digital berupa media sosial, seperti Instagram. Media sosial terbukti merupakan sarana yang paling efektif dan fleksibel karena dapat mengatasi hambatan jarak, ruang, dan waktu. Setiap pelaku UMKM dapat berkomunikasi dan bertransaksi melalui media sosial dimanapun dan kapanpun. Media sosial terbukti dapat dijadikan sarana untuk mengkomunikasikan produk, pemasaran *word of mouth*, meningkatkan *brand awareness*, meningkatkan keterlibatan konsumen (*engagement*), meningkatkan hubungan baik dengan konsumen maupun *stakeholder*, meningkatkan penjualan, dan menciptakan *brand loyality*.

Dalam menggunakan dan memanfaatkan media sosial juga diperlukan strategi agar media sosial yang digunakan dapat meningkatkan daya tarik konsumen untuk terlibat pada produk yang ditawarkan dalam media sosial dan akhirnya secara efektif dan efisien meningkatkan penjualan. Strategi tersebut antara lain dengan menghadirkan komunikasi dialogis atau interaktivitas, menciptakan konten yang kaya (*richness*) atau *vividness* (jelas) dan menampilkan berbagai variasi konten *(informational content*, *educational content*, dan *entertainment content*).

Variabel kekayaan (*richness*) dan kejelasan (*vividness*) konten berupa hadirnya gambar, foto, dan video yang dibuat dengan cantik dan menarik dapat meningkatkan makna dan arti penting dari sebuah posting produk. Video juga dapat membuat audiens dapat merasakan produk secara nyata.

Variabel konten yang ditampilkan pada media sosial harus dikombinasikan dan bervariasi. Berbagai variasi dan kombinasi tersebut mencakup *informational content*, *educational content*, dan *entertaining content*. Berbagai variabel konten yang bermanfaat, menyenangkan dan menghibur audiens akan memberi efek positif pada audiens. Audiens akan secara sukarela terlibat dengan akun media sosial dan tentunya dengan produknya.

Komunikasi dialogis atau interaktivitas yang dibangun oleh para pelaku UMKM di media sosial merupakan hal yang sangat penting untuk menciptakan keterlibatan dan partisipasi audiens, terutama konsumen maupun *stakeholder*. Strategi komunikasi dialogis atau interaktivitas yang dapat dilakukan oleh para pelaku UMKM pada media sosial, misalnya Instagram yaitu dengan mencantumkan berbagai tautan, menyampaikan pertanyaan, mengundang untuk meresponse berupa *like* atau *comment*, membuat pernyataan menarik maupun mengajak untuk melakukan suatu aktivitas. Selain hal tersebut, *marketing* dan penjualan juga perlu dilakukan secara halus dengan *soft marketing*. Tidak selalu secara terang-terangan menjual produk dan memasang iklan produk di setiap postingan, namun dapat menyelipkan produk pada setiap dialog dan interaktivitas dengan audiens. Berbagai kombinasi strategi komunikasi dialogis dan interaktis yang dilakukan dengan audiens ini akan mengarah pada beberapa efek positif, yaitu dapat membuat audiens merasa dihargai, menimbulkan perasaan empati, menghadirkan perasaan positif, menciptakan kepercayaan, membuat hubungan dengan audiens terasa lebih dekat, memperoleh konsumen baru, dan membuat audiens lebih bersedia untuk terlibat (*engage*) dengan akun media sosial maupun produknya, baik *like, comment*, menjadi pelanggan tetap dan bahkan meningkatkan penjualan.

Penting sekali memperhatikan dan menggunakan strategi berbagai variasi variabel komunikasi online yaitu komunikasi dialogis atau interaktivitas, *richness* (kekayaan) atau *vividnes*s (kejelasan), dan juga konten, dalam pemanfaatan media sosial sebagai sarana marketing dan penjualan para pelaku UMKM. Dengan menggunakan berbagai strategi dalam memanfaatkan media sosial sebagai sarana dalam memasarkan produk maupun jasa, berupa *richness* (kekayaan) atau *vividness* (kejelasan), kemasan konten, pesan dan informasi produk, serta komunikasi dialogis atau interaktivitas, para pelaku UMKM dapat meningkatkan keterlibatan (*engagement*) audiens, mempertahankan atau bahkan meningkatkan penjualan. Dengan demikian, diharapkan UMKM dapat kembali menjadi penyelamat ekonomi Indonesia, seperti pada masa krisis moneter di tahun 1998.

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Trends In The Use Of Commissives In The Informal Judicial System, *Sulha*

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Abstract*—Literature review has shown that trends that speech acts take in their performances of legal actions are dependent on events that define legal settings. These events have been referred to as felicity conditions. Influence of these conditions on performance of legal action by speech acts has been attested in formal legal settings with a scanty research on informal legal settings. This article sets out to fill this study gap with focus being on the investigation of trends in the use of commissive speech acts in the informal legal system, *Sulha*. Qualitative and quantitative research designs: descriptive and survey respectively were used in this study. The data are audio-recordings of proceedings from sampled *Sulha* tribunals. Some of the data are products of interviews of *Sulha* participants and synthesis of archived dispute related cases previously handled by *Sulha*. The analysis of data is done within the framework of Speech Act theory to show the trends adopted in *Sulha* tribunals in making commitments by different participants in solving disputes. The results of this study show that patterns exhibited by commissive speech acts and their frequencies during *Sulha* proceedings are determined by the informal legal setting in *Sulha* tribunals. There are eight kinds of commissive speech acts realised in *Sulha* proceedings: promise, swear, vow, threat, guarantee, warning, acceptance and offer. The eight commissive speech acts are realised either explicitly or implicitly. As established in this article, some of the commissive speech acts can elicit other commissives and a number of commissives can also be resultant forces of other speech acts such as the acts of directives. The finding to this study is expected to help in understanding of how forms of language used in the *Sulha* enhance adoption and discharge of commitment during *Sulha* proceedings.

***Keywords*—Commissive speech acts, informal judicial system, felicity conditions, Sulh tribunal**

I. INTRODUCTION

Enactment of law is understood to be dependent on language given that the performance of legal duty is achievable through proper language use (Danet, 1980 & Fiorito, 2006). A language becomes properly used when it performs its intended purpose (Austin, 1962). One of the main factors that contribute to a language's performance of its intended purpose is to contextualise its operation (Austin, 1962 & Searle, 1969). Therefore, for performance of a legal action, a language needs to operate within a legal setting which may be defined by factors (felicity conditions) such as rules of evidence, power manifestation and discriminations among users of the languages in such settings (Blommaert & Bulcaen, 2000). It is through the constraints of felicity conditions in a particular setting that a specific pattern in the use of a speech act is established. Worth noting is that trials in legal judicial systems follow generic patterns divided into different phases in which case each phase is characterized by unique use of language (Kiguru, Ogutu & Njoroge, (2018). Habitual employment of these patterns to enact law forms a trend specific to legal context in question. This makes it necessary to study the underlying trends adopted in enactment of commitment in an informal legal system, *Sulha*.

Sulha is an arbitration mechanism designed to facilitate dispute resolution in the Arab society in which an Arabic dialect Bedouin is used as the language for communication (Furr & Al-Serhan, 2008 & Suwaed, 2015). The *Sulha* mechanism is used when a serious crime is committed in the Bedouin society. The peace agreement after the crime or dispute follows a resolution process called *Sulh* (Furr & Al-Serhan, 2008). As observed by Furr and Al-Serhan (2008), *Sulh* process involves commitment by the participants towards acceptance of outcomes, giving true and reliable pieces of information pertaining to the case. For this commitment to be achieved, appropriate commissive speech acts need to be put in place. The performative of these commissive speech acts are context specific hence an expectation of a unique trend in the use of the commissives to carry out *Sulha* trials.

II.Literature Review

Legal texts are understood to adopt and discharge obligations and commitments. Such texts, according to Fiorito (2006), are called performatives. These performatives can come in form of offers, swears, acceptance, pledge depending on the intent of the speaker. Language of offer and acceptance has been reported to be common in legal settings as means of making commitment by participants (Tiersma, 1986). According to Kiguru (2014) and Tiersma (1986), offer and acceptance as examples of commissive speech acts are not matters of expression or manifestation of intent. Rather, they are acts that commit the speaker to a particular course of conduct (Tiersma, 1986). Therefore, the speaker must intend to create in the hearer the perception that in saying the words, the speaker is committing himself to a particular proposal (Tiersma, 1986). Tiersma (1986) adds that offer and acceptance achieve their performative by adhering to certain rules operationalised by formal legal setting.

Abd el-Jawad (2000) looks at the phenomenon of swearing in Jordanian Arabic which according to him is all about oath taking devoid of tabooed words, profane, language forms for cursing and insulting others or in the expression of anger. According to him swearing is a kind of speech act by which a person binds himself to do or not do a certain specific physical or judicial act. To be particular, Abd el-Jawad (2000) adds that in Jordanian society, the name of God (Allah) or one of the divine attributes must be invoked to satisfy the act. Other things included in the swearing are things such as holy books, prophet, messengers, important people, family members, holy places, creatures, moral values or times (Abd el-Jawad, 2000). All these, according to Abd el-Jawad, are included in the swearing to make the act more performative.

Swearing in Jordanian community also serves communicative functions such as: emphasizing, a proposition, inviting, suggesting, intensifying promises and pledges, requesting apologizing and complaining, praising and blaming (Abd el-Jawad, 2000). All these communicative functions, according to Abd el-Jawad (2000), effect among the Jordanians the values of honor, chastity, dignity and honesty considered ideal in dictating swearing behavior. These findings on swearing as used by Jordanians will be important to the proposed study as it will open a study gap on the performance of commitment by *Sulha* participants as ingrained in their souls and minds.

Enactment of a statute brings into force social facts known as norms which are satisfied through the official utterance of linguistic material (Marmor, 2011). These norms are supposed to guide behavior; they tell what must or must not be done (Marmor, 2011). Linguistic materials that enact forces that enhance performative of these norms occur either in direct or indirect forms. Allot and Shaer (2017) in their study of illocutionary force of laws, observe that directive illocutionary force is either direct or indirect showing that provisions need not contain the linguistic items that make for direct directives (Allot & Shaer, 2017). From Allot and Shaer’s (2017) observation, a legal discourse can perform an intended speech act with or without performative verbs hence direct or indirect speech acts.

According to Hatch (1992) and James (1992), legal language that does not contain a performative verb expresses speech act implicitly. They add that the language of the law is rich in implicit speech act. In bills and acts, contracts, agreement and other legal documents explicit speech acts of promise, order, prohibition, permission and commitments are expressed by modal verbs (Hatch, 1992). Within a legal setting, Hatch (1992) and James (1992) argue that there are a number of occasions when a legal discourse does not contain performative verbs for the intended speech acts but the discourse still expresses the speech act it is meant for. Performative of the discourse in such cases is enhanced by appropriate circumstance where the discourse is used (Hatch, 1992 & James, 1992).

Operation of some of these speech acts are culture based. This is attested in West African and Western culture by Egner (2006) using the act of promising. According to her findings, there are contrasts in the behavior of promising between West African and Western cultures. This is explained by performative of some African languages. For example, what most Westerns conceive as ‘false promise’ is one of the strategies of being polite in West African context (Egner, 2006). She also discovers that ‘nonbinding’ promises can be used in African languages to politely close a conversational exchange unlike in the Western cultures. In support of this discrepancy, Arrif (2013) argues that in African culture the fact that one is not able to do something for the addressor is interpreted as if the speaker does not care about his relationship with the addressee. This is not so in the Western cultures.

Based on the existing literature on commissive speech act there is only one documented study has been done on the operation of these acts on the *Sulha* proceeding by Alidmat and Ayassrah, (2019). The study by Alidmat and Ayassrah discusses the use of commissive speech acts of offer and acceptance in the Sulha tribunal and their commissive implication in the tribunal. This opens a study gap in the operation of other commissive speech acts in *Sulha* tribunals and the patterns formed by these acts in the adoption and discharge of commitments in *Sulha* tribunals. The outcome of the current study is wished to improve the functionality of the process among the Bedouins, improving its effectiveness among its participants and learn commissive acts that can be used to enhance proper use of language during the *Sulha* process.

III. Speech Act Theory

The research on speech acts has become important in the pragmatic theory since it is through pragmatic theory various types of acts are identified (Kiguru, 2014). Identification of these acts is deemed necessary because it is through the acts that a speaker's intended meaning via utterance is realised (Searle, 1976). This gives reason why variety of speech acts should be involved in the study of meaning in language communication.

Austin (1962) links language to actions. According to him, issuing of an utterance is the performance of action. Speech theory was further developed by Searle (1969). Searle (1969) echoes Austin's view of speech act by arguing that all utterances are instruments for performing intended meanings. Since then, the theory has been given detailed views in relation to language use. For instance, the theory has been defined as the overall approach by which philosophers and linguists have tried to classify the ways in which humans use language (Aitchison, 1987). It is also defined by Mey (1993) as actions happening in the world, that is, they bring about a change in the existing state of affairs. Grundy (2000), on the other hand, looks at speech act theory in terms of performative. According to him, speech act theory analyses language in terms of performative, that is, the action-accomplishing aspect of language and illocutionary force associated with the utterance.

As posited by Hadher (2016) speech acts vary from one culture to another in different ways and these differences may introduce communication difficulties. Hadher (2016), therefore, suggests that variety of speech acts need to be understood to solve problem in communication in any given setting. Kasper (1989) summarises the study of speech acts as involving the study of cultures and a comparison of speech acts across cultures, rather than comparisons of different cultures. Based on Kasper's (1989) linking of speech acts to culture, it will be important to find out performative of various speech acts under conventions dictated by culture.

The works of Austin (1962) and Searle (1965) on speech acts have shed light on the communicative-aspects of language. The two insists on functionality of a language rather than structural form and the structural form should on count if they affect functionality. In other words, although grammatical structures in sentences and utterances are important, they however, would not suffice to aid a comprehending of intended meanings (Hadher, 2016).

It is worth noting that a major development in the speech act theory is the identification and classification of speech acts each of which realise different discourse functions (Hadher, 2016). According to Austin (1962), for instance, five classes of speech acts exist: expositives, exercitives, commissives, verdictives and behavitives with each enacting particular forces in language use. Other than language forces, some speech acts can be identified by taking into account the felicity condition under which they operate (Hadher, 2016).

Focusing on the main reason why the speech act theory was brought into place, Hadher (2016) argues that this theory arises in reaction to what Austin (1962) calls the descriptive fallacy. Austin (1962) defends his stand using declarative sentences which according to him must be classified as either true or false particularly when these sentences are describing facts.

The study of speech act theory on variety of setting has been given a wide cover. In his study of speech acts in Christian wedding, Embugushiki (2010) finds out that not all speech acts can be used to perform wedding vows but only commissive and declaration. From Embugushiki's (2010) point of view, it is obvious that speech acts of a discourse are dictated by environment under which the discourse is used. Limited research, according to Abdulrahman (2012) and Hadher (2014), has been done to account for speech acts particularly in the Arabic culture context. This study is, therefore, hoped to provide cultural understanding on how speech acts particularly the commissives are understood and used in an Arabic cultural context particularly among the Bedouins.

IV. Research Methodology

The study applied descriptive research design using a qualitative approach. To obtain qualitative data, the researcher used interviews and audio-recording. For clarity and convenience purposes, the interviews were self administered by the researcher. The target group for these interviews was *Sulha* officials who were subjected to open-ended kind of questions. These questions were about the officials' use of commissive speech acts to adopt and discharge commitment during *Sulha* proceedings. The open-ended questions yielded responses that were multiple in characters. These responses were fed into the data editor using an excel software to provide summary and trends in the use of commissive speech acts in *Sulha* proceedings.

Data was also collected using audio-recording and note-taking from 4 *Sulha* trials each containing sessions of defence, complaint, hearing and judgment. The choice of the 4 trials was based on the accessibility of the trials. In terms of the procedure of data collection, the data were first obtained by audio-recording of *Sulha* proceedings which were conducted in Bedouin. Audio-recorded data were then transcribed after which the English equivalents of the transcriptions were identified. It is from the English equivalents that commissive speech acts were purposively sampled with focus being on their sub-categories.

For quantitative approach, data was gathered through survey which involved simple statistical analyses. Using statistical analyses, the frequencies of occurrence of each commissive speech acts in Sulha tribunals was counted and their percentages tabulated. This approach was used to establish the frequency of the eight commissive speech acts in *Sulha* tribunals.

In addition to primary data, the researcher visited archives where documentary corpora on previous *Sulha* trials are stored. In this case, the researcher requested for the documented *Sulha* proceedings for the period between 2017 and 2019. This is justified by the fact that the proceedings between 2017 and 2019 also exist in audio-recorded versions (oral corpus) and before 2017, no recorded evidence is available to be relied on. The table below gives the number of audio recorded *Sulha* tribunals that have taken from 2017 to date.

Table 1 (Number of Sulhas in the years 2017,2018,and2019)

Year	**Number of Sulha Tribunals**
2017	27
2018	25
2019	17
Total	69

(Source: Tribal Consultant Department in the Hashemite Kingdom of Jordan)

The study used stratified random sampling in which case the trials were first separated into mutually exclusive sets of 6 *Sulha* cases at individual level and 6 *Sulha* cases at community level. 3 simple random samples were then withdrawn from each of the two sets across the three years. That was done by assigning random number for each set. This gave a total of 6 trials which was equivalent to 10% of the total 69 trials. As argued by Kotrlik and Higgins (2001), 10% of a research population should be considered enough to answer research questions. The data that were obtained from the 6 randomly selected samples attest to the uniformity in the commissive speech acts used in *Sulha* trials since the discourses used by *Sulha* participants, according to Furr and Al-Serhan (2008), are governed by the same customs and procedures. These customs and procedures are classified as felicity condition given that they have to be satisfied by a discourse in order for the discourse to perform its intended purpose (Austin, 1962 & Searle, 1969).

In analysis and interpretation of data obtained through recording and from documentary corpora, the researcher organized texts from the recorded and documented transcripts into categories based on the significant themes they address hence thematic analysis. To allow for this analysis, the audio-recordings were transcribed and the transcribed discourse strands were then coded for commissive features. The coded commissive features were analysed using computer software, NVivo 12 Mac. Thematic analysis, as described by Rossman and Rallis (2011), is derived from familiarity with the data that comes from categorization through coding. The study approached thematic analysis using inductive way in which case the coding and theme development were directed by the content of the data. Other than inductive approach, the researcher also applied constructionist way. Based on Rossman and Rallis (2011) view on constructionist approach, the researcher focus on how commitment is created by the data that had been collected. Coding was expected to reduce lots of data into small chunks of commissive meanings - not every piece of text was coded but commissive texts. The coded data was then placed into themes of promise, acceptance, warning, offer, vow, guarantee, threat and swear.

V.FINDINGS

According to the findings of this study, there are eight commissive speech acts used in *Sulha* tribunals to adopt and discharge commitment during trials. The results of the analysis of the distribution of the eight commissive speech acts in *Sulha* tribunals is summarised in the table 1 below. The eight speech acts are promise, swear, vow, threat, guarantee, acceptance, warning and offer Included in the table are the frequencies and percentages of the seight commissive speech acts.

TABLE 2: FREQUENCY AND PERCENTAGE OF COMMISSIVE SPEECH ACTS USED IN SULHA TRIBUNALS

Commissives	**Frequency**	**Percentage (%)**
Promise	21	27.6
Acceptance	18	23.6
Warning	13	17.1
Offer	7	9.2
Vow	6	7.9
Guarantee	4	5.3
Threat	3	5.3
Swear	4	3.9
Total	76	99.9

As shown in the table 1 above, it can be concluded that the commissive speech act of promise is the most frequently used in adoption and discharge of commitment in the *Sulha* tribunals with swear being the least frequently used.

As discussed in the preceding section, *Sulha* is an informal legal system that operates on Bedouin's cultural norms that requires all *Sulha* participants to behave in a required way. It is these norms that make commissive acts felicitous. For example, once a *Sulha* participant is found guilty, he is obliged to offer material compensation to the complainant and pay judge a given amount of fees. The complainant has to assure the tribunal verbally of the compensation and fees. Consider excerpt (1) below.

Excerpt 1

Participant A: Guarantor will be representing both guarantee of fees and attendance.

Participant B: Guarantor, do you accept that?

Guarantor: Yes I do and I guarantee in my name and in the name of my tribe.

As shown in the excerpt (1) above, the guarantor's acceptance to pay fees and be available during the case is a satisfaction of felicity conditions that the *Sulha* system creates. Also noted in the excerpt (1) above is that these offers are usually made at the initial stages of *Sulha* cases thus creating a commissive act of promise. The example also demonstrates that whenever a status of the commissive speech act of acceptance is inquired about by a speaker in a *Sulha* proceeding, a commissive speech act of promise is used to satisfy the enquiry. This shows that a commissive speech act can be as a result of another commissive speech act, that is, a commissive speech act has the effect of instigating the occurrence of another commissive speech act. This happens unpremeditatedly during *Sulha* proceedings.

It is a trend in the *Sulha* tribunals that the commissive speech act of guarantee can be initiated by a speech act of directive. For instance, in the excerpt (1) above, the guarantor offers to guarantee a defendant under directive from the participant A. Therefore, established in this study is that commissive speech act can result in a conversation under felicity conditions created by other speech act acts that are non-commissive.
Evident in the *Sulha* tribunal is that some of these commissive acts are known to trigger others. This is common with the commissives of promise, acceptance and offer. Consider the excerpt in (2).

Excerpt 2
Prosecutor: I assign a guarantor for you to guarantee everything for you and I am responsible for that case and if I prove what I claim I will be the winning party and if I cannot prove, I will be the losing party and this is all I will be guaranteed by the guarantor.
Litigant: I won't be the arbitrary; I will accept the judgement of the attendees.

As demonstrated in the excerpt (2) above, the promise that the prosecutor makes of accepting outcome of the case triggers the commissive act of acceptance by the litigant who also puts it open his readiness of accepting the outcome. In fact, it is as a result of successful performance of the commissive speech act of promise that the commissive speech act of acceptance is experienced in the litigant.

Consider table 1 above, the commissive act of promise is the highest represented in *Sulha* tribunals followed by acceptance then warning and offer coming fourth with threat the least represented. Within the evaluated categories of commissive speech acts in *Sulha* tribunals, differences in their distribution within a *Sulha* tribunal are relevant in this study. The higher use of promise and acceptance in *Sulha* tribunals is attributed to the fact that *Sulha* is an informal legal system whose main purpose is to restore peace among the Bedouins. Therefore, any participants in such tribunals are expected to accept outcomes of tribunals and give promise towards restoration of peace (Furr & Al-Serhan, 2008). One way in which such promises are made is through material offer which has to be verbally confirmed by a participant in the presence of a judge and witnesses hence the occurrence of offer as a commissive act in *Sulha* tribunals. Other commissive acts such as threat are registered the least. According to Grant (1949), threats have been described as an unwelcome promise. Based on Grant's observation it can be concluded that threat is somehow peace threatening commissive act and this explains its low registration in the peace building judicial system, *Sulha*. Searle (1969) and Blanco (2010) look at a threat a commissive speech act whose illocutionary purpose is to express a future consequence for the recipient under certain condition in order to encourage the hearer not to make that condition true. Following Searle (1969) and Blanco's (2010) observation, it can be argued that threat is a fear instilling act hence its infrequent use in *Sulha* tribunals.

Power of the *Sulha* participants is also known to decide on the patterns adopted in the use of commissive speech acts in *Sulha* tribunals. Some of these commissives are conditioned by powers of the participants such as judges. These powers are considered social obligations in such tradition driven judicial systems like *Sulha*. Consider the dialogue in excerpt (3).

Excerpt (3)
Judge: How would I judge without fees? Peace be upon the prophet, I will only take fees from the distressed party (losing party) and the remaining will be returned to you but after settling things down. Is there anything wrong with that?
Public: Not at all
Judge: How much is this?
One of the public: Two thousand Dinars.
Judge: I want my fees the distressed party.
Distressed party: I don't have money, I have 500 Dinars. You either delay judgement or wait.
Judge: You should have brought the money in advance.
Distressed party: This is what I have.

From the excerpt (3) above, the judge uses powers vested in him by the *Sulha* system to give directive which is itself an illocutionary force. He directs the distressed party to pay him fees before the case proceeds. This directive is satisfied by the promise made by the participant.

Promise and offer have been looked at as acts that almost perform same roles. Edmondson (1981), on the other hand, views the difference between promises and offers in terms of the potential placing of such acts relative to other illocutionary acts or in terms of the speaker's belief that the hearer wishes or is willing that the speaker do an act by making an offer, the speaker undertakes the responsibility for doing future act which benefits the hearer. Following Edmondson's observation on act of offer, the act of offer is only registered in *Sulha* tribunals in cases that result into a hearer's material benefit as shown in the pleading in excerpt 4.

Excerpt 4
Prosecutor: The guarantor will be representing both guarantee of fees and attendance.
Plaintiff: Do you accept that?
Guarantor: Yes I do and I guarantee in my name and in the name of my entire tribe.

As seen the excerpt (4) above, the prosecutor's directive induces an offer by the guarantor of fees and attendance. Guarantor affirms to this verbally. In this case, it is the hearer, plaintiff that materially benefits.
Unlike speech acts like directives which are expected in settings like a socially constrained one like *Sulha*, commissives in *Sulha* are likely to be made in indirect mode than the direct one, (See Lewis, Smithkline & Margaret, 1996). This is shown in example (5).
Excerpt 5
Judge: Dear attendees, now the matter is clarified to us. I am not here for nothing, as I want to collect the fees; I want two thousand Dinars from each one.
One of the public: Fees?
Judge: How would I judge without fess? Peace be upon the prophet, I will only take fees from distressed party.
Losing party: I have 500 Dinars.

As evident in the excerpt (5), the judge issues a warning to the losing party that "I am not here for nothing." This warning implicitly made without a performative clause "I warn you........" In this case, it is the equivalent wording of warning that suffices for the hearer to deduce the type of illocution intended by the speaker hence his acceptance to pay 500 Dinars, though smaller than what the judge wants.
Also noticed in the *Sulha* tribunal is that some of commissive speech acts are defined by positions of those who use them a condition referred to by Searle (1962) as a preparatory condition. See excerpt (6).

Excerpt 6
Judge: Would you please sit down
Defendant: Okay
Judge: Please sit down

Based on the choice of words, for example, use of the word please by the judge makes the directive appears as a request but because of the position that the judge occupies causes the interpretation of the utterance by the hearer (defendant) as an order. This triggers a commissive speech act of promise marked by the word "okay" used by the hearer to show a respect to the judge.

VI. Discussion

The use speech acts in enacting legal actions has been studied in formal legal system. From the findings of these studies, the enactment of the legal actions by these acts is dependent on the situation created by felicity conditions that are well defined and stated. However, the operation of speech acts particularly the commissive ones in informal legal system has been given a scanty look and that is what this study was interested in demonstrating using a case study of *Sulha*. This study has shown that *Sulha* participants use eight commissive speech acts to adopt and discharge commitment which the traditions, according to Furr and Al-Serhan (2008), subject every person participating in any *Sulha* tribunals has to show. The eight commissive speech acts are promise, acceptance, warning, offer, vow, guarantee and threat as well as swear. The tribunal, as observed by Khalil (2009) as well as Furr and Al-Serhan (2008), was formed as a result of solving disputes. Therefore, every person within the society where the *Sulha* takes its course is expected to abide by its laid traditions some these traditions include material compensation of a complainant by the defendant. Compensation usually comes after the complainant has accepted verbally their disobedience and promise to do as per the decision of the judge. This explains the highest frequency of speech acts of promise and acceptance in *Sulha* tribunals.

As law protecting institution, warnings and threats from officials to other participants are also expected to avoid repeats of unlawful conducts by members of the society. These are in turn followed by vows from members found guilty. It is through vows that the guilty make a solemn promise never to show misconduct next time. Just as in formal legal setting, there are cases when one cannot defend themselves. This calls for a guarantor who through verbal communication, assures the distressed party and inform the tribunal of their availability to guarantee the distressed party. In case a participant loses the cases he will be obliged to give an offer which can be in form of money. This is usually done verbally for the tribunal to have it in records. From the discussion, it can be seen that these commissive speech acts form predictable patterns as there are some commissive speech act that have to be triggered by others in the enactment of legal actions by these acts.

The present study provides evidence that the frequency of a commissive speech act in a *Sulha* tribunal is determined the hierarchies of the participants using them in the *Sulha*. In this case, the least occurring commissives such as threat are mostly used by judges as they are considered powerful in such tribunals. Because of the powers vested in the judges, their threats to other participants are taken positively with a promise from defendants and/or plaintiffs that they are ready to obey the law and judgments. The finding also reveals the important role power plays in enhancement of performative of commissive speech acts participants use in *Sulha* proceedings. For instance, the commissive speech act of threat may not be performative if issued by an ordinary participant in a *Sulha* proceeding.

VII. Conclusion

The present paper has examined the trends used in adoption and discharge of commitments in *Sulha* tribunals using commissive speech acts. It is established in this study that *Sulha* tribunals work within social constraints (norms) in which case each and every participant is expected to show commitments towards the norms (Furr & Al-Serhan, 2008). In a set up as *Sulha*, participants are expected to always make promises to abide by the law and accept outcomes or judgments of cases. This explains the highest frequencies of promise and acceptance compared to other commissive acts in *Sulha* tribunals. Forms of commissive speech acts in *Sulha* tribunals, their content and intentions as constructed by speakers are reconstructed in the mind of the hearers thus making them perform their commissive roles. Also established in this study is that some of these commissives are conditioned by powers of the participants such as judges who according to social obligations of the Bedouins must be accorded due respect. In order to perform an illocutionary act, the speaker must rely on socially accepted convention without which the speaker cannot inspire a social force into his or her utterance (Yoshitake, 2004). Following Yoshitake's argument, *Sulha* tribunals as a culture governed judicial system relies on the Bedouin traditions which provide felicity conditions. It is from these conditions that language performs the speech acts of commitment.

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Appendix (Arabic Original Examples)

المثال الاول:

ابو سيف:(مخاطبا طراد المسلط) عندك يا ابو اكرم؟

طراد المسلط: عندي, عندي وعند كل بني صخر انا اكفل باسم بني صخر كلهم؟

ابو سيف: يوم اني اروح من عند القاضي ابيض وش الي يفك رزقتي؟

المثال الثاني:

ابو ممدوح: يارجل انا حطيتلك كفيل وانت اليوم جاي في الي لي حسبتها عليك وانت مالك حجه, ان ثبتها عليك القول قولي ان ما ثبتها عليك انا الخسران بوجه طراد المسلط اعطيك الرزقه.

ابو سيف: انا مالي حجه!!

ابو ممدوح: وحد الله, انا في ادعائيه اقول مالك حجه, عقب ما تسمع حجتي يمكن يصيرلك حجه تستحج.

ابو سيف:(مستهزئا) ياساتر, ياساتر. ياساتر. انا ماعندي حجه!!

ابو ممدوح: انا من عنديه ما اجيب شي, الي يحكم فيه الغانمين انا قابل فيه.

المثال الثالث:

القاضي: يا غانمين الطرفين والحضور. الان بينت السالفه على ايش. وانا كمان مش قاد ببلاش انا ودي اترزق الله. ودي من كل واحد الفين دينار الفين ثنين من كل واحد

احد الحظور: رزقه؟

القاضي:(مستغربا) انا بسولف بيش طبعا بسولف بالرزقه. صلو على النبي انا ودي اخذ بس رزقة المفلوج والباقي اردهن عليكو لكن عقب ما تصفى الامور, في غلط في الكلام هذا يا غانمين

الجمهور: لا ابد

القاضي:(استلم مبلغ من ابو ممدوح, صاحب الدعوة) هذول قديش؟

الجمهور: عدهن

القاضي:(لاحد الموجودين) عدهن

احد الحظور: كافي ووافي, الفين وافيات

الكاتب: ضل كل واحد يوقع على الحجه

القاضي: لا تستعجلو, الحجه عليها شهود وعليها توقيع ووقعو على الاول ومسجله

القاضي : انا ودي رزقتي يا ابو سيف.

ابو سيف: انا دراهم ما معي. معي 500 ورقه صليت على النبي يا تأجلو حكمكم يا تصبرون

القاضي: المفروض مأمن حالك من قبل

المثال الرابع:

ابو سيف:(مخاطبا طراد المسلط) عندك يا ابو اكرم؟

طراد المسلط: عندي, عندي وعند كل بني صخر انا اكفل باسم بني صخر كلهم؟

ابو سيف: يوم اني اروح من عند القاضي ابيض وش الي يفك رزقتي؟

المثال الخامس:

القاضي: يا غانمين الطرفين والحضور. الان بينت السالفه على ايش. وانا كمان مش قاد ببلاش انا ودي اترزق الله. ودي من كل واحد الفين دينار الفين ثنين من كل واحد

احد الحظور: رزقه؟

القاضي:(مستغربا) انا بسولف بيش طبعا بسولف بالرزقه. صلو على النبي انا ودي اخذ بس رزقة المفلوج والباقي اردهن عليكو لكن عقب ما تصفى الامور, في غلط في الكلام هذا يا غانمين

ابو سيف: انا دراهم ما معي. معي 500 ورقه صليت على النبي يا تأجلو حكمكم يا تصبرون

المثال السادس:

القاضي: يرحم ابوك تقعد مقعد

ابو ممدوح: واله حشمه للغانمين

القاضي:والله حتى انا متضايق من قعدتي وفي رجال وراي لكن لا حول ولا

Faktor-Faktor Yang Mempengaruhi Prestasi Terhadap Peranan Hakiki Dan Peranan Tambahan Di Kalangan Ahli-Ahli Akademik Dalam Universiti Awam Malaysia

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***Abstrak*—Disebabkan permintaan yang tinggi ke atas hasil-hasil penyelidikan, ahli-ahli akademik berhadapan dengan tekanan bagi memenuhi tanggungjawab pengajaran mereka serta tanggungjawab lain di dalam pengurusan dan pentadbiran yang boleh menjejaskan prestasi peranan hakiki dan peranan tambahan mereka. Empat ratus dan tiga puluh satu (431) orang ahli akademik daripada dua puluh (20) buah universiti awam Malaysia disampel yang mana terhasil dari proses kiraan pensampelan terstratum. Kajian ini mengkaji faktor-faktor yang mempengaruhi peranan hakiki dan peranan tambahan di kalangan ahli-ahli akademik dalam universiti awam Malaysia. Terdapat dua (2) cadangan faktor-faktor yang diseliakan; iaitu permintaan kerja sebagai faktor tak bersandar dan tanggapan terhadap tekanan kerja sebagai faktor perantara. Soal selidik berkaitan faktor permintaan kerja, sumber-sumber kerja, prestasi peranan hakiki dan perananan tambahan oleh kajian Bakker (2014), manakala soal selidik tanggapan tekanan kerja oleh kajian Demeroutti (2010) telah diambil dan disesuaikan. Teori permintaan kerja menjadi panduan kajian melalui reka bentuk kajian kuantitatif. Data dianalisis menggunakan SPSS 23.0 and AMOS 23.0 dengan pendekatan model persamaan berstruktur bagi tujuan pengujian hipotesis model. Keputusan-keputusan kajian kuantitatif mendedahkan bahawa semua faktor yang dicadangkan terbukti penanda penting yang telah diuji diperingkat statistik. Sebagai tambahan, ia juga mendapati tahap tanggapan tekanan kerja yang dianggap oleh ahli akademik berada dalam tahap sederhana 3.16, pembuktian ini dihasilkan melalui satu analisis menggunakan min. Penemuan kajian ini disokong sebahagian besarnya semasa pengujian hipotesis dan seperti yang disarankan dalam cadangan model teori terutamanya kesan perantaraan oleh tanggapan tekanan kerja di antara permintaan kerja terhadap prestasi peranan hakiki dan peranan tambahan. Kajian ini membuat kesimpulan bahawa semua objektif penyelidikan telah berjaya dijawab dan dicapai. Bagi kajian masa depan yang bakal menggunakan cadangan model kajian ini pada masa akan datang dicadangkan untuk dijalankan di institusi-institusi pengajian tinggi merentasi seluruh Malaysia bagi pengesahan penemuan-penemuan ini dan menambah bahan kajian berkaitan tanggapan tekanan kerja yang menjadi isu popular di kalangan para akademik, yang turut memberi kesan kepada prestasi ahli akademik dari aspek lain di dalam institusi tinggi dalam negara.**

Kata Kunci*—Tanggapan tekanan kerja, peranan hakiki, peranan tambahan, ahli akademik, IPTA

I. PENGENALAN

Malaysia mempunyai reputasi yang baik dalam kecemerlangan akademik. Oleh itu, Malaysia diiktiraf sebagai pusat pendidikan antarabangsa yang menarik pelajar dari banyak pelbagai negara di seluruh dunia. Sejak negara mencapai kemerdekaan pada tahun 1957, pendidikan telah diberi keutamaan penting dalam objektif negara. Perdana ke-7 Menteri, Tun Dr. Mahathir Mohamed pernah mengumumkan tujuannya untuk menjadikan Malaysia hab pendidikan. Menurut Lee (1999), Tun Dr. Mahathir Mohamed berpendapat bahawa pendidikan berkualiti adalah komponen utama untuk mencapai status perindustrian dan negara maju menjelang tahun 2020. Di Malaysia, Kementerian Pengajian Tinggi (KKM) bertanggungjawab untuk sektor pendidikan. Menteri Pendidikan ke-19, Dr. Maszlee Malik mengatakan bahawa kedua-duanya Pelan Pembangunan Pendidikan Malaysia 2013-2025 dan Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pengajian Tinggi) akan diteruskan dan akan mengawal penggabungan yang baru Kementerian Pendidikan dan Kementerian Pengajian Tinggi. Pada tahun 2013, Kementerian Pendidikan memulakan kajian semula pengajian tinggi melalui pengembangan Pelan Pembangunan Pendidikan Tinggi yang diterbitkan pada tahun 2015 (KKM, 2016). Pelan Pembangunan ini mencadangkan 10 peralihan pembangunan untuk mewujudkan pendidikan tinggi sistem yang akan berada di antara sistem pendidikan terkemuka dan membolehkan Malaysia untuk bersaing dalam ekonomi global. Kelahiran Malaysia Tinggi Pelan Pembangunan Pendidikan (2015-2025) menggabungkan hasrat utama Kementerian untuk mewujudkan sistem pendidikan tinggi yang berada di antara pendidikan terkemuka di dunia sistem dan yang membolehkan Malaysia bersaing dalam ekonomi global (KKM, 2018). Di antara empat prinsip yang akan menjadi panduan Kementerian dalam transformasi keseluruhan sistem penyampaian pendidikan tinggi di Malaysia dan berkaitan dengan ini bidang penyelidikan adalah kejelasan peranan dan harapan. Kejayaan MEB (DIA) menghendaki semua pihak yang berkaitan untuk menyumbang, memainkan peranan masing-masing dan menyampaikan atas komitmen mereka, termasuk Kementerian, kepimpinan HLI, dewan universiti, dan agensi kerajaan yang berkaitan. Ini termasuk ahli akademik yang jugaresponden kajian semasa ini (KKM, 2018).

II. Latarbelakang Kajian

Kajian ini dilakukan kerana ahli akademik di Malaysia dan banyak negara-negara lain dibebani dengan beban kerja yang boleh menyebabkan berlakunya burnout dalam pekerjaan (Wright & Bonett 1979; LePine, Podsakoff & LePine 2005; Dana Lo, Florence, Mark Rodney & Donald 2018). Profesor adalah sejenis pekerjaan yang telah dilaporkan sangat tinggi tahap tekanan (Idris, 2009; Downy, 2014) kerana tuntutan pekerjaan yang berlebihan. Implikasi tinggi akan berlaku apabila kadar pengurangan pekerjaan ahli akademik meningkat dan ia boleh memberi kesukaran kepada institusi. Ahli akademik akan berhenti dan beralih ke institusi lain jika mereka tidak tahan dengan tekanan dan burnout (Idris, 2009; Emin, Ugur & Nicholas, 2009). Keletihan kerja juga boleh menyebabkan kesan negatif terhadap kakitangan dan organisasi (Downey, 2014).

Seperti biasa dalam semua individu, tuntutan pekerjaan yang tidak seimbang dapat membebankan dan dapat memberi tekan kepada individu secara fizikal dan mental. Oleh itu, permintaan pekerjaan adalah salah satu faktor yang mempengaruhi tahap burnout dan prestasi dalam melakukan peranan hakiki juga peranan tambahan di kalangan ahli akademik yang bekerja terutamanya dalam universiti awam di Malaysia. Selain fokus kepada permasalah iaitu bagaimana tuntutan pekerjaan mempengaruhi kemerosotan prestasi dalam pekerjaan, antara isu lain yang hanya mendapat sedikit perhatian oleh penyelidik sebelum ini adalah masalah ketelihan melampau yang mengakibatkan burnout dan kesannya terhadap prestasi dalam melakukan peranan hakiki juga peranan tambahan. Beberapa kajian telah dijalankan mengenai kesan daripada kemerosotan prestasi dalam pekerjaan adalah berpunca daripada masalah dalam nilai prestasi kesihatan (Zwetsloot & Pot, 2004), prestasi pasukan (Torrente, Salanova, Llorens & Schaufeli, 2012), penyakit dan ketidakhadiran (Schaufeli, Bakker & Rhenen, 2009), dan keselamatan di tempat kerja (Nahrgang, Morgeson & Hofrmann, 2011).

Walau bagaimanapun, kajian mengenai hubungan antara tahap burnout dan prestasi ahli akademik dalam memainkan peranan hakiki juga peranan tambahan bagi konteks Malaysia masih kurang. Antara faktor penting untuk mengatasi masalah ini dalam konteks pendidikan tinggi di Malaysia sejajar dengan Pelan Pembangunan Pendidikan Tinggi Malaysia (2015 - 2025) yang mana satu prinsipnya adalah mengubah keseluruhan sistem penyampaian untuk pengajian tinggi di Malaysia dan berkaitan dengan bidang penyelidikan ini adalah kejelasan peranan dan jangkaan hayat kerja (KKM, 2016). Kejayaan MEB (HE) memerlukan semua pihak yang berkait untuk menyumbang, memainkan peranan masing-masing dan melaksanakan komitmen mereka, termasuk Kementerian, kepimpinan pengajian tinggi, dewan universiti, dan agensi kerajaan yang berkaitan (KPT, 2018).

III. Pernyataan Masalah

Berdasarkan penemuan sebelumnya pada kajian lepas mengenai kelangsungan pekerjaan di kalangan ahli akademik, tinjauan menunjukkan bahawa hasil pendedahan ahli akademik terhadap jumlah pelajar yang tinggi, terutamanya pengajian lepasan ijazah, yang menjadi punca utama terhadap tahap keletihan yang lebih tinggi dan mengakibatkan burnout (Robertson dan Watts, 2010). Antara faktor lain adalah termasuk jantina, dengan skor depersonalisasi yang lebih tinggi terdapat pada guru lelaki dan guru wanita biasanya mendapat markah lebih tinggi pada dimensi keletihan emosi. Umur juga menunjukkan ada hubungkait yang tinggi, contohnya kakitangan yang lebih muda kelihatan lebih cepat mengalami keletihan emosi berbanding dengan kakitangan yang lebih berusia.

Keletihan para pensyarah di universiti juga setanding dengan sektor perkhidmatan lain pekerja seperti guru sekolah dan profesional dalam bidang kesihatan. Namun, terdapat kekurangan dari segi jumlah kajian perbandingan dalam pelbagai konteks universiti kajian yang mana amatlah diperlukan untuk kajian terkini bagi mengawal kemungkinan tahap burnout di kalangan ahli akademik semakin meningkat. Banyak universiti telah membuat pelbagai cara dan strategi bagi meningkatkan kesedaran di kalangan pendidik dan pelajar mengenai kesejahteraan mental, termasuk bagaimana mengenal pasti keadaan kesihatan mental terancam. Kesedaran ini dapat diterapkan secara langsung kepada kaedah dalam pengurusan burnout dan ianya sememangnya menjadi salah satu tujuan dalam kajian ini iaitu untuk menjadi nilai dan bukti penyelidikan yang menunjukkan bahawa individu dalam keadaan tertentu adalah akan menjurus kepada tahap keletihan yang lebih rendah atau lebih tinggi di kalangan ahli akademik. Terkini kajian (Omar et al. 2016; Capone & Petrillo 2016; Olorunsola 2013) semakin meningkat berkenaan tahap persepsi terhadap burnout yang mengakibatkan pekerja terpaksa berhenti kerja atau diberhentikan, ianya harus diteliti lebih lanjut.

Salah satu sebab kajian ini dilakukan adalah untuk menguji tahap tanggapan terhadap tekanan yang berlaku hingga menjadi burnout, dan kebanyakan tahap ini telah mendapat penemuan dari sejumlah model burnout (Barkhuizen, Rothmann, Tytherleigh & Lackritz 2004; Ghorpade, Lackritz & Singh Adekola 2010; Friedmann, Azeem & Nazir 2008). Namun, sehingga kini, jumlahnya kajian penyelidikan berkenaan tahap tekanan kerja yang mengakibatkan tahap burnout yang tinggi amat berkurang, dan ianya sepatunya dikaji bersama tahap prestasi dalam melakukan peranan hakiki dan peranan luar ahli akademik (Sai, Sobanah, Tharmalingam & Vikniswari 2018; Panda & Mohanty 2003; Rajeev & Jyoti 2009).

Burnout adalah faktor risiko yang ketara yang menimbulkan kebimbangan yang semakin meningkat, dan terdapat pelbagai faktor ramalan yang menyumbang kepada risiko ini, termasuk kerja berlebihan, pengetahuan atau kemahiran yang tidak mencukupi untuk melaksanakan tugas, tugas yang berulang, hubungan buruk dengan pelajar dan kakitangan, kurang rasa hormat dan penghargaan, kekurangan maklum balas positif dari pengurusan atasan, pelanggan dan rakan yang sukar pekerja, amalan pengurusan yang tidak mencukupi, dan hakikat bahawa pekerjaan yang sebenarnya keadaan tidak memenuhi jangkaan ahli akademik (Omar, Rusdi, Hussein, Thangal & Mohd 2016).

IV. OBJEKTIF KAJIAN

Oleh kerana kajian ini bertujuan untuk mengkaji prestasi dalam peranan dan peranan tambahan ahli akademik yang bekerja di universiti awam Malaysia, ia akan memberi tumpuan kepada penggunaan faktor pelindung yang merangkumi tuntutan pekerjaan dan persetujuan pekerjaan. Mengikuti ini, objektif khusus kajian ini adalah seperti berikut: (i) Untuk menilai tahap burnout ahli akademik dalam pekerjaan di kalangan ahli akademik di Universiti awam Malaysia berdasarkan perbezaan jantina, status perkahwinan mereka, umur, jawatan, kerja lapangan, pengalaman bekerja, tahap pendidikan dan kategori universiti. (ii) Untuk mengkaji kesan tuntutan pekerjaan terhadap peranan hakiki dan peranan tambahan, juga bagaiman ia boleh mempengaruhi tahap burnout.

V. PERSOALAN KAJIAN

Berdasarkan objektif kajian yang dinyatakan di atas, berikut adalah persoalan kajian dirumuskan:

(i) Apakah tahap burnout dalam pekerjaan di kalangan ahli akademik di Universiti awam Malaysia berdasarkan latar belakang demografi mereka?

(ii) Apakah kesan tuntutan pekerjaan terhadap prestasi dalam peranan hakiki dan peranan tambahan di kalangan ahli akademik di universiti awam, Malaysia?

VI. KAEDAH KAJIAN

	Methods used by the Researcher	Supported and Applied by Previous Researchers
Research Paradigm	Positivism (Quantitative)	Bakker et al (2001, 2004, 2011), Schaufeli et al. (2009), Maha (2015)
Sampling Procedure		
1. Target Population 2. Sampling Frame 3. Sampling Method	- Academicians	Maha (2015), Omar, Rusdi, Hussein, Thangal and Mohd (2016)
4. Sample Size	- Malaysian public universities - Stratified Sampling Technique	Maha (2015) Gandi (2011); Rothmann & Essenko (2007)
5. Data Collection	- 379 (determined by Krecjie and Morgan) - Survey	Mohammadzadeh, Hosseini & Maleki (2017) Schaufeli et al. (2009), Kozak et al. (2013)
Data Collection Procedure		
1. Measures	- Questionnaire - Online Survey - Likert Scale	Chen, Haniff, Siau, Seet, Loh, Jamil, Sa'at and Baharum (2014)
2. Administration of survey 3. Validity of Measurement		Berthelsen, Hakanen & Westerlund (2018)
a) Pre-Test	- 3 Professional Academicians & 9 doctoral candidates	Maha (2015)
b) Pilot Test	- 30 academicians	Omar, Rusdi, Hussein, Thangal and Mohd (2016)
Data Analysis Procedures		
1. using IBM SPSS Version 23.0 a) Level differences for **RO1**	- to produce descriptive statistics	Lee and Ashforth (1996), Zapf, Dormann & Frese (1996) Demerouti, Bakker and Bulters (2004)
2. using SEM AMOS Version 2 23.0 b) Effects for **RO2** c) Mediation test – pooled CFA – **for RO3** d) Moderation test – using Multi-Group CFA – **for RO4 and RO5**	- the effects JD – PJB – IR and ER - the mediating effects a. Define individual constructs b. Measurement model (EFA, principal component analysis, varimax rotation, Pooled-CFA – unidimensionality, validity, reliability) c. Structural model (validity) – mediation test for **RO3** - the moderating effects (Multi-Group CFA) for **RO4 and RO5**	Ten, Ter Hoeven, Bakker, and Peper (2011); Koon and Pun (2018), Mitchell and Hastings (2001), Sapmu, Baban, Bria & Lucacel (2012), Laughman, Boyd & Rusbasan (2016), Lin & Shi (2004), Bakker, Demerouti & Verbeke (2004), Schaufeli & Bakker (2004), Krauss (2007)

Gambarajah 1. Keseluruhan Kaedah Kajian

Kajian ini menggunakan teknik kebarangkalian iaitu teknik pensampelan berstrata kerana ia merujuk kepada kumpulan minat tertentu di kalangan responden seperti peringkat yang berbeza tahap akademik di kalangan ahli akademik Malaysia yang bekerja di universiti awam, Malaysia (Creswell, 2015). Populasi sasaran kajian ini adalah ahli akademik di universiti awam terletak di Semenanjung Malaysia serta Sabah dan Sarawak (Hair et al 2010). Walaubagaimanapun tidak akan ada isu berkaitan lokasi respon yang jauh kerana keseluruhan kajian adalam dalam bentuk tinjauan dalam talian.

Atas sebab ini, responden kajian ini terhad berdasarkan berbeza peringkat tahap kedudukan (profesor, profesor bersekutu dan pensyarah sahaja), dan mereka semestinya dipilih menggunakan teknik pensampelan berstrata. Menurut Creswell (2015), ada dua pilihan untuk mengira stratifikasi ukuran sampel; stratifikasi berkadar dan stratifikasi yang tidak seimbang. Menurut Creswell (2015), jika kos dan varians kira-kira sama di seluruh strate, penyelidik boleh memilih stratifikasi berkadar kerana stratifikasi yang tidak seimbang. Walau bagaimanapun, untuk kajian semasa ini, terdapat perbezaan berbeza di setiap lapisan dan penyelidik memutuskan untuk menggunakan stratifikasi yang tidak seimbang. Saiz sampel yang dipilih untuk kajian ini adalah 377 responden yang terdiri daripada ahli akademik. Responden dibahagikan mengikut kedudukan kedudukan yang berbeza peringkat (profesor, profesor bersekutu, pensyarah). Penyelidikan ini mengikuti reka bentuk soal selidik yang disarankan oleh Sekaran (2009).

Soal selidik tinjauan dirancang dalam dua bahasa (Bahasa Inggeris dan Bahasa Inggeris Bahasa Malaysia). Panjang soal selidik yang panjangnya hanya tujuh halaman (termasuk penutup). Menurut Saunders et al. (2009), soal selidik yang lebih panjang akan berkurang kadar tindak balas berbanding dengan soal selidik yang lebih pendek, oleh itu, peraturan umum adalah tetap soal selidik sesingkat mungkin. Soal selidik disertakan oleh maklumat latar belakang dan surat lamaran penjelasan yang dapat menjamin kerahsiaan tindak balas seperti yang disarankan oleh Smith dan Dainty (1991). Secara keseluruhan, soal selidik terdiri daripada empat (4) bahagian: Bahagian A: Demografi Latar Belakang, Bahagian B: Permintaan Pekerjaan, Bahagian C: Tekanan atau Burnout dalam Pekerjaan yang dirasakan, BahagianDF: Prestasi. Dua ujian pra dilakukan untuk menguji kesesuaian tinjauan pekerja. Ujian pra pertama menggunakan versi bahasa Inggeris dan ujian pra kedua menggunakan versi Bahasa Melayu yang diterjemahkan.

Ujian pra pertama mendapat beberapa cadangan dan komen mengenai susunan dan susun atur soal selidik oleh responden. Ujian pra kedua pula dijalankan dua minggu selepas ujian pra pertama. Susunan item di ujian pra kedua dirombak untuk membuat responden tidak ingat soalan dari yang pertama. Ini dilakukan untuk memastikan responden memahami versi yang diterjemahkan (iaitu versi bahasa Melayu) yang serupa dengan versi bahasa Inggeris yang digunakan. Pakar yang terlibat dalam peringkat pra-ujian adalah pakar untuk isi kandungan dan pakar tersebut menilai kesahan kandungan, pakar bahasa pula untuk menentukan kesahan dasar instrumen, dan pakar pengukuran untuk menilai kesahan kriteria instrumen (Zainudin, 2010; 2012).

VII. Analisa Kajian

Sesuai dengan keperluan pengumpulan data, 500 soal selidik telah dihantar kepada 500 ahli akademik dan di antaranya, 441 dikembalikan, yang setara kepada kadar pulangan 88.2%. Namun, hanya 434 (86.8%) yang sesuai. Secara keseluruhan, hanya 434 set lengkap dikembalikan daripada 500 set lengkap yang diedarkan. Oleh itu, kadar peratusan tindak balas untuk tinjauan ini adalah 86.8 peratus. Dari jumlah tersebut, hanya 431 yang benar-benar sepadan, yang setara dengan 86.2 peratus dalam jumlah kadar tindak balas.

ADMINISTERED	RETURNED	MATCHED	COMPLETELY MATCHED
500 (100%)	441 (88.2%)	434 (86.8%)	431 (86.2%)

Gambarajah 2. Peratusan Responden

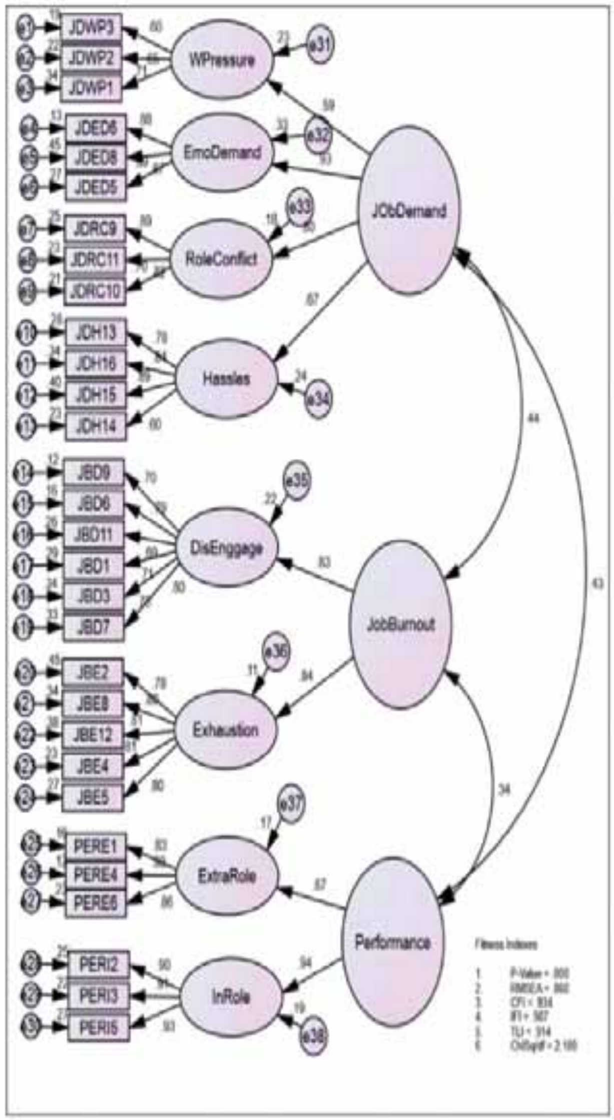
Analisis faktor penerokaan (analisis komponen utama) dengan Varimax putaran dilakukan pada item-item untuk konstruksi tuntutan pekerjaan, pekerjaan yang dirasakan burnout, prestasi dalam peranan dan peranan tambahan. Hasil analisis komponen utama dengan putaran Varimax dianggap sesuai untuk pendekatan yang digunakan dalam mengkaji hubungan antara satu set item. Seperti yang dijelaskan sebelumnya dalam Bab 3, sebelum melakukan analisis komponen utama, kesesuaian data untuk analisis faktor dinilai berdasarkan Kaiser-Meyer-Olkin.

Ukuran Kecukupan Sampel (KMO) dan nilai Ujian Kekuatan Bartlett. Sekiranya hasilnya memenuhi kehendak kedua-dua penilaian, langkah seterusnya adalah menentukan bilangan faktor yang boleh digunakan untuk mewakili hubungan antara pmboleh ubah kajian. Berikutan penentuan bilangan faktor, faktor-faktor tersebut adalah diputar menggunakan putaran Varimax untuk menilai corak pemuatan setiap item pada faktor. Teknik Putaran Varimax digunakan untuk mendapatkan faktor yang lebih sederhana dan lebih mudah membuat tafsiran penyelesaian (Hair, Black, Babin, Anderson & Tatham, 2006). Sub-bahagian berikut memberikan perbincangan terperinci mengenai hasil EFA untuk pembinaan tuntutan pekerjaan, kelangsungan kerja yang dirasakan, prestasi dalam peranan dan peranan tambahan dalam pekerjaan sebagai ahli akademik.

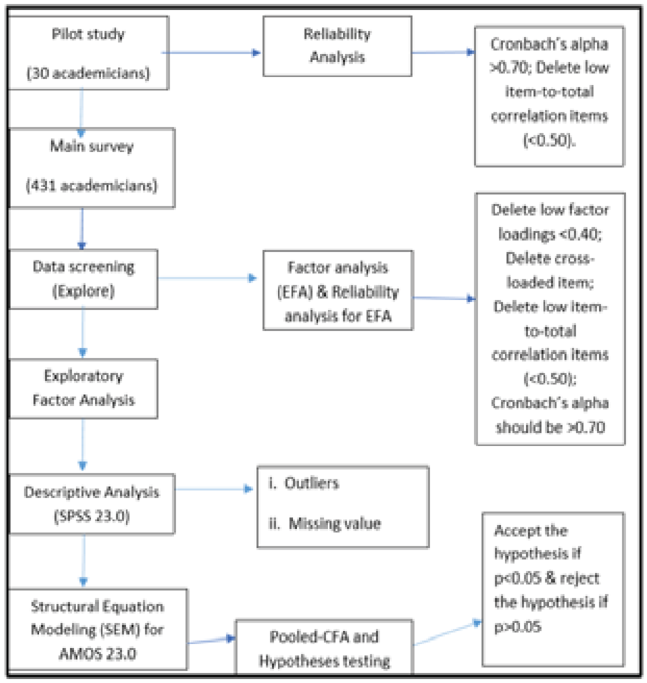
VIII. Pengesahan Analisa Faktor

Sebelum memodelkan model struktur dan melaksanakan Persamaan Struktural Pemodelan (SEM), kajian mengesahkan semua konstruk yang terlibat dalam model (Zainudin, 2015). Prosedur pengesahan adalah Confirmatory Factor Analysis (CFA). Terdapat dua kaedah yang tersedia untuk melaksanakan CFA iaitu CFA konstruk tunggal dan CFA yang dikumpulkan untuk semua konstruk. Di Pooled-CFA, semua konstruk dikumpulkan dan dinilai bersama di sekali. Kajian ini memutuskan untuk menggunakan Pooled-CFA kerana lebih cekap, teliti, dan dapat mengelakkan masalah pengenalpastian model terutamanya jika sebahagian daripada konstruk mempunyai kurang daripada empat item ukuran (Zainudin, 2015).

Dengan menggunakan kaedah ini, semua konstruk disatukan dan dihubungkan menggunakan anak panah berkepala dua untuk menilai korelasi antara dan output hasilnya sebagai ditunjukkan dalam Gambarajah 3. Dalam kajian ini, terdapat tiga pemboleh ubah laten (tuntutan pekerjaan, kelonggaran pekerjaan dan prestasi dalam peranan dan peranan luar akademik). Dalam Pooled-CFA, proses memadam item yang dibuat untuk setiap konstruk dengan memilih item yang mempunyai yang paling rendah pemuatan faktor dalam setiap konstruk untuk dikeluarkan. Dalam kajian ini, tidak ada item yang dipadamkan kerana kesesuaian indeks dicapai. Menggunakan Pooled-CFA, tidak ada masalah Pengenalpastian Model walaupun konstruk tertentu mempunyai kurang daripada empat item sejak konstruk gabungan akan meningkatkan tahap kebebasan untuk model (Zainudin, 2015).



Gambarajah 3. Pooled-CFA untuk kesemua konstruk



Gambarajah 4: Rumusan Penyediaan Data, Screening dan Analisis

IX. PERBINCANGAN HASIL KAJIAN DAN PENUTUP

Demographic Background Items	Group	Mean Scores	Level
Gender	Male	2.79	Moderate
	Female	2.85	Moderate
Marital Status	Single	2.81	Moderate
	Married	2.89	Moderate
Age	Gen Y (born 1965-1976)	2.91	Moderate
	Gen X (born 1977 – 1997)	2.71	Moderate
Academic Position	Lecturer	2.93	Moderate
	Senior Lecturer	2.80	Moderate
	Associate Prof and above	2.60	Low
Fieldwork	Social Science	2.85	Moderate
	Non-social Science	2.82	Moderate
Year Experience	< 5 years	2.87	Moderate
	6 – 20 years	2.86	Moderate
	21 years and above	2.68	Moderate
Level of Education	PhD holder	2.88	Moderate
	Not a PhD holder	2.80	Moderate
Perceived Factors of Job burnout	Administrative Duties	2.80	Moderate
	Research and Publication	2.88	Moderate
	Others	2.87	Moderate
Universities Categories	RU	2.73	Moderate
	Non-RU	2.86	Moderate

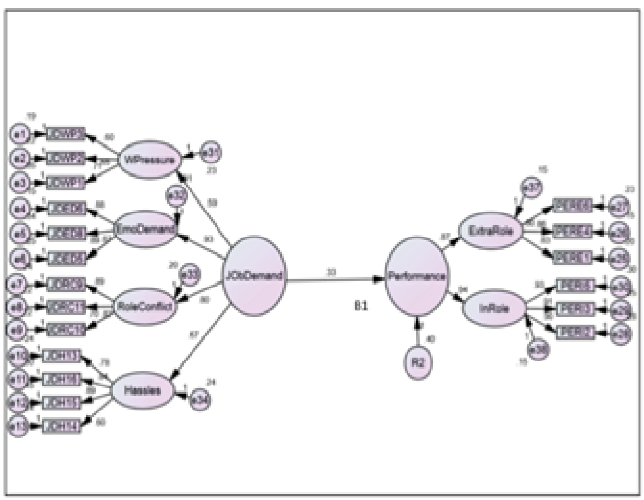
Gambarajah 5: Tahap Burnout mengikut latar belakang demografik

Objektif 1

Objektif pertama menumpukan pada tahap persetujuan pekerjaan yang dirungkaikan bahawa tahap persepsi ahli akademik terhadap tahap burnout adalah sederhana. Tahap burnout seperti yang ditakrifkan dalam kajian sebelumnya merujuk kepada skor keletihan yang tinggi dan pelepasan, dan subskala burnout menjadi satu pemboleh ubah (tahap burnout tinggi atau sindrom burnout) digabungkan. Skor tafsiran burnout boleh dijelaskan sebagai subskala keletihan dan skor min yang tinggi mencerminkan tingginya tahap burnout. Keletihan dan tekanan dikategorikan sebagai rendah, sederhana atau tinggi dengan menjumlahkan skor mentah mereka dan kemudian, dengan mengubah penjumlahan skor ke dalam pengkategorian rendah, sederhana atau tinggi (Demeroutti & Bakker, 2001). Berdasarkan analisis, ahli akademik dalam kajian ini memperoleh tahap sederhana mengenai tahap burnout yang dirasakan dalam pekerjaan mereka.

Hasil tahap keletihan dan burnout yang sederhana mungkin disebabkan oleh konflik peranan dan memikul terlalu banyak tanggungjawab di tempat kerja. Adalah dipercayai bahawa keletihan dapat mengurangkan kekuatan emosi dan psikologi, sehingga menyebabkannya sikap tidak peduli terhadap pekerjaan dan pelanggan. Dapat disimpulkan bahawa kebanyakan orang mungkin tidak dapat membuktikan kecekapan mereka di tempat kerja kerana kekurangan sokongan positif di tempat kerja (Ebling & Carlotto, 2012). Hasil kajian menunjukkan bahawa rata-rata depersonalisasi di tempat kerja memang berlaku (Khajeddin et al., 2006). Sementara itu, Khazaei et al. (2006) melaporkan depersonalisasi tinggi di kalangan kakitangan adalah atas faktor tiada dorongan dengan betul di tempat kerja mereka, mereka tidak memahami sepenuhnya tugas mereka, mereka menentang undang-undang dan polisi, dan suasana tempat kerja yang tidak menyenangkan bagi mereka. Rasa penguasaan dan kejayaan muncul apabila seseorang dapat mempengaruhi dasar organisasi dengan menunjukkan kebolehan dan mencapai sikap positif terhadap klien (Balaskar, 2010; Srivastava & Pandey, 2010).

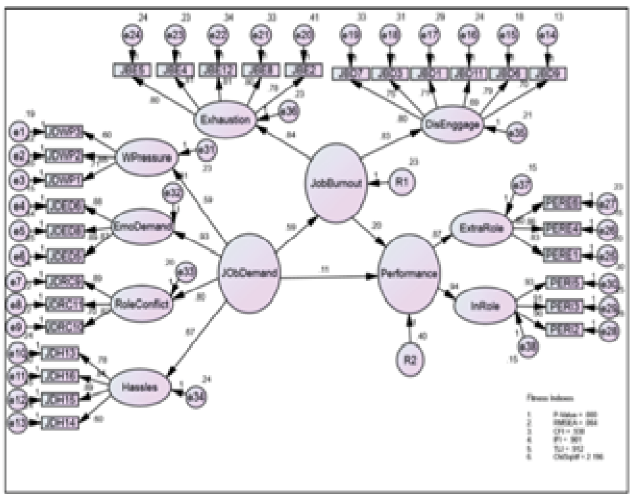
Menurut Hussain, Wahab dan Arif (2015), kebanyakan ahli akademik dilaporkan ada pengalaman dalam menghadapi tekanan kerja dan sebagainya. Pihak pengurusan harus menyiasat masalah ini dan mengenal pasti faktor-faktor tersebut yang mana telah mempengaruhi kepada semua tenaga kerja yang terlibat. Ahli akademik di universiti diperhatikan mengalami tekanan jiwa kerana dasar komisen pendidikan tinggi untuk mencapai tahap yang lebih tinggi pengajian dan penggredan profesional. Faktor utama yang mempengaruhi profesional pembangunan adalah pengalaman, persekitaran, budaya dan pekerjaan ahli akademik. Penyelidik telah menemui kesan yang signifikan dari pengembangan profesional di akademik dalam dunia yang penuh membangun dan maju (Zafir & Sheikh, 2013). Dasar pembangunan profesional dianggap sebagai beban yang mana setiap ahli akademik perlu untuk meningkatkan diri mereka di mana mereka dan bersaing dengan ahli akademik yang lain. Dalam keadaan seperti itu, pengembangan profesional dalam bentuk peningkatan kelayakan akademik, pendedahan dan pengalaman menjadi sukar dan menimbulkan kehebatan di kalangan ahli akademik (Zafir & Sheikh, 2013). Walau bagaimanapun, carian sistematik dilakukan pada topik burnout akademik memberikan bukti bahawa kajian empirikal terhadap pandangan akademik terhadap tahap pemecahan kerja sangat jarang berlaku dalam literatur lepas (Cohen &Abedallah, 2015).



Gambarajah 6: Faktor Tuntutan Keja ke atas Prestasi

Objektif 2

Hasil kajian jelas menunjukkan bahawa tuntutan pekerjaan mempengaruhi prestasi ahli akademik di universiti awam Malaysia. Bakker et al. (2004) mendapati bahawa tuntutan kerja, termasuk tekanan kerja dan tuntutan emosi, adalah ramalan dalam peranan prestasi melalui hubungan mereka dengan perasaan keletihan, sementara konflik peranan dan kerumitan meramalkan prestasi peranan tambahan yang sangat menyokong dapatan kajian ini dengan hasil yang sama.   Hasil analisis menunjukkan setiap konstruk setiap pemboleh ubah yang ada telah diuji secara terperinci. Telah dinyatakan bahawa ahli akademik yang menghadapi tekanan kerja tinggi dan permintaan emosi sangat ketara mengakui bahawa ia mengganggu peranan mereka dalam meningkatkan prestasi di tempat kerja. Teori Kawalan Permintaan Pekerjaan oleh Karasek (1990) penting dalam memahami kajian ini kerana menunjukkan bahawa wujud hubungan antara produktiviti pekerja (keberkesanan pekerjaan) dan tekanan. Teori ini juga sesuai untuk perkhidmatan pekerjaan berdasarkan, pengkategorian yang menjadi milik kuliah. McQuillan (2008) pada mulanya tekanan dari tuntutan terhadap seseorang akan menghasilkan peningkatan prestasi sehingga satu tahap. Penemuan ini juga ditegaskan oleh Jega (2002); Nelson dan Quick (2003) dan Tiji (2000) bahawa tekanan dari beban kerja memberi kesan buruk terhadap prestasi kerja. Penemuan ini selaras dengan kajian empirikal yang menguji pengaruh jenis tuntutan pekerjaan yang lain mengenai prestasi dalam peranan (Bakker et al., 2004). Diambil bersama-sama, penemuan sebelumnya mengesahkan kajian teori dan empirikal sebelumnya menunjukkan bahawa kerja emosi adalah aktiviti yang sukar dilakukan (Hochschild, 1983; Zapf, 2002). Individu yang terbakar secara logik harus berusaha lebih keras untuk mengaturnya paparan emosi berbanding dengan rakan sekerja mereka yang bersemangat.



Gambarajah 7: Struktur Model Akhir

X. PERBINCANGAN LANJUT BERKAITAN HASIL KAJIAN

Objektif 1

Seperti yang ditunjukkan dalam objektif pertama kajian ini, salah satunya adalah tahap pendidikan ahli akademik terhadap burnout diharapkan mempunyai perbezaan tahap yang signifikan dengan kemerosotan pekerjaan yang dirasakan. Dalam kajian burnout sebelumnya yang memfokuskan pada ahli akademik, sebilangan besar yang meneliti bahawa tahap pendidikan yang berbeza mungkin menyumbang kepada tahap penamatan kerja, yang sama dengan dapatan kajian ini. Ini sejajar dengan kajian yang dilakukan oleh Kabir (2016) yang mendapati tahap pendidikan yang rendah menunjukkan kesan hubungan yang tinggi terhadap kekerapan burnout dalam kerja berbanding dengan responden yang mempunyai tahap pendidikan yang tinggi. Dari penemuan kajian semasa ini, ahli akademik yang tidak memiliki Ph.D. telah didapati melaksanakan tahap tuntutan pekerjaan yang dianggap lebih tinggi berbanding dengan ahli akademik yang mempunyai Ph.D. Ini menunjukkan perbezaan tahap yang ketara antara tahap pendidikan terhadap pekerjaan mereka yang dirasakan. Telah terbukti bahawa tahap keletihan yang tinggi dikaitkan dengan pekerja yang mempunyai tahap pendidikan yang lebih rendah. Tahap pendidikan mempunyai peranan penting dalam meningkatkan aspek sosial. Dalam kajian yang dilakukan oleh Bavani (2016) terhadap pekerja kesihatan, pekerja kesihatan mungkin cenderung mengalami pekerjaan yang teruk sekiranya mereka tidak dapat melakukannya, ia amatlah penting bagi mereka untuk mencari inisiatif bagi meningkatkan tahap pendidikan mereka sekiranya mereka ingin kurangkan tekanan tuntutan kerja. Namun, terdapat juga hujah bahawa pendidikan tinggi menyumbang bukan sahaja ke tahap pengetahuan yang diperlukan untuk menjalankan tugas tetapi juga mempunyai kelebihan kerana ia berkaitan dengan tingkah laku di tempat kerja yang lebih profesional dan kurang berlaku burnout (Rashkovits & Livne, 2013). Sebaliknya, menurut Rashkovits dan Livne (2013), tidak ada pengaruh yang signifikan dari tahap pendidikan pada burnout, yang bermaksud bahawa kesan tahap pendidikan terhadap burnout sepenuhnya dimediasi oleh tingkah laku pembelajaran. Seperti yang ditunjukkan dalam objektif pertama kajian ini, faktor-faktor yang dirasakan oleh ahli akademik terhadap burnout diharapkan mempunyai perbezaan tahap yang signifikan dengan kemerosotan pekerjaan yang dirasakan. Dalam kajian burnout sebelumnya yang memfokuskan pada ahli akademik, sebahagian besar mengakui bahawa tugas pentadbiran sebagai penyumbang kepada beban kerja yang tinggi dan tahap pemberhentian pekerjaan yang juga tinggi.

Penemuan ini sesuai dengan hujah bahawa kebarangkalian burnout adalah lebih besar apabila syarat asas untuk peluang kerjaya, pekerjaan seumur hidup, status kerja dan keselamatan kerja tidak dipenuhi dalam persekitaran organisasi (Angerer, 2003; Maslach et al., 2001). Kajian terhadap 3,125 hutan Finland pekerja industri mendapati bahawa kemerosotan dengan ketara meramalkan pencen yang tinggi dalam tempoh susulan 4 tahun, walaupun selepas penyesuaian umur, jantina, status perkahwinan, status pekerjaan, sektor, gangguan mental dan penyakit fizikal (Ahola, 2009). Seperti yang dinyatakan dalam objektif kajian ini, kategori universiti adalah diharapkan mempunyai perbezaan tahap yang signifikan terhadap persetujuan pekerjaan. Dalam kajian sebelumnya mengenai burnout yang memberi tumpuan kepada ahli akademik, sebahagian besar dari mengkaji bahawa universiti awam menyumbang kepada tahap penamatan pekerjaan yang rendah berbanding ke universiti swasta. Walau bagaimanapun, ini tidak sesuai dengan objektif kajian ini. Berdasarkan dapatan kajian semasa ini, didapati bahawa universiti dengan kategori universiti Bukan Penyelidikan mempunyai tahap penyelesaian pekerjaan yang dirasakan lebih tinggi berbanding dengan kategori universiti Penyelidikan. Ini menunjukkan bahawa ada yang signifikan tahap perbezaan antara kategori perbezaan universiti. Kedua-dua kategori adalah dari Universiti awam Malaysia. Ismail dan Noor (2016) telah menyelesaikan kajian mereka mengenai kemerosotan di salah satu universiti penyelidikan di Malaysia dan dari hasil keseluruhannya, keadaan universiti dan penerbitan yang diperlukan untuk promosi adalah sumber terbaik kepincangan di kalangan ahli akademik. Ini kerana syarat untuk bersusah payah dalam mempertahankan penyelidikan mereka peringkat universiti telah mencipta lebih banyak kejayaan selain bersaing antara satu sama lain empat universiti penyelidikan yang lain. Ini bertentangan dengan hasil kajian semasa yang mendapati bahawa universiti-universiti di bawah kategori universiti Bukan Penyelidikan telah didapati tahap pengurangan pekerjaan yang dirasakan lebih tinggi berbanding dengan yang tidak dilakukan penyelidikan universiti. Ini mungkin disebabkan oleh kurangnya perhatian dari Kementerian Pengajian Tinggi Pendidikan ke universiti bukan penyelidikan dan kekurangan dana yang disediakan untuk universiti belanjawan berbanding universiti Penyelidikan (Ismail & Noor, 2013).

Objektif 2

Seperti yang ditunjukkan dalam model konseptual, tuntutan pekerjaan diharapkan mempunyai hubungan positif dengan prestasi ahli akademik yang merangkumi prestasi terhadap peranan hakiki juga peranan tambahan. Oleh itu, kajian ini menyokong bahawa tuntutan kerja akan memberi kesan langsung kepada prestasi pekerja. Hasil data analisis menunjukkan bahawa terdapat hubungan yang signifikan dan positif antara tuntutan pekerjaan dan prestasi. Dalam kajian ini, pengkaji membezakan pelbagai aspek prestasi, misalnya prestasi dalam peranan, prestasi peranan tambahan, adaptif prestasi, kreativiti dan perolehan kewangan. Penyelidikan ini merangkumi dua aspek prestasi yang digunakan oleh Bakker dan Demerouti (2008), iaitu prestasi dalam peranan dan prestasi peranan tambahan. Williams dan Anderson (1991) mendapati, dalam makalah mereka yang dikutip dengan baik, perbezaan antara prestasi dalam peranan dan prestasi peranan tambahan, di mana prestasi dalam peranan merujuk kepada "tugas dan tanggungjawab yang dilaksanakan oleh seseorang tidak terpisahkan oleh tugas yang diberikan"(Vigoda, 2000) dan menyumbang secara langsung kepada teras teknikal organisasi. Hasilnya menunjukkan bahawa ahli akademik dengan tuntutan pekerjaan yang tinggi dan berlebihan mungkin membawa gangguan besar terhadap prestasi mereka sendiri. Di bahagian prestasi, ditunjukkan bahawa prestasi dalam peranan kurang terganggu berbanding prestasi peranan tambahan apabila tuntutan pekerjaan tinggi. Ini juga menunjukkan bahawa pekerja yang merasa tidak tahan dengan tuntutan pekerjaan mungkin akan merasa tidak yakin untuk melakukan tindakan seperti yang diminta oleh pihak atasan mereka.

Ia juga akan merosakkan hubungan baik dengan rakan sekerja dan atasan mereka pengurusan. Analisis hasil menunjukkan secara terperinci untuk setiap konstruk bagi setiap pemboleh ubah yang sedang diuji. Telah dinyatakan bahawa ahli akademik yang berprestasi tinggi menghadapi tekanan kerja yang rendah dan permintaan emosi sangat ketara dan ia mengganggu secara positif dalam mencapai tahap prestasi terhadap tugas hakiki mereka sementara itu akademik dengan konflik peranan tinggi dan kerumitan menghadapi gangguan yang berlebihan di tempat kerja dalam prestasi peranan mereka.

Penemuan ini menunjukkan hasil penting yang belum ditemui secara empirikal sebelumnya yang menunjukkan hasil prestasi datang dari kawalan tuntutan pekerjaan yang baik. Penemuan ini bertindak balas untuk menghasilkan penyelidikan berkenaan kesan prestasi dalam peranan akademik dan prestasi peranan tambahan dan membantu menjelaskan dan menyokong penyelidikan sebelumnya yang menunjukkan bahawa peningkatan dalam prestasi akademik dan prestasi peranan tambahan dapat dicapai dengan kewajaran dalam pengurusan (Kemery, 2006; Wincent & Örtqvist, 2011). Penemuan ini selari dengan teori JD-R. Dalam teori JD-R, tuntutan pekerjaan adalah ditakrifkan sebagai aspek pekerjaan yang memerlukan usaha dan oleh itu dikaitkan dengan fizikal dan kos psikologi. Tuntutan pekerjaan dicadangkan untuk memainkan peranan penting dalam kesihatan proses kemerosotan tetapi tidak dalam proses motivasi.

Walau bagaimanapun, sebilangan pengarang mempunyai berpendapat bahawa tuntutan pekerjaan juga boleh memainkan peranan motivasi. LePine, Podsakoff, dan LePine (2005) membezakan antara halangan dan cabaran tuntutan pekerjaan. Halangan tuntutan pekerjaan ditakrifkan sebagai tuntutan pekerjaan atau keadaan kerja yang melibatkan kekangan yang tidak diingini yang mengganggu atau menghalang kemampuan seseorang mencapai matlamat yang hendak dicapai (Cavanaugh, Boswell, Roehling, & Boudreau, 2000). Contoh tuntutan pekerjaan peyang menjadi penghalang adalah konflik peranan, kelebihan peranan, dan peranan yang kurang jelas. Sebaliknya, cabaran dalam tuntutan pekerjaan didefinisikan sebagai tuntutan yang memerlukan usaha pekerja sendiri tetapi itu berpotensi mendorong pertumbuhan peribadi dan pencapaian pekerja (Podsakoff, LePine, & LePine, 2007). Contoh tekanan adaah seperti beban kerja, tekanan masa, dan tanggungjawab (McCauley, Ruderman, Ohlott, & Esok, 1994).

XI. 11. Implikasi Kajian

A. Implikasi kepada Teori

Tiga implikasi kepada teori yang muncul dari penemuan kajian ini adalah terbukti seperti berikut. Kajian ini menyelidiki faktor-faktor yang mempengaruhi persepsi pekerjaan di kalangan ahli akademik di universiti awam, Malaysia. Sebilangan besar kajian berbentuk empirikal ini telah mengenal pasti pelbagai faktor yang mempengaruhi kelangsungan kerja yang dirasakan dan seperti tuntutan pekerjaan (tekanan kerja, emosi permintaan, konflik peranan dan kerumitan) dan beberapa faktor latar belakang demografi (status perkahwinan, umur dan kedudukan ahli akademik). Dengan berbuat demikian, kajian ini berusaha untuk mengisi kekosongan memeriksa faktor-faktor yang mempengaruhi tahap pekerjaan yang dirasakan kemerosotan hubungan antara tuntutan pekerjaan dan peranan akademik dan tambahan prestasi peranan dalam penetapan universiti awam Malaysia. Kajian ini memberikan bukti empirikal mengenai kesan langsung dan perantaraan kesan pekerjaan yang dialami oleh organisasi dan pekerja yang jarang dijumpai di kajian mengenai penyelesaian kerja. Oleh itu, kajian ini menangani masalah ini dengan meneliti kesannya kelangsungan kerja yang dirasakan oleh prestasi akademik dalam peranan dan peranan tambahan.

B. Implikasi kepada Konteks

Beberapa implikasi kontekstual muncul dari penemuan kajian ini. Amat penting bagi institusi untuk memahami bahawa pelbagai faktor dapat mempengaruhi perselisihan pekerjaan yang dirasakan, dan ini membuktikan pelaburan besar dalam sumber manusia tidak sia-sia. Sektor kerajaan dapat meningkatkan pertimbangan di kalangan para pembuat keputusan mengenai peranan penting yang berkaitan dengan institusi pengajian tinggi. Dengan kata lain, sektor kerajaan dapat membantu dalam mengembangkan dasar, kaedah dan pelaksanaan baru strategi kemajuan kerjaya ahli akademik untuk meningkatkan keberkesanan perkembangan dalam pengajian tinggi dan memberi sikap positif kepada ahli akademik dan institusi untuk mencapai prestasi yang baik. Telah terbukti bahawa penting bagi pengurusan atasan untuk mengenal pasti kekuatan dan kelemahan ahli akademik berdasarkan keterangan pekerjaan mereka sekarang dan pengembangan pekerjaan masa depan kerana beban kerja yang berat dan lambakan kerja yang diberikan kepada mereka di tempat kerja.

Kajian ini membuktikan bahawa, pekerja memerlukan sokongan dan perhatian sepenuhnya dari pihak organisasi; terutamanya sokongan peringkat tinggi, untuk menjayakan dan memastikan matlamat universiti dicapai. Ini memberi kesan besar kerana pekerja bahawa organisasi memberi mereka sokongan dan peluang untuk meningkatkan pengetahuan dan kemahiran mereka bagi membantu lebih berjaya pada masa akan datang. Dapatan kajian ini juga menjadi tonggak untuk kajian aspek lain pada masa akan datang mengenai kelangsungan pekerjaan yang dirasakan, terutama untuk program kesedaran lain yang akan berlaku dijalankan oleh institusi tinggi Malaysia dan juga oleh organisasi lain seperti NGO dan lain-lain.

XII. BATASAN KAJIAN DAN CADANGAN

Kajian ini dilakukan untuk mengkaji tuntutan pekerjaan, demografi faktor latar belakang mempengaruhi tahap kepuasan dalam pekerjaan yang dirasakan di kalangan ahli akademik di universiti awam di Malaysia dan kesan daripada burnout dalam pekerjaan yang dirasakan oleh ahli akademik. Pada asasnya, berdasarkan hasilnya, ia didapati bahawa beberapa aspek memerlukan kajian dan penjelasan lebih lanjut. Beberapa batasan dan cadangan adalah seperti berikut.

Kajian ini hanya terhad kepada satu faktor masalah dan cabaran pekerjaan, yang mana adalah tentang tekanan dan burnout kerja dan hasilnya menunjukkan bahawa terdapat pengaruh tuntutan pekerjaan yang merangsang prestasi pekerjaan dan kesan daripada perselisihan kerja yang dirasakan terhadap prestasi terhadap peranan hakiki juga peranan tambahan ahli akademik. Oleh itu, pemboleh ubah lain mungkin boleh diuji untuk menggantikan peranan keletihan dalam pekerjaan yang dirasakan (Zhao & Namasivayam), seperti keletihan mental, depersonalisasi, kekurangan pencapaian peribadi (Maslach, 2012 & Lindsey et al, 2015), masalah kesihatan, kemurungan, penyakit kardiovaskular, dan masalah gangguan psikologi yang lain (Melamed, Shirom, Toker, Berlinerv, & Shapira, 2006). Dalam kajian ini, kesan perselisihan pekerjaan yang dirasakan difokuskan pada prestasi peranan ahli akademik dan hasilnya menunjukkan bahawa pekerjaan yang dirasakan mencapai tahap burnout telah mempengaruhi prestasi dalam peranan hakiki dan peranan tambahan. Oleh itu, terdapat hasil yang berpotensi dari kelangsungan pekerjaan yang dirasakan harus lebih difokuskan dalam penyelidikan masa depan, seperti Nilai prestasi kesihatan (Zwetsloot & Pot, 2004, Torrente, Salanova, Llorens & Schaufeli, 2012), penyakit ketidakhadiran ke tempat kerja (Schaufeli, Bakker & Rhenen, 2009), dan peranan keselamatan (Nahrgang, Morgeson & Hofmann, 2011).

XIII. PENUTUP

Kajian ini dilakukan untuk mengkaji tuntutan pekerjaan dan beberapa demografi faktor latar belakang yang mempengaruhi tahap persetujuan pekerjaan di Malaysia universiti awam dan bagaimana ia mempengaruhi prestasi dalam peranan dan peranan tambahan ahli akademik. Objektifnya adalah: (i) untuk menilai tahap burnout dalam pekerjaan yang dirasakan ahli akademik yang bekerja di universiti awam Malaysia dan adakah ia terjejas oleh latar belakang demografi, (ii) untuk mengenal pasti kesan langsung tuntutan pekerjaan dan rangsangan pekerjaan yang dirasakan terhadap prestasi akademik dalam peranan dan peranan tambahan. Kajian ini adalah kajian kuantitatif, dan oleh itu; data keratan rentas teknik dilaksanakan. Satu tinjauan dilakukan dan soal selidik yang dikendalikan sendiri sebagai alat untuk mengukur pemboleh ubah dalam kajian ini seperti persepsi kelonggaran pekerjaan, tuntutan pekerjaan, sumber pekerjaan dan prestasi dalam peranan dan peranan tambahan digunakan. Data yang dikumpulkan di dua puluh (20) universiti awam Malaysia diperoleh dari 431 kakitangan yang mengambil bahagian dalam menjawab kaji selidik dalam talian dari bulan November 2017 hingga Mac 2018. Hasil kajian diperoleh melalui analisis EFA menggunakan IBM SPSS versi 23.0 dan Pooled-CFA menggunakan AMOS Versi 23. Dari model pengukuran CFA yang dikumpulkan, terbukti bahawa pemboleh ubah tuntutan pekerjaan mempunyai kesan yang signifikan dan positif terhadap burnout dalam pekerjaan yang dirasakan, sementara itu kesan dari kelangsungan kerja yang dirasakan menunjukkan hubungan yang signifikan dan positif terhadap prestasi dalam peranan dan peranan tambahan ahli akademik.

Batasan yang diperoleh dari hasil kajian ini adalah seperti berikut. Pertama, kajian ini hanya terhad kepada tuntutan pekerjaan sebagai pemboleh ubah bebas, selain beberapa faktor latar belakang demografi juga sedang diuji yang mempunyai pengaruh tidak langsung menuju tahap perbezaan pekerjaan yang dirasakan. Masih banyak faktor mempengaruhi kelangsungan pekerjaan yang dirasakan dalam organisasi yang terhad untuk diuji dalam penyelidikan ini. Kedua, kesan daripada perselisihan pekerjaan yang dirasakan tertumpu pada peranan dan prestasi tambahan ahli akademik dan sebenarnya masih banyak pemboleh ubah lain yang mungkin memberi kesan terhadap kelangsungan kerja yang dirasakan.

Sebagai kesimpulan keseluruhan, kajian ini berjaya mencapai kedua-dua objektif kajian, iaitu; untuk menilai tahap burnout dalam pekerjaan yang dirasakan dan kesannya pada latar belakang demografi, untuk mengkaji kesan tuntutan pekerjaan dan peranan danprestasi peranan tambahan di universiti awam Malaysia. Kemerosotan dalam hubungan antara tuntutan pekerjaan dan peranan hakiki juga peranan tambahan tidak kurang pentingnya, untuk menentukan kesan tuntutan pekerjaan terhadap tahap burnout dan prestasi dalam peranan juga peranan tambahan.

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Communication Technology In The Era Of IR4.0: *iPad, A Gadget Usages Among School Students*

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***Abstract*—iPads are a gadget designed through the combination of computers and tablets. The use of the iPad is widespread and it can cover all aspects of usages regardless of whether it is in the office for official tasks or for casual activities such as playing video games and surfing the internet. As a form of communication technology, the iPad is designed to facilitate communication through browsing the internet, receiving and sending emails, connecting to social media and for anything else on the go. This gadget is also a medium to gain knowledge in schools; as early as 2010, the iPad was used as learning and teaching tool in selected schools in Malaysia. This study was conducted to examine the effectiveness of iPad usages among high school students. The qualitative method of semi-structural interviews was selected for this study. The researcher interviewed two teachers from secondary school who were using iPads as part of their learning and teaching. This method of data collection continued to interview eight students, face-to-face to ensure the flexibility of using an iPad in the learning environment. The results of this study are to achieve the objective, which is to determine if the iPad, as a communication technology gadget, has a positive impact in terms of helping to acquire knowledge amongst the students. As the conclusion, the article is about the efficacy of iPad use in schools, and the challenges of acquiring knowledge of the latest communication technology devices.**

Keywords*—*iPad, communication technology, gadget, school students, IR4.0

I. Introduction

In the development of the Industrial Revolution 4.0 (IR 4.0), communication technology triggered a phenomenon that transcends border and space. There is no denying that with the outbreak of this Industrial Revolution, it has a direct impact in the field of education that began to implement the smart learning (Chung & Kim, 2016). Crompton (2013) sees smart learning helped to improve the teaching techniques of teachers in schools, as students' intelligence are now increased and exposed to variety of resources. Henderson and Yeow (2012) and Ireland and Woollerton (2010) see the iPad as a convenient mobile gadget. It has the same size as the book size, lightweight, portable, wifi-accessible anywhere, longer battery life than laptops, less technical issues and touch screen are the advantages of this device to replace the thicker books.

A. Communication Technology As The Medium

McLuhan (1964) does mention that communication technology is a medium that helps to advance the process in the communication. IR4.0 proves that communication technology nowadays is the advancement in production, design and variation of gadgets, which enhances communication via digital with multifunction to connect people from several of medium (Sofia Hayati & Rosninawati, 2019).

According to Sofia Hayati and Rosninawati (2019) the development of communication technology, which combined technology from computer and smart phone, transformed analog to smart technology. This process of evolution continues to meet the life's expectation of every human being and resulted a gadget or device called as iPad. Zakiah, Alifa, Nurul Farhana Zainudin and Nurul Farhana Jumaat (2018) admit that gadget is one of the necessities, which is used for communication, education and the medium to find information. Gadget can benefits everyone in this world especially students in their learning process and also for self-development process (Zakiah, et al., 2018).

Therefore, it can be seen that the efforts of some schools in Malaysia that use technology as a teaching aid in learning and teaching open a positive perspective in supplying knowledge to students. Along with the IR4.0, the increasingly real development of technology is no longer the boundary in human communication in this world. Communication technology is a medium that holds electronic gadgets used in the process of information delivery. This communication technology is also related to how to use technology as an aid in communication or information delivery process from one stage to another (Wan Idros, Noorzihidayah, Ali & Maizatul Haizan, 2017).

Communication technology gadget such as iPad can be used in education system with a meaningful role as a teaching and learning tools (Karsenti & Fievez, 2013). The effectiveness of the iPad has been studied as an effective medium for school students in acquiring knowledge. iPad is said to be a device that facilitates teaching and learning such as attracting students to focus on learning, facilitating learning itself among students such as for information retrieval, making learning more interactive and effective and facilitating teachers' teaching skills with the help of iPad (Hui, 2016; Henderson & Yeow, 2012). Although there are a few past studies that deny the advantages of this iPad (Donker, Petrie, Proudfoot, Clarke, Birch & Christensen, 2013; Salmah & Malisah, 2015), but the advantages and use of iPad from a positive angle still strengthen the reason why iPad is chosen for teaching and learning in school.

Furthermore, Muhammad Heriyudanta (2016) who also admitted in the field of education, the school is all trying to provide adequate facilities supported by the sophistication of science and technology to produce students who are competitive and have a high level of knowledge and skills in line with IR4.0. Along with the era, the increasingly real development of technology is no longer the boundary in human communication in this world. Communication technology is a medium that holds electronic gadget used in the process of information delivery. This communication technology is also related to how to use technology as an aid in communication or information delivery process from one stage to another (Wan Idros, Noorzihidayah, Ali & Maizatul Haizan, 2017).

B. iPad Usages in School

The smart learning that emerged from IR4.0 helped to improve the teaching techniques of teachers in schools and expand the way of learning among students too. iPad is introduced as one of the flexible tools that spark student engagement with new ways to learn inclusive with software that helps the educators to come out with innovative tools in teaching. Several studies have been conducted on the use of iPad in schools showing positive effects in giving encouragement to students as well as a positive experience for teachers and students (Rosninawati, Suria Hani, Sofia Hayati, Rosidayu & Fauziah, 2019; Hui, 2016; Hargis, Cavanaugh, Kamali & Soto, 2014; Chou, Block & Jesness, 2012; Churchill, Fox & King, 2012; Henderson and Yeow, 2012).

The increasingly popular use of iPad in the classroom is seen as a technological potential for education that motivates students to learn (Rosninawati, et al, 2019). Hui (2016) sees that the iPad can cultivate interest and seriousness among students, especially when discussion among peers are held in class. This is an encouragement for students’ participation in the class, by providing an up-to-date medium and facilitating learning and teaching (Muhammad Heriyudanta, 2016).

Thus, iPad teaches school students to be more positively responding to technology especially in managing their own learning time and their involvement in each subject (Rosninawati, et al, 2019). According to Hui (2016), using this gadget also can train teachers to be facilitators who facilitate the learning and teaching process. By using the iPad, teachers become more creative in building learning content to students (Hargis, et al, 2014) .

Therefore, it can be seen that the efforts of some schools in Malaysia that use technology as a teaching aid in learning and teaching open a positive perspective in supplying knowledge to students. However, no matter how sophisticated the medium used in learning, the role of teachers in education is irreplaceable. The role of teachers in implementing IR4.0 in learning is very important in creating a better future for the nation (Siti Zubaidah, 2016). Teachers in this era no longer serve as the main reference, Sutan Saribumi (2016) emphasizes the role of teachers more broadly as facilitators, in addition to the digital era that blended learning-based combines online learning and requires gadgets as an intermediary medium.

Blended learning is an effective and efficient learning process. This learning system is more open and student time allotted for learning is also more flexible (Hargis, Cavanaugh, Kamali & Soto, 2014; Hui, 2016). Rano, Henderi & Fitria (2012) emphasize the advantage of blended learning with iPad is an online learning that can be done anywhere and anytime. This online learning educates students to be more independent by doing research on their own time. This method also makes a student more confident and increases productivity through the iPad as a standardization of blended learning methods. Chou, et al. (2012) also acknowledge that the use of iPad gives students more time to do assignments, educates them to be more independent and study time in class is shortened for students to do self-assignments.

Thus, the use of this iPad trains school students to become more proficient in managing their own learning time and their involvement in each subject effectively. Teachers are only as facilitators who facilitate the learning and teaching process. Not only students, by using the iPad, teachers also become more creative in building learning content to students (Hargis, et al., 2014; Hui, 2016).

II. RESEARCH METHODOLOGY

In an effort to prove that the iPad has a positive impact on the learning and teaching to school students, this study has been implemented by conducting field studies in two schools, namely at Sekolah Imtiaz Ulul Albab, Melaka (SMIUAM) and Kolej Genius Insan Insan (KGI) (formerly known as Kolej Permata Insan) in Negeri Sembilan.

SMIUAM, which is a school that combines tahfiz and academic syllabus, has practiced the use of iPad in learning and teaching from June 2018. Before that, the use of iPad has not been used in this school. However, in line with the era of the 21st century and to meet the challenges of the Industrial Revolution 4.0, the school planned and targeted to fully utilize the usage of iPad in learning and teaching involving all teachers and students. At SMIUAM, the school's top management has agreed not to use physical textbooks starting in 2019, because all the textbooks are now can be obtained from the Ministry of Education Malaysia in PDF or e-book form. Furthermore, it is a compulsory to all students from this school to buy their own iPad via school and the installment payment scheme is also implemented to ease the burden of parents.

KGI located in the campus of Universiti Sains Islam Malaysia, Nilai. The school provides secondary education for selected students due to their high talent and IQ. KGI started their first batch of students in 2014 and now has four cohorts. Each cohort was supplied with a free iPad to every student. In line with the main objectives of this school who wants to provide and implement learning methods in the form of students' focused (student centered), experiential learning, problem-based learning and blended learning; the implementation of iPad was started as early as the establishment of this school. The school is also committed to producing individuals who are highly capable of understanding, interpreting, memorizing and applying the Quran and Sunnah in life as well as being able to develop Islamic scientific traditions and trigger the advancement of knowledge and technology.

The researcher conducted a qualitative study by interviewing teachers and students from the two schools. The selection of teachers and students from these two schools was also based on the criteria that the selected school is in fully implementing the use of iPad in learning and teaching sessions. Only one teacher was selected from each school. The teachers did use iPad as much as possible in learning and teaching in the subjects entrusted to them. Respondent 1 is a female teacher from SMIUAM, whom in charge of the iPad Program at SMIUAM. While Respondent 2 is a male teacher from KGI. The school recommended him because of his active effort in learning and teaching activities in implementing the blended learning program for Arabic Language subjects.

Meanwhile, around eight students were selected by the teachers randomly to involve in these interviews. Each teacher selected four students from each school, who aged between 13-17 years old. A study on the use of communication technology, iPad was conducted among students from secondary schools to see the effectiveness of its usages among high school students. Respondent 3, 4, 5 and 6 were male students from SMIUAM, a boy school. Respondent 3 and 4 were 16 years old, Respondent 2, 17 years old and Respondent 3 was 13 years old. On the other hand, researcher managed to get both genders opinion from KGI, where one of them was a girl, 14 years old and the other three were male students aged 13, 15 and16 years old.

The interview questions revolve around the way teachers and students adopt the iPad in the classroom while studying, the challenge of using technological devices in learning and teaching and seeing the pros and cons of the iPad to the learning process of students in school. The time allocated in this semi-structured interview session is approximately one hour. Respondents were free to talk about their experiences with the iPad based on the questions asked by the researchers. Researchers always ensure that the answers given were in line with the objectives and questions of this study. Themed analysis is used to analyze each of the data obtained.

III. THE EFFECTIVENESS OF THE IPAD AMONG SCHOOL STUDENTS

iPad is a gadget that combines tablets and computers, which has an advantage in the field of education. Although the use of the iPad is more open and relaxed, the Education Unit under *Apple Inc.* has developed thousands of educational applications for all ages and levels. Thus, the selection of iPad in education is effective as these applications are significant in learning and teaching in the classroom. Hargis et al. (2014) see the iPad as a learning platform suitable for use in learning language subjects as well as other subjects taught in schools.

According to Henderson and Yeow (2012), the iPad is an appropriate tool for children's learning because of its lightweight, user-friendly and mobile features. Students from toddlers will be easily attracted to this gadget that can stimulate their minds and at the same time attract their interest in learning. Apart from responding to the challenges of IR4.0, Respondent 1 agreed that the iPad is also able to produce students who have higher order thinking skills (HOTS). Students' ability can be measured not only at the level of understanding and recognizing the topics in the syllabus, but also students can be measured up to the level of analyzing, exploring and inventing. According to Respondent 2, it is easier for him as a teacher to deliver teaching materials to students by using a gadget, namely a smart device, iPad. According to him, students born among Generation Z are really fond of gadgets, and when these devices are used in learning, it becomes more effective.

> *I think it is very effective and efficient to use the iPad because our students are very skilled in the field of ICT, in gadget. So, now when they (student) like to use this gadget, so, I use what they like, to convey what I like.* (Respondent 2)

On the other hand, Respondent 5 admits that using iPad in learning exposed him to HOTS, which help him a lot in improving his academic performance.

> *… yes, to compare with my previous achievement, I can see I improve a lot in my study after used iPad. Maybe the reason is the questions given by teacher were considered HOTS, it trained me to be more independent in study and critical in answering questions during class activities.* (Respondent 5)

Respondent 2 was telling about students' participation in the classroom where this gadget able to increase students' involvement in any discussion organized by their teacher. The use of iPad can encourage students to engage in cognitive and effective learning with positive behaviors throughout the learning period (Hui, 2016). Hui (2016) also highlighted the findings from his study, which he found the use of iPad could increase students' involvement in any activity related to group work, classroom discussions and student-centered activities. Students' ability to explore is proven when they explored the applications provided by *Apple* in the iPad. *iMovie* is the most popular application by students at KGI because it produced videos that students use to present results of their studies or discussions in class.

> *Previously, in making sure students understood what was being taught, students were given exercises — by answering common questions, but by using an iPad, students solved questions more creatively, for example using Keynote and adding voices, pictures, videos and various other presentation elements. Utilized such as Garageband, (and) Sketches.* (Respondent 1)

> *…Now I tell students to use iMovie. iMovie is more or less like Microsoft Movie, so they (students) can make the video then insert all these animations, students really like this thing… they (students) shoot, then they save it in their iPad or laptop, edit, then go to iMovie to add effects like music, slides…* (Respondent 2)

From the activities assigned, obviously these students were very diligent in completing their teacher's instructions. This was what Respondent 1 emphasized that; the use of the iPad was effective in learning and teaching, for example in History subjects. The use of iPad in History was more interesting compared to traditional learning using books. In addition to the applications available in iPad, learning History become more interactive compared to using books that only involve one-way communication. Based on the findings of Mohd Paris and Saedah (2016), they agreed that the use of gadgets as a teaching aid to improve weaknesses in teaching History subjects at the secondary school students. This method is more interesting and in line with the development of communication technology. In addition to this statement, research data from the interviews with school students' proof that their motivation to study or learn new topics becomes more interesting with apps provided in the iPad. For instance, Quizziz, Keynote, iMovie, Sketchbook or Kahoot are apps that frequently used among students in classroom.

I prefer to use Keynote for class presentation because it is user friendly and easy to use such as presenting slides. Sometimes teacher ask us to present in video format, iMovie will be my choice because I can create a simple video with it. For group discussion, all information that we have can be kept in iPad using iCloud for backup storage then, the discussion with group members can be initiated in iMessage. (Respondent 3)

For me, I more on Quizziz. (Respondent 4)

I like quiz application such as Quizziz. While for notes from textbooks, ebooks, or iBook I will simplify it using Pages or I make my own notes using MindMeister. (Respondent 5)

As for me, I like to use Keynote, apart from MindMeister. I fancy notes in mind mapping, even notes from physical book, thus, MindMeister would be my preference. (Respondent 6)

I like to draw, so I use Sketchbook. Other than that, for learning purpose, I also use Canva to make poster or to create any design easily. (Respondent 7)

They're a lot of apps that we can explore in iPad. To search for information I like Safari and YouTube. To do designing such as for poster I use Pages or Canva, very popular for iPad. Sometimes I use iMovie for video and for slides presentation I prefer Keynote. Usually for essay writing I use Pages. (Respondent 8)

I like to use Keynote. Besides, is Elevate. This app can be downloaded in iPad. Elevate is a brain training, which I prefer to use it before my study time. It has many mini games that will stimulate our brain, which focuses on English and Mathematic. As for me who quite slow in Mathematic, train my brain with Elevate is good in order to refresh my brain. (Respondent 9)

My preference apps are Keynote, Mymaps, Quizziz and Kahoot. I like to learn with Keynote. In addition, MyMaps is to create mind mapping. Where else Quizziz, normally apps that teacher use to give us quiz, it is really challenge my mind especially to cope up with the timing, besides Kahoot is another platform for quiz. (Respondent 10)

Meanwhile, implementing blended learning in language subjects is good for better understanding among students. Hargis et al. (2014) see the iPad as a learning platform suitable for use in language subjects. Teaching aids in learning and teaching such as iPad and online content are two effective combinations in language education (Mohd Firdaus, Muhammad Sabri & Mohd Sharizal, 2013). According to Respondent 2, learning Arabic is quite difficult especially for students who are not native speakers.

I teach them (students) Arabic, this language subject is one of the difficult subjects, so right now, when I have an iPad I tell them to study (like) an open class, It is easier especially when I need to go somewhere, except (when for) reading assignment— You (students) read, record, send to me. Make a video, and then send it to me. So this is very effective (this iPad) to me (for) Arabic subjects. (Respondent 2)

This is concurred by Respondent 3, a student from SMIUM, who admitted that using iPad in teaching and learning has shown improvement in his academic especially for subject Bahasa Melayu and English.

I can see my performance in language subjects are improved, especially for Bahasa Melayu and English. For other subjects, it is still early to see. (Respondent 3)

The use of gadget such as iPad in learning and teaching activities does not replace the role of teachers who responsible in conveying knowledge to students. According to Hui (2016), teachers remain as the main source of reference for students. The teacher's job is only as a facilitator and resource person in order to validate the information obtained by students from the virtual world.

Teacher is a mediator, a facilitator. For example, instruction was given to students to access certain websites, which contained stories about certain topic and information, students will go through the content, and they explored, discussed and presented about the information they found. At the end of the discussion, the teacher will AirDrop the notes (slides). Students will gain their own knowledge. (Respondent 1)

Me as a lecturer need to think like a supervisor, observed students while they were studying, anything they (student) did not understand, they could ask me via iMessage (which is Apple apps), then we discussed in class during their presentation, anything that they were not clear, (can) ask me. (Respondent 2)

However, according to Henderson and Yeow (2012), teachers will not have complete control over students with the use of the iPad in teaching and learning. Students will probably use the iPad for something unrelated to learning activities in the classroom. There is a concern if students manipulate the use of the iPad such as playing video games and opening inappropriate websites while studying. These are happened, which students faced various challenges while they used iPad during their study time. Based on the fieldwork findings, students' respondents do admit that they need to face a number of challenges when using iPad in teaching and learning. The iPad challenges are vary from hardware to software.

In this school, the management used Zuludesk to control students from downloading unnecessary apps such as games. However, games do distract students while studying and also listening to the song. (Respondent 3)

The challenges of using iPad are first, internet. It is difficult to do work without internet with iPad. Another one is using iPad make us carried away with apps in iPad such as chatting with friends online, this can distract me from my study time. (Respondent 4)

The difficulty to get strong WIFI during class is one of the challenges when we use iPad in learning session. One more is watching movie during class and iPad can distract our focus on study, for example if student bored during lecture in class, he will use the iPad to browse anything. (Respondent 5)

I like to play online games; sometimes I cannot control myself from this addiction. That is a challenge to me in studying. (Respondent 6)

It is very disturbing when notifications keep popping up, as well as advertisement when I use certain apps during my study time. (Respondent 7)

It is very challenging to bring the charger together with us all the time. Plus, iPad does make us carried away with the apps such as online chatting. Need to learn self-control to be discipline during study time. (Respondent 8)

The notifications are disturbing when I used iPad during my study time. It will make us to click to that link (chatting/messages) while studying and make our main focus distracted. (Respondent 9)

We as Muslim will always be disturbed, as mentioned in hadith that if we wanted to do good thing like seeking for knowledge, evil will always whispering to us for something else. For example, while we are studying, the iPad is running out the battery, popped up notification that make my focus diverted. (Respondent 7) disturb

These are among the challenges that teachers should be alert during class. Teachers need to monitor the use of the iPad among students wisely in order to ensure that students do not lose their focus. And most importantly as a facilitator, teacher needs to give clear instructions when iPad is in used during teaching and learning. With clear instructions, Respondent 1 believes that problems such as students lose focus during study would not happen. In fact students will be more interacting, excited to do assignments and looking forward for the next instructions. Therefore, teacher needs to be creative in creating class activities that the student is interested in, so that students always concentrate in their studies in the classroom.

…this school is not excluding when come to student' attitude, they secretly open other apps while studying in class, but teachers have to be good at controlling their class. When instructions are given for an app, teachers need to monitor that all students open the same apps and in order to overcome this problem, we will use one Software, which is Zuludesk. (Respondent1)

I limit the time, ok; the student now closes the iPad keep it at the shelf. So, I guarantee they wouldn't use it (while the teacher is teaching in front). (Respondent 2)

Therefore during study, students are required to give one hundred percent attention on what they have learned (Nik Murshidah et al., 2018). Some students are willing to spend money and energy as an effort to ensure that the desired knowledge can be mastered (Muhammad Heriyudanta, 2016). It is a good effort for certain schools in providing learning facilities such as technological gadgets like iPads for their students. For the pioneer KGI's students, they were subsidized an iPad each by government once selected to this school. However, due to the constraints of some issues that arise, the iPad can no longer be supplied to the new cohort in 2018. Though, the school has provided a total of 35 units of iPad that students can borrow for their learning use. In fact, a computer lab is also available for the students of this school to use at any time.

The main purpose of using technological gadgets in schools is to help the learning and teaching method in the classroom become more interesting and interactive. This also can improve student-learning performance. Hui's (2016) longitudal study of three years observed an improvement in academic performance among students who used iPad in their learning compared to those who do not use this gadget. However, the findings of the study conducted by Hui (2016) are not in line with the study of Henderson and Yeow (2012). Studies conducted by Henderson and Yeow (2012) show that the iPad or any other technology gadget does not help in improving academic performance. If there is, it is not so obvious. In this study, the researchers picked up similar responses on student performance in learning from the respondents interviewed.

Improving academic performance, I can divide it into three categories. First, academically, there are improvement but not very obvious. That is, students (who learn) traditional way and then they have iPad, and iPad make their performance better. Secondly, in terms of task, it is very obvious. Before, when I asked for the assignment, people (students) did not do it, I was very disappointed. But, when iPad was introduced, they (student) made it. And thirdly, students have fun or not (study in class) - now (iPad era) during class… I do not see sleepy faces among them (students), I do not need to warn people (students) who talk to their friends (during my lecture), because all busy with their works (study/task). (Respondent 2)

Not obvious yet, because the implementation of the iPad is still new, not even a year (at this school). In term of academic achievement it has not been showed yet but in term of the development of creativity (from assignments) it is obviously shown. (Respondent 1)

In addition, vary responses were given among students' respondents when they were asked about their academic performance when using gadget for their learning process. Some did tell they achieve certain performance, and some were not undergone significant changes. One of the respondent, Respondent 5, who a student from SMIUM agreed that using iPad did help him in improving his academic performance.

I can see my performance in language subjects are improved, especially for Bahasa Melayu and English. For other subjects, it is still early to see. (Respondent 3)

Using this iPad is very good for learning because I used to get so-so result in my last year's exam, but now it is improve after school has introduced iPad in learning. (Respondent 4)

As for me, I can see my performance in study has changed after I used iPad. My achievement in first exam in this school was so-so, I got B, C... however, after I start my learning using iPad, subject that I used to get C, now had improved to an A, Alhamdulillah... So, that is why I like using iPad in my study. (Respondent 5)

For me, so far I get better result in my study compare than before; it is not necessarily because of iPad. But I do search extra information related to my study using iPad to get better marks. (Respondent 6)

It is improved. (Respondent 7)

I think it doesn't change much. (Respondent 8)

It think I did perform better in my study compare to my performance in primary school. I can see my results are getting better when I was in Form 1, since we got the iPad. (Respondent 9)

When it comes on the achievement (study) after using the iPad, sometimes it was ok and sometime it wasn't. But when my marks were not ok, I couldn't blame the iPad totally as the reason I wasn't perform in my study. (Respondent 10)

iPad is a communication technology gadget that used in teaching and learning delivery. This gadget is practically used to access the content of the syllabus, which is usually provided by teachers online. The combination of these informational gadgets for school students is proven useful especially to access the content on the internet, it is a good combination of blended learning or eLearning (Sutan Saribumi, 2016; Rano Kurniawan, et al., 2012). The practice of blended learning make the teaching delivery easier, where, the process of learning is not necessarily happens in the classroom (Hargis, et al., 2014). Blended learning provides flexible space and location. The existing of technological gadgets such as tablets, computers or iPads, give more choices to students work independently in order to complete their assignments. This is also an alternative for teachers who at the same time need to attend meetings, seminars, training etc.

Now I can do research. In Permata Insan, we have to achieve KPI (key performance index) as a teacher and also as a lecturer. My responsibilites are to KPM and KPT. So, this really takes a lot of my time. I use iPad in my teaching, I can apply Flip Classroom (blended learning), so students can do their work on their own, I do not need to be there. Like in one week, I have three classes; sometimes it is enough to go to one class. I assigned my students with assignments or activities in iTunes U, I even can assign them for one week tasks. OK, when I assigned them for one-week assignments, my student has space to do their work independently, at the same time. I can do my research. Meaning this iPad gives us flexi time to manage our tasks. (Respondent 2)

This is what special about Apple, they have a department to develop education apps special for students and teachers in schools. They will help us in terms of using the apps and give training too, ok, example iTuneU, we can plan like RPH (in schools that have objectives and others). And the use of iTuneU, it is easy especially to interact with the boys, we can chat, delegate assignments – the students can access using the code, to proceed with their task, submission and then assess by teacher via iTuneU. In iTune U we can set the time limit, for example, students can answer the questions according to the time setting, once time is up, students will send the assignment, then the teacher can see who has submit and who hasn't. (Respondent 1)

In addition, iPad gives students more time to do assignments and educates them to be more independent (Chou, et al. 2012; Churchill, et al. 2012). This statement cannot be denied by majority of respondents among school students because it did help them to acquire the answer from class activities and then they will discuss the answer with their friends.

For me, the use of iPad for school students is suitable. This platform makes the delegation of homework by teachers easier. The monitoring of task is also easy. Even the task given can be done anywhere such as at home during school holiday, and we can submit it according to timeframe given. And the teacher can monitor who has submitted the assignment late, on time or not submit at all. (Respondent 3)

First of all, I use iPad to find information that I don't know. One more thing, with iPad I can search any expert teachers on certain subject, then it is easier to contact them via telegram in order to ask about any related questions. (Respondent 5)

I think it is appropriate for us to learn using iPad because for me I can use iPad to search information that teacher has not mentioned during class. So, we can find things that we do not understand and looking for extra information on topic that we learnt on that day. (Respondent 7)

Using iPad, simplify almost everything especially in term of getting thing to understand and searching for additional knowledge, for example if I blurred on any topic explained by teacher in class, I will google on that particular topic, so if it was a video I can wacth it repeatly until I understand. (Respondent 8)

Actually I like using iPad in learning and I think it should be used everyday in learning session because I prefer to make my own notes using platforms in the iPad, I make my own flash cards using iPad, which for me this is fun, learning using iPad. (Respondent 9)

.., there apps such as messenger that make this learning process easier for teachers and students. Teacher can share notes with us without entering the class, and then we can work on our own. (Respondent 10)

The development of technology makes people's life easier especially in daily affairs. The main purpose of the creation of technology is to ease communication process. Thus, iPad as one of the communication technology gadget, is proven as one of the tool that facilitate the dissemination of knowledge between teachers and their students in learning and teaching in schools (Hui, 2016; Henderson & Yeow, 2012).

IV. Discussion and Conclusion

It cannot be denied that technologies and communication advances are beneficial in our lives. The existence of 'at your fingertips' technology has to some extent helped us in our life especially in disseminating information to the community. However, there are pros and cons. Despite the disadvantages such as students can lose their focus in their study, we should look at the positive angle too. Thus, by looking at the advantages, it does give a great opportunity for self-improvement and positive change to the nation and country.

Mira Adila, Noor Hafizah and Sulfeeza (2017) assert that electronic gadgets can enhance and improve students' learning process as well as provide better teaching method. This statement is supported by Respondent 2, when it comes to study motivation, students are more active participating in class discussion and completing assignments compared the way students react when traditional learning were applied before. Students show their creativity in presenting idea when they are exposed to various apps in iPad such as iMovie, Sketchbook, Canva and GarageBand. The way the students presenting their idea through apps in gadgets showed are they are talented and they can become more inventive if the teachers give more opportunity to explore with a proper guide.

Furthermore, the findings sync with the objective of this article to see the effectiveness of gadget in teaching and learning. Obviously, school students experience better exposure when they know how to make full use of the gadgets. As Respondent 3's feedback, he performed better when he started his learning with iPad especially in language subjects. Respondent 4 and Respondent 5 gave the same responses about their improvement in academic performance especially when they compared with their previous achievement. This is proven that using gadget helps the students to understand their lesson better because the learning process become easier since they can access teaching materials from anywhere, and at anytime, and learning is conducted in a fun atmosphere. Hence, students' active participation in online learning using gadget such as in discussion contributes significantly to their academic result (Hui, 2016).

Additionally, iPad is considered as a convenient mobile gadget (Henderson & Yeow, 2012). The characteristics of iPad which are lighter, flexible, portable and practical make it as a gadget that also train students to be independent in their study. The instruction from teacher can be from any platform which is not necessarily in a classroom and face-to-face. This gadget provides a medium of interactivity online, where virtually students and teacher can still communicate even though they are not meeting physically. Applications such as iMessage, WhatsApp, Telegram, Google Classroom, Microsoft team and many more social media that can be used as communication medium to deliver instruction, messages or to initiate question and answer platform. Students can do their tasks on their own and via iPad they can surf information to support their answers. Even, group discussion can be arranged online via Zoom, Microsoft Team, or Google Meet in order to complete their group assignment. At the end, students will present their task by using apps such as Keynote, iMovie, Canva, GarageBand and many more apps for school students completing their assignment. Respondent 2 who a teacher that teach Arab Language mentioned that his student presenting their assignment using GarageBand which it sounds like song or nasyid. It is all about creativity.

On the other hand, it is cannot be denied that gadgets do have negative impact to its users. Especially for young generation who still need guidance in all aspect of their life. The most challenging part is online games that can make students' focus distracted. This is one of the challenges faced in teaching and learning for both teacher and students. Students may be interrupted with apps in iPad, which drive them surfing the internet for other purposes during class. They are exposed to playing games and others that are not useful. In addition, using gadget especially for learning, students need to make sure the iPad battery is enough for the rest of the day, or else they must prepare the charger with them. Moreover, since students are too depending on iPad for extra information on the net, thus the strong and stable internet connection is needed for the purpose of searching and browsing. Thus, teacher should be aware on controlling students' activities with iPad. The role as facilitator and supervisor should be implemented accordingly in order to remain students focus in classroom. That is the challenge for the teachers, besides of working hard to improve their teaching method, and at the same time need ensure the students obtain a proper knowledge for their own good (Ajmain, Mahpuz, Rahman & Mohamad, 2019).

Finally, as the conclusion, the use of gadget such as iPad at school is an effective device for learning and teaching. This is aligned with Syed, Zakaria, Mohd Raus, Hanafi and Syed Hassan's (2015) study that learning aid in this era related to technology such as gadget will provide a platform for students to gain incredible knowledge especially in this borderless age. iPad is proven as a tool in communication technology that can advances school students in their learning process as what IR4.0 is planned for the whole community in this world. The findings present that the use of iPad as a tool in communication technology is useful and in line with current needs. This gadgets' usages among school students are able to stimulates higher-level thinking skills (HOTS), problem based learning, contextual learning and collaborative learning as these are the elements that need to apply in school syllabus under Malaysian Ministry of Education. In addition, these elements are applied in learning with communication technology gadgets, which from the findings the school students are adapting iPad very well in their study in order to make them understand enough on what their learnt and know what they are learning, and use common sense at a high level by mastering the skills of evaluating, applying, analyzing and creating.

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Pembentukan Modal Insan: Hubungan Konsep Kendiri, Personaliti, Dan Pencapaian Akademik Pelajar Sekolah Menengah

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***Abstract*—Kajian ini bertujuan untuk mengenal pasti hubungan antara konsep kendiri dan personaliti dengan pencapaian akademik dalam kalangan pelajar sekolah. Seramai 270 orang pelajar dipilih berdasarkan kaedah persampelan rawak berkelompok di enam buah sekolah menengah di daerah Kluang, Johor. Kajian rintis dijalankan untuk melihat kebolehpercayaan dan kesesuaian soal selidik. Manakala Alpha Cronbach digunakan untuk mengukur ketekalan dalaman soal selidik. Nilai kebolehpercayaan Alpha Cronbach bagi keseluruhan soal selidik ini adalah 0.8432. Soal selidik berkaitan konsep kendiri diubah suai daripada Skala Konsep Kendiri Tennessee daripada Fitts & Wareen (1996). Manakala soal selidik bagi jenis personaliti pelajar pula diubah suai daripada Soal Selidik Personaliti daripada Eysenck & Eysenck (1975). Statistik deskriptif iaitu kekerapan, peratus, min dan sisihan piawai digunakan untuk menganalisis dimensi konsep kendiri pelajar paling dominan. Selain itu, statistik inferensi iaitu ujian-t juga digunakan untuk menganalisis perbezaan antara dimensi konsep kendiri dan personaliti mengikut jantina. Manakala statistik inferensi iaitu korelasi Pearson pula digunakan pada aras signifikan 0.05 bagi menganalisis hubungan antara konsep kendiri dan personaliti dengan pencapaian akademik pelajar. Dapatan kajian ini menunjukkan dimensi konsep kendiri paling dominan dalam kalangan pelajar ialah dimensi konsep kendiri seperti keluarga. Selain itu, analisis ujian-t menunjukkan tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri dan personaliti mengikut jantina. Analisis korelasi Pearson pula mendapati tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri dan personaliti dengan pencapaian akademik. Oleh itu, beberapa cadangan telah dikemukakan bagi meningkatkan konsep kendiri dan juga kecenderungan personaliti pelajar yang positif dalam usaha meningkatkan pencapaian akademik mereka.**

***Kata Kunci*—konsep kendiri, personaliti, pencapaian akademik)**

I. PENGENALAN

Pembangunan modal insan penting untuk melahirkan tenaga kerja berkemahiran tinggi bagi menyokong perkembangan ekonomi negara. Bagi merealisasikan aspirasi negara ini, pembangunan konsep kendiri khususnya pelajar penting bagi melahirkan generasi yang berpersonaliti baik. Malah salah satu fokus daripada dasar kerajaan dalam pembangunan modal insan adalah untuk menambah baik kualiti pendidikan bagi meningkatkan outcome pelajar dan kecemerlangan institusi pendidikan.

Mantan perdana menteri Malaysia yang kelima, Tun Abdullah Ahmad Badawi, telah memperkenalkan konsep modal insan dengan harapan masyarakat Malaysia dan generasi akan datang mampu berfikir secara kritis dan kreatif, berkemahiran menyelesaikan masalah, berkeupayaan mencipta peluang-peluang baharu, selain berkebolehan untuk berhadapan dengan persekitaran yang sering berubah-ubah. Untuk itu, pendidikan dan latihan kemahiran yang berkualiti dan berterusan dapat memastikan modal insan negara kekal relevan dengan kehendak industri kerana Malaysia berhasrat untuk menjadi negara maju dsn berdaya saing di peringkat dunia. Dengan yang demikian, pembentukan konsep kendiri penting kepada pelajar sebagai generasi penerus negara.

Pada masa kini, perkembangan konsep kendiri dalam kalangan pelajar semakin membimbangkan. Kebanyakan pelajar diperhatikan mempunyai konsep kendiri yang rendah dan bersikap pasif dan negatif sehingga mempengaruhi pencapaian akademik di sekolah. Antara cabaran guru di sekolah ialah untuk melahirkan tingkah laku yang positif sama ada dari aspek tingkah laku akademik mahupun tingkah laku bukan akademik. Tugas untuk mengatasi cabaran ini bukanlah perkara mudah memandangkan tingginya harapan ibu bapa untuk melihat anak mereka mencapai kecemerlangan dalam akademik seterusnya menjadi insan yang berjasa kepada keluarga, agama, bangsa dan negara.

Perkara ini perlu ditangani dengan berkesan. Jika tidak, akan menjejaskan harapan pelaksanaan Pelan Induk Pembangunan Pendidikan Malaysia (PIPP) dalam teras kedua iaitu untuk membangunkan modal insan. Teras ini menekankan usaha Kementerian Pelajaran Malaysia (KPM) dalam memberi tumpuan kepada sistem nilai, aspek disiplin, sahsiah, akhlak dan jati diri pelajar. Aspek ini sangat penting untuk melahirkan generasi pemimpin negara Malaysia pada masa akan datang. Generasi ini berpotensi untuk mewujudkan masa depan yang dicita-citakan. Oleh itu sistem pembinaan generasi muda ini haruslah difokuskan kepada pengembangan untuk menjadi manusia berkualiti dengan memiliki personaliti yang unggul dan juga konsep kendiri yang tinggi untuk mengejar kejayaan yang menyeluruh.

Walau bagaimanapun, usaha melahirkan generasi yang mendukung kepada penawaran modal insan yang baik ini tidak akan tercapai tanpa pendidikan yang sempurna. Ini memberi gambaran bahawa pencapaian akademik yang cemerlang bukan sahaja menjadi kebanggaan pelajar dan ibu bapa, malahan menjadi ukuran masa depan mereka dan negara secara am. Ini kerana sudah menjadi kelaziman bahawa pencapaian akademik yang cemerlang membuka peluang yang luas untuk kejayaan dalam pekerjaan dan meningkatkan taraf sosial keluarga seterusnya penyumbang kepada usaha mencapai matlamat negara, iaitu untuk menjadi sebuah negara industri yang maju.

Namun begitu, adalah lumrah apabila pencapaian akademik seringkali dikaitkan dengan faktor-faktor seperti ibu bapa, rakan sebaya, guru dan masyarakat di sekeliling. Begitu juga dengan keyakinan kendiri dan personaliti pelajar itu sendiri. Ini kerana aspek personaliti dan konsep kendiri boleh mempengaruhi pencapaian akademik pelajar itu sendiri. Dengan yang demikian, untuk membina konsep kendiri pelajar yang positif, ibu bapa perlu menyediakan persekitaran rumah tangga yang harmoni, bahagia dan keperluan asas yang mencukupi. Manakala guru di sekolah pula perlu menyediakan persekitaran pembelajaran yang kondusif dan peka terhadap psikologi pelajar. Dapat dilihat bahawa pengaruh sekolah sangat penting dalam pembentukan personaliti kerana sosialisasi di rumah diteruskan di sekolah. Oleh itu, boleh dikatakan bahawa guru secara langsung dapat mempengaruhi perasaan, inspirasi dan sikap kanak-kanak seterusnya mempengaruhi pencapaian akademik mereka.

Habibah dan Noran Fauziah (2002) pula menyatakan kelakuan seseorang itu bergantung kepada konsep kendirinya, iaitu apa yang difikirkan tentang dirinya termasuk kemampuan, kelemahan, dan personalitinya. Seseorang itu menggunakan konsep kendiri apabila meramalkan sama ada dia akan berjaya atau gagal dalam sesuatu perkara. Konsep kendiri ini juga akan mempengaruhi harapan, impian dan juga tindakannya. Menurut Azizi *et al*. (2005), manusia mempunyai suatu gambaran atau pandangan tentang dirinya sendiri. Gambaran ini merangkumi gambaran tentang rupa paras, kesihatan fizikal, kebolehan, kelemahan, dan tingkah laku kita. Konsep kendiri juga didefinisikan sebagai penilaian seseorang terhadap dirinya sendiri atau caranya menanggapi dirinya sendiri, yakni sama ada secara positif ataupun negatif.

Konsep kendiri adalah pengertian atau kefahaman seseorang terhadap dirinya sebagai individu yang asing memiliki satu set ciri–ciri yang unik atau istimewa. Ini membawa maksud bagaimana seseorang individu itu beranggapan dan berpendapat tentang dirinya. Anggapan dan pendapat itu berasaskan kepekaan dan kesedaran tentang kekuatan dan kelemahann dirinya. Selain itu, konsep kendiri boleh digolongkan kepada dua jenis yang utama, iaitu konsep kendiri positif dan konsep kendiri negatif. Konsep kendiri positif bermaksud keadaan atau situasi yang mana seseorang individu itu percaya dan yakin kepada dirinya, mempunyai minat yang baik, bersifat objektif dan tidak terlalu sensitif. Individu itu boleh menerima kritikan individu lain serta sudi memberi pandangan dan pendapatnya jika timbul atau terdapat keadaan yang tidak logikal atau rasional. Konsep kendiri negatif pula ialah seseorang individu itu akan menunjukkan sifat-sifat terlalu subjektif.

Sehubungan dengan itu, seseorang individu itu pastinya akan bersikap sensitif. Menurut Azizi *et al*. (2005), individu jenis ini akan sentiasa berasa tidak puas hati, tidak gembira, cepat merajuk serta perasaannya mudah tersinggung. Individu seperti ini sering dimarahi atau dikritik sama ada oleh ibu bapa, guru, rakan-rakan atau sesiapa sahaja yang berada di sekelilingnya. Keadaan ini akan menyebabkan individu berkenaan akan berasa dirinya mempunyai keyakinan yang rendah. Ini mengakibatkan individu tersebut bersifat rendah diri, pasif, muram dan tidak bergaul dengan orang lain.

Dalam pembentukan konsep kendiri seseorang, terdapat faktor-faktor yang mempengaruhi pembentukan tersebut. Menurut Azizi dan Jaafar (2006), pembentukan konsep kendiri seseorang terbina oleh sifat semula jadi, kematangan, dan alam sekelilingnya. Konsep kendiri seseorang dapat dibentuk daripada pengalaman dan dicontohi daripada ibu bapa, orang dewasa, teman sebaya, dan diri sendiri. Habibah dan Noran Fauziah (2002) menyatakan bahawa guru memainkan peranan penting dalam pembinaan konsep kendiri kanak-kanak di dalam bilik darjah. Penilaian guru terhadap pelajar dan apa sahaja perkara yang dilakukannya boleh memberi kesan ke atas konsep kendiri pelajar tersebut. Misalnya, apabila guru bertindak merendahkan atau menjatuhkan air muka pelajar, kesan negative yang mungkin akan timbul adalah seperti pelajar tersebut merasakan bahawa bahawa dirinya lemah.

Berdasarkan kajian yang telah dijalankan sebelum ini, didapati terdapat hubungan antara konsep kendiri dengan pencapaian akademik. Menurut Conger (1973) dalam Rohaty (1992), individu yang mempunyai pencapaian akademik yang tinggi lebih bertanggungjawab, menyukai sekolah dan jarang melanggar peraturan. Garison dan Garison (1975) dalam Azizi *et al*. (2005) pula menyatakan bahawa konsep kendiri adalah konsep penting dalam menentukan personaliti seseorang. Terdapat tiga komponen penting dalam konsep kendiri iaitu kesedaran diri, penerimaan diri iaitu perasaan timbal balik antara diri dengan orang lain dan penilaian hasil daripada penerimaan orang lain. Konsep kendiri juga dikaitkan dengan sifat ekstrovert dan introvert. Ada pendapat yang menyatakan bahawa pelajar yang ekstrovert memperolehi prestasi yang lebih baik daripada pelajar yang introvert atau sebaliknya. Justeru itu, konsep kendiri dan personaliti dilihat mempunyai perkaitan dengan pencapaian akademik seseorang.

II. PERNYATAAN MASALAH

Kegiatan pembelajaran di sekolah dapat memaparkan konsep kendiri seseorang pelajar. Pelajar yang mempunyai konsep kendiri positif biasanya akan melibatkan diri secara aktif di dalam sesi pembelajaran. Manakala sesetengah pelajar yang konseo kendirinya rendah pula biasanya agak pasif dan pendiam. Dapat dikatakan bahawa keadaan ini mungkin dipengaruhi oleh konsep kendiri yang berlainan yang dimiliki oleh setiap pelajar. Pembentukan konsep kendiri seseorang pelajar bergantung kepada beberapa dimensi konsep kendiri seperti keluarga, rakan sebaya, dan peribadi. Kesemua dimensi ini saling berkait antara satu dengan yang lain.

Di samping itu, konsep kendiri pelajar dipengaruhi oleh keluarga, sosial dan peribadi. Oleh itu, kajian ini, mengkaji dimensi konsep kendiri seperti keluarga, sosial dan peribadi. Kajian ini juga ingin melihat sama ada terdapat hubungan yang signifikan antara dimensi konsep kendiri dengan pencapaian akademik pelajar ataupun tidak.

Selain melihat konsep kendiri pelajar, kajian ini juga ingin melihat personaliti pelajar sama ada dikategorikan dalam golongan ekstrovert ataupun introvert dan neurotik atau kestabilan emosi. Seterusnya, kajian ini melihat sama ada terdapat hubungan yang signifikan antara personaliti dengan pencapaian akademik pelajar ataupun tidak. Justeru itu, kajian ini ingin mengkaji jenis-jenis personaliti pelajar dan hubungannya dengan pencapaian akademik pelajar.

III. OBJEKTIF KAJIAN

Kajian ini bertujuan untuk mengenal pasti hubungan antara dimensi konsep kendiri dan personaliti dengan pencapaian akademik pelajar. Objektif khusus kajian ini dijalankan adalah untuk:

i. Mengenal pasti dimensi konsep kendiri paling dominan seperti peribadi, keluarga dan sosial dalam kalangan pelajar.
ii. Mengenal pasti jenis konsep kendiri yang wujud seperti konsep kendiri positif dan konsep kendiri negatif dalam kalangan pelajar.

iii. Mengenal pasti sama ada terdapat hubungan yang signifikan antara konsep kendiri dengan pencapaian akademik pelajar.
iv. Mengenal pasti jenis personaliti pelajar sama ada ekstrovert atau introvert berdasarkan skala ekstroversi.
v. Mengenal pasti jenis personaliti pelajar sama ada neurotik atau kestabilan emosi berdasarkan skala neurotisme.
vi. Mengetahui hubungan antara jenis personaliti berdasarkan skala ekstroversi dan skala neurotisme dengan pencapaian akademik pelajar.

IV. PERSOALAN KAJIAN

Kajian ini akan menjawab beberapa persoalan kajian untuk mengenal pasti hubungan antara konsep kendiri dan personaliti dengan pencapaian akademik pelajar. Persoalan kajian ini adalah seperti yang berikut:

vii. Apakah dimensi konsep kendiri yang paling dominan seperti peribadi, keluarga dan sosial?
viii. Apakah jenis konsep kendiri pelajar sama ada konsep kendiri positif atau konsep kendiri negatif?
ix. Adakah terdapat hubungan antara konsep kendiri dengan pencapaian akademik pelajar?
x. Apakah jenis personaliti pelajar sama ada ekstrovert atau introvert berdasarkan kepada skala ekstroversi?
xi. Apakah jenis personaliti pelajar sama ada introvert atau neurotik berdasarkan kepada skala neurotisme?
xii. Adakah terdapat hubungan antara jenis personaliti berdasarkan skala ekstroversi dan skala neurotisme dengan pencapaian akademik pelajar?

V. 5.0 HIPOTESIS KAJIAN

Hipotesis Nol 1: Tidak terdapat terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti peribadi, keluarga dan sosial dengan pencapaian akademik pelajar.

Hipotesia Nol 1.1: Tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti peribadi dengan pencapaian akademik pelajar.

Hipotesis Nol 1.2: Tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti keluarga dengan pencapaian akademik pelajar.

Hipotesis Nol 1.3: Tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti sosial dengan pencapaian akademik pelajar.

Hipotesis Nol 2: Tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala ekstroversi dan skala neurotisme dengan pencapaian akademik pelajar.

Hipotesis Nol 2.1: Tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala ekstroversi dengan pencapaian akademik pelajar.

Hipotesis Nol 2.2: Tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala neurotisme dengan pencapaian akademik pelajar.

Hipotesis Nol 3: Tidak terdapat hubungan yang signifikan antara konsep kendiri dengan personaliti pelajar.

Hipotesis nol 4: Tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti peribadi, keluarga dan sosial mengikut jantina.

Hipotesis Nol 4.1: Tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti peribadi mengikut jantina.

Hipotesis Nol 4.2: Tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti keluarga mengikut jantina.

Hipotesis Nol 4.3: Tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti sosial mengikut jantina.

Hipotesis Nol 5: Tidak terdapat perbezaan yang signifikan antara jenis personaliti berdasarkan skala ekstroversi dan skala neurotisme mengikut jantina.

Hipotesis Nol 5.1: Tidak terdapat perbezaan yang signifikan antara jenis personaliti berdasarkan skala ekstroversi mengikut jantina.

Hipotesis Nol 5.2: Tidak terdapat perbezaan yang signifikan antara jenis personaliti berdasarkan skala neurotisme mengikut jantina.

VI. BATASAN KAJIAN

Kajian ini dilaksanakan di enam buah sekolah menengah di sekitar daerah Kluang, Johor. Responden kajian ini adalah pelajar Tingkatan Empat kerana mereka telah mendapat keputusan Peperiksaan Menengah Rendah (PMR) dan tidak terlibat dengan peperiksaan besar. Selain itu, kajian ini hanya memberi fokus kepada tiga dimensi konsep kendiri seperti keluarga, sosial dan peribadi berdasarkan dimensi konsep kendiri paling dominan dalam kajian lepas.

VII. METODOLOGI

Kajian ini merupakan kajian deskriptif yang bertujuan untuk mengenal pasti hubungan antara konsep kendiri dan personaliti dengan pencapaian akademik pelajar sekolah menengah. Responden kajian pula dipilih berdasarkan kaedah rawak berkelompok dari enam buah sekolah menengah di sekitar daerah Kluang, Johor. Data kajian diperoleh menggunakan soal selidik yang digunakan sebagai instrumen kajian. Soal selidik ini terdiri daripada tiga bahagian iaitu Bahagian A ialah latar belakang pelajar, Bahagian B ialah set soalan personaliti pelajar menggunakan skala Likert tiga mata dan Bahagian C ialah set soalan konsep kendiri menggunakan skala Likert lima mata. Seterusnya, data kajian dianalisis menggunakan *Statistical Package for Social Sciences* (SPSS). Dalam kajian ini, analisis deskriptif yang digunakan adalah seperti min, peratusan, kekerapan dan juga sisishan piawai. Analisis inferensi yang digunakan pula ialah korelasi Pearson bagi melihat hubungan yang wujud berdasarkan hipotesis kajian. Manakala ujian-t digunakan untuk melihat perbezaan antara pemboleh ubah.

VIII. DAPATAN KAJIAN

A. *Dimensi Konsep Kendiri yang Dominan*

JADUAL 1.1: MIN KESELURUHAN BAGI DIMENSI KONSEP KENDIRI PELAJAR

Dimensi Konsep Kendiri	**Min Keseluruhan**
Dimensi konsep kendiri seperti peribadi	3.72
Dimensi konsep kendiri seperti keluarga	4.10
Dimensi konsep kendiri seperti sosial	3.56

Jadual 1.1 menunjukkan min keseluruhan bagi dimensi konsep kendiri pelajar. Berdasarkan penganalisaan data kajian, dimensi konsep kendiri yang dominan dalam kalangan pelajar adalah dimensi keluarga. Ini kerana dimensi ini mempunyai nilai min keseluruhan tertinggi iaitu 4.10 berbanding min keseluruhan dimensi konsep kendiri seperti peribadi iaitu 3.72 dan konsep kendiri sosial iaitu 3.56. Perkara ini disebabkan hubungan antara pelajar dengan ahli keluarga adalah erat dan menyumbang kepada pembentukan konsep kendiri yang tinggi terhadap pelajar tersebut.

B. *Jenis Konsep Kendiri yang Wujud dalam Kalangan Pelajar*

JADUAL 1.2: JENIS KONSEP KENDIRI DALAM KALANGAN PELAJAR

Jenis konsep kendiri	**Frekuensi**	**Peratus**
Positif	264	97.8
Negatif	6	2.2
Jumlah	270	100.0

Jadual 1.2 di bawah menunjukkan frekuensi dan peratusan bagi tahap konsep kendiri pelajar tingkatan empat sekolah menengah di sekitar daerah Kluang. Keseluruhan daripada ketiga-tiga dimensi konsep kendiri iaitu dimensi peribadi, keluarga dan sosial, didapati seramai 264 orang daripada 270 orang pelajar (97.8 peratus) mempunyai konsep kendiri positif. Manakala hanya enam orang pelajar (2.2 peratus) mempunyai konsep kendiri negatif.

C. Jenis Personaliti Pelajar Sama Ada Ekstrovert Atau Introvert Berdasarkan Skala Ekstroversi

JADUAL 1.3 : TABURAN FREKUENSI DAN PERATUSAN JENIS PERSONALITI PELAJAR BERDASARKAN SKALA EKSTROVERSI

Jenis personaliti	**Frekuensi**	**Peratus**
Ekstrovert	165	61.1
Introvert	105	38.9
Jumlah	270	100.0

Jadual 1.3 menunjukkan taburan frekuensi dan peratusan bagi jenis personaliti pelajar bagi skala ekstroversi. Seramai 165 orang daripada 270 orang pelajar (61.1 peratus) mempunyai personaliti ekstrovert manakala 105 orang pelajar (38.9 peratus) mempunyai personaliti introvert.

D. Jenis Personaliti Pelajar Sama Ada Neurotik Atau Kestabilan Emosi Berdasarkan Skala Neurotisme

JADUAL 1.4: TABURAN FREKUENSI DAN PERATUSAN JENIS PERSONALITI PELAJAR BERDASARKAN SKALA NEUROTISME

Jenis personaliti	**Frekeunsi**	**Peratus**
Neurotik	136	50.4
Kestabilan emosi	134	49.6
Jumlah	270	100.0

Jadual 1.4 menunjukkan taburan frekuensi dan peratusan bagi personaliti pelajar berdasarkan skala neurotisme. Seramai 136 orang daripada keseluruhan 270 orang pelajar (50.4 peratus) memiliki personaliti neurotik. Manakala 134 orang pelajar (49.6 peratus) pula memiliki personaliti kestabilan emosi.

E. Tahap Pencapaian Akademik Di Kalangan Pelajar

JADUAL 1.5: TAHAP PENCAPAIAN AKADEMIK PELAJAR

Tahap	**Frekeunsi**	**Peratus**
Tinggi	139	51.5
Sederhana	114	42.2
Rendah	17	6.3
Jumlah	270	100.0

Jadual 1.5 menunjukkan tahap pencapaian akademik pelajar tingkatan empat di sekolah menengah sekitar daerah Kluang. Terdapat tiga kategori tahap yang digunakan iaitu tinggi, sederhana dan rendah. Seramai 139 orang daripada 270 orang pelajar (51.5 peratus) berada pada tahap pencapaian akademik yang tinggi, 114 orang pelajar (42.2 peratus) pula berada pada tahap sederhana manakala 17 orang pelajar (6.3 peratus) berada pada tahap pencapaian akademik yang rendah.

JADUAL 1.6: KORELASI PEARSON ANTARA DIMENSI KONSEP KENDIRI SEPERTI PERIBADI DENGAN PENCAPAIAN AKADEMIK PELAJAR

Aras signifikan, α = 0.05

Dimensi konsep kendiri		**Pencapaian**
Peribadi	Pekali korelasi Pearson, r	-0.70
	Sig.(2-tailed), p	0.251
	Frekuensi, n	270

Jadual 1.6 adalah tentang korelasi Pearson antara dimensi konsep kendiri peribadi dengan pencapaian akademik pelajar. Analisis inferensi ini mendapati pekali korelasi Pearson, r ialah -0.70. Ini menunjukkan hubungan adalah songsang yang kuat. Oleh kerana nilai p ialah 0.251 iaitu lebih besar daripada aras signifikan, α iaitu 0.05, maka hipotesis nol diterima. Ini bermakna tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti peribadi dengan pencapaian akademik pelajar. Hasil dapatan kajian membuktikan bahawa tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti peribadi dengan pencapaian akademik pelajar.

JADUAL 1.7: KORELASI PEARSON ANTARA DIMENSI KONSEP KENDIRI SEPERTI KELUARGA DENGAN PENCAPAIAN AKADEMIK PELAJAR

Aras signifikan, α = 0.05

Dimensi konsep kendiri		**Pencapaian**
Keluarga	Pekali Korelasi Pearson, r	0.35
	Sig.(2-tailed), p	0.566
	Frekuensi, n	270

Jadual 1.7 tentang korelasi Pearson antara dimensi konsep kendiri seperti keluarga dengan pencapaian akademik pelajar. Daripada jadual di atas pekali korelasi Pearson, r ialah 0.35. Ini menunjukkan hubungan adalah positif yang lemah. Oleh kerana nilai padalah 0.566 iaitu lebih besar daripada aras signifikan, α iaitu 0.05, maka hipotesis nol diterima. Ini bermakna tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti keluarga dengan pencapaian akademik pelajar. Oleh itu, hasil dapatan kajian membuktikan bahawa tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti keluarga dengan pencapaian akademik pelajar.

JADUAL 1.8: KORELSI PEARSON ANTARA DIMENSI KONSEP KENDIRI SEPERTI SOSIAL DENGAN PENCAPAIAN AKADEMIK PELAJAR

Dimensi konsep kendiri		**Pencapaian**
Sosial	Pekali Korelasi Pearson, r	0.099
	Sig.(2-tailed), p	0.103
	Frekuensi, n	270

Aras signifikan, α = 0.05

Jadual 1.8 tentang korelasi Pearson antara dimensi konsep kendiri seperti sosial dengan pencapaian akademik pelajar. Hasil analisis inferensi ini mendapati pekali korelasi Pearson, r ialah 0.099. Ini menunjukkan terdapat hubungan yang positif namun sangat lemah. Oleh kerana nilai p ialah 0.103 iaitu lebih besar daripada aras signifikan, α iaitu 0.05, maka hipotesis nol diterima. Ini bermakna tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti sosial dengan pencapaian akademik pelajar. Dengan yang demikian, hasil dapatan kajian membuktikan bahawa tidak terdapat hubungan yang signifikan antara dimensi konsep kendiri seperti sosial dengan pencapaian akademik pelajar.

JADUAL 1.9: KORELASI PEARSON ANTARA DIMENSI KONSEP KENDIRI SECARA KESELURUHAN DENGAN PENCAPAIAN AKADEMIK PELAJAR

		Pencapaian
Dimensi Konsep Kendiri	Pekali Korelasi Pearson, r	0.022
	Sig.(2-tailed), p	0.717
	Frekuensi, n	270

Aras signifikan, α = 0.05

Jadual 1.9 tentang korelasi Pearson antara keseluruhan dimensi konsep kendiri dengan pencapaian akademik pelajar. Daripada analisis data didapati pekali korelasi Pearson, r ialah 0.022. Ini menunjukkan terdapat hubungan yang positif namun sangat lemah. Oleh kerana nilai p ialah 0.717 iaitu lebih besar daripada aras signifikan, α iaitu 0.05, ini bermakna tidak terdapat hubungan yang signifikan antara keseluruhan dimensi konsep kendiri dengan pencapaian akademik pelajar. Oleh itu, ujian korelasi menunjukkan bahawa tidak terdapat hubungan yang signifikan antara keseluruhan dimensi konsep kendiri dengan pencapaian akademik pelajar.

JADUAL 1.10: KORELASI PEARSON ANTARA JENIS PERSONALITI BERDASARKAN SKALA EKSTROVERSI DENGAN PENCAPAIAN AKADEMIK PELAJAR

Jenis Personaliti		**Pencapaian**
Skala Ekstroversi	Pekali Korelasi Pearson, r	0.25
	Sig.(2-tailed), p	0.688
	Frekuensi, n	270

Aras signifikan, α = 0.05

Jadual 1.10 tentang korelasi Pearson antara jenis personaliti berdasarkan skala ekstroversi dengan pencapaian akademik pelajar. Hasil analisis data menunjukkan pekali korelasi Pearson, r adalah 0.25. Ini bermakna hubungan yang wujud adalah positif namun lemah. Nilai p pula ialah 0.688 iaitu lebih besar daripada aras signifikan, α iaitu 0.05, maka hipotesis nol diterima. Ini menunjukkan tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala ekstrovert dengan pencapaian akademik pelajar. Oleh itu, analisis inferensi membuktikan bahawa tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala ekstroversi dengan pencapaian akademik pelajar.

JADUAL 1.11: KORELASI PEARSON ANTARA JENIS PERSONALITI BERDASARKAN SKALA NEUROTISME DENGAN PENCAPAIAN AKADEMIK PELAJAR

Jenis Personaliti		**Pencapaian**
Skala Neurotisme	Pekali Korelasi Pearson, r	0.031
	Sig.(2-tailed), p	0.611
	Frekuensi, n	270

Aras signifikan, α = 0.05

Jadual 1.11 tentang korelasi Pearson antara jenis personaliti berdasarkan skala neurotisme dengan pencapaian akademik pelajar. Daripada jadual di atas nilai pekali korelasi Pearson, r adalah 0.031. Ini menunjukkan bahawa hubungan yang wujud adalah positif namun sangat lemah. Oleh kerana nilai p adalah 0.611 iaitu lebih besar daripada aras signifikan, α iaitu 0.05, maka hipotesis nol diterima. Ini menunjukkan tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala neurotisme dengan pencapaian akademik pelajar. Dapatan kajian membuktikan bahawa tidak terdapat hubungan yang signifikan antara jenis personaliti berdasarkan skala neurotisme dengan pencapaian akademik pelajar.

JADUAL 1.12: KORELASI PEARSON ANTARA JENIS PERSONALITI SECARA KESELURUHAN DENGAN PENCAPAIAN AKADEMIK PELAJAR

		Pencapaian
Jenis Personaliti	Pekali korelasi Pearson, r	0.044
	Sig.(2-tailed), p	0.473
	Frekuensi, n	270

Aras signifikan, α = 0.05

Jadual 1.12 tentang korelasi Pearson antara jenis personaliti secara keseluruhan dengan pencapaian akademik pelajar. Daripada analisis data didapati pekali korelasi Pearson, r adalah 0.044. Ini menunjukkan kekuatan hubungan yang positif namun sangat lemah. Manakala, nilai p ialah 0.473 adalah lebih besar daripada aras signifikan, α iaitu 0.05. Ini bermakna tidak terdapat hubungan yang signifikan antara keseluruhan jenis personaliti dengan pencapaian akademik pelajar. Analisis dapatan kajian menunjukkan bahawa tidak terdapat hubungan yang signifikan antara keseluruhan jenis personaliti dengan pencapaian akademik pelajar.

JADUAL 1.13: KORELASI PEARSON ANTARA PERSONALITI DENGAN KONSEP KENDIRI PELAJAR

		Personaliti
Konsep kendiri	Pekali korelasi Pearson, r	0.041
	Sig.(2-tailed), p	0.507
	Frekuensi, n	270

Aras signifikan, α = 0.05

Jadual 1.13 di atas adalah tentang korelasi Pearson antara personaliti dengan konsep kendiri pelajar. Analisis dapatan kajian menunjukkan pekali korelasi Pearson, r adalah 0.041. Ini menunjukkan bahawa hubungan yang wujud adalah positif namun sangat lemah. Oleh kerana nilai, p adalah lebih besar daripada aras signifikan α iaitu 0.507, maka hipotesis nol diterima. Ini bermakna tidak terdapat hubungan yang signifikan antara personaliti dengan konsep kendiri pelajar. Hasil dapatan kajian membuktikan bahawa tidak terdapat hubungan yang signifikan antara personaliti dengan konsep kendiri pelajar.

JADUAL 1.14: TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN YANG SIGNIFIKAN ANTARA DIMENSI KONSEP KENDIRI PELAJAR SEPERTI PERIBADI MENGIKUT JANTINA

Jantina	**Frekuensi, n**	**Min**	**Df**	**T**	**Signifikan**
Lelaki	108	3.713	268	-0.258	0.189
Perempuan	162	3.727	214.981	-0.254	

Aras signifikan α = 0.05

Jadual 1.14 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara dimensi konsep kendiri pelajar seperti peribadi mengikut jantina. Hasil analisis data kajian mendapati nilai signifikan, p adalah 0.189 iaitu lebih besar daripada aras signifikan, α = 0.05. Ini bermakna hipotesis nol diterima, maka tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri pelajar seperti peribadi mengikut jantina. Oleh itu, keputusan ujian-t menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti peribadi mengikut jantina.

JADUAL 1.15: TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN YANG SIGNIFIKAN ANTARA DIMENSI KONSEP KENDIRI PELAJAR SEPERTI KELUARGA MENGIKUT JANTINA

Jantina	**Frekuensi, n**	**Min**	**Df**	**T**	**Signifikan**
Lelaki	108	4.052	268	-1.239	0.518
Perempuan	162	4.132	237.085	-1.252	

Aras signifikan α = 0.05

Jadual 1.15 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara dimensi konsep kendiri pelajar seperti keluarga mengikut jantina. Analisis data menunjukkan nilai signifikan, p ialah 0.518 iaitu lebih besar daripada aras signifikan, α = 0.05. Ini bermakna hipotesis nol diterima, maka tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri pelajar seperti keluarga mengikut jantina. Oleh itu, ujian statistik inferensi ini menunjukkan tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti keluarga mengikut jantina.

JADUAL 1.16: TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN YANG SIGNIFIKAN ANTARA DIMENSI KONSEP KENDIRI PELAJAR SEPERTI SOSIAL MENGIKUT JANTINA

Jantina	**Frekuensi, n**	**Min**	**Df**	**T**	**Signifikan**
Lelaki	108	3.580	269268	0.535	0.687
Perempuan	162	3.551	231.882	0.541	

Aras signifikan α = 0.05

Jadual 1.16 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara dimensi konsep kendiri pelajar seperti sosial mengikut jantina. Daripada jadual di atas didapati nilai signifikan, p adalah 0.687 iaitu lebih besar daripada aras signifikan, α = 0.05. Oleh itu, hipotesis nol diterima, maka tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri pelajar seperti sosial mengikut jantina. Analisis data kajian di atas menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara dimensi konsep kendiri seperti sosial mengikut jantina.

JADUAL 1.17: TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN YANG SIGNIFIKAN ANTARA DIMENSI KONSEP KENDIRI SECARA KESELURUHAN MENGIKUT JANTINA

Jantina	**Frekuensi, n**	**Min**	**Df**	**T**	**Signifikan**
Lelaki	108	3.778	268	0.933	0.680
Perempuan	162	3.881	229.862	0.937	

Aras signifikan α = 0.05

Jadual 1.17 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara dimensi konsep kendiri pelajar secara keseluruhan mengikut jantina. Analisis data menunjukkan nilai signifikan, p adalah 0.680 iaitu lebih besar daripada aras signifikan, α = 0.05. Ini bermakna hipotesis nol diterima, maka tidak terdapat perbezaan yang keseluruhan signifikan antara dimensi konsep kendiri pelajar mengikut jantina. Oleh itu, ujian statistik inferensi ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara keseluruhan dimensi konsep kendiri mengikut jantina.

JADUAL 1.18: TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN YANG SIGNIFIKAN ANTARA JENIS PERSONALITI PELAJAR BERDASARKAN SKALA EKSTROVERSI MENGIKUT JANTINA

Jantina	**Frekuensi, n**	**Min**	**Df**	**T**	**Signifikan**
Lelaki	108	2.128	268	0.543	0.881
Perempuan	162	2.100	232.602	0.552	

Aras signifikan α = 0.05

Jadual 1.18 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara jenis personaliti pelajar berdasarkan skala ekstroversi mengikut jantina. Daripada jadual di atas didapati nilai signifikan, p adalah 0.881 iaitu lebih besar daripada aras signifikan, α = 0.05. Maka hipotesis nol diterima dan menunjukkan tidak terdapat perbezaan yang signifikan antara jenis personaliti pelajar berdasarkan skala ekstroversi mengikut jantina. Oleh itu, ujian statistik inferensi ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara jenis personaliti pelajar berdasarkan skala ekstroversi mengikut jantina.

JADUAL 1.19: TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN ANTARA JENIS PERSONALITI PELAJAR BERDASARKAN SKALA NEUROTISME MENGIKUT JANTINA

Jantina	Frekuensi, n	Min	Df	T	Signifikan
Lelaki	108	1.995	268	-1.366	0.699
Perempuan	162	2.082	222.452	-1.354	

Aras signifikan α = 0.05

Jadual 1.19 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara jenis personaliti pelajar berdasarkan skala neurotisme mengikut jantina. Analisis data kajian mendapati nilai signifikan, p adalah 0.699 iaitu lebih besar daripada aras signifikan, α = 0.05. Oleh itu, hipotesis nol diterima, maka ini bermakna tidak terdapat perbezaan yang signifikan antara jenis personaliti pelajar berdasarkan skala neurotisme mengikut jantina. Hasil analisis data membuktikan bahawa tidak terdapat perbezaan yang signifikan antara jenis personaliti pelajar berdasarkan skala neurotisme mengikut jantina.

JADUAL 1.20:TABURAN MIN DAN NILAI SIGNIFIKAN (UJIAN-T) BAGI PERBEZAAN YANG SIGNIFIKAN ANTARA KESELURUHAN PERSONALITI PELAJAR MENGIKUT JANTINA

Jantina	Frekuensi, n	Min	Df	T	Signifikan
Lelaki	108	2.062	268	-1.355	0.374
Perempuan	162	2.091	220.652	-1.362	

Aras signifikan α = 0.05

Jadual 1.20 menunjukkan taburan min dan nilai signifikan (Ujian-t) bagi perbezaan yang signifikan antara keseluruhan personaliti pelajar mengikut jantina. Daripada jadual di atas didapati nilai signifikan, p adalah 0.374 iaitu lebih besar daripada aras keertian, α = 0.05. Maka hipotesis nol diterima dan menunjukkan tidak terdapat perbezaan yang signifikan antara keseluruhan personaliti pelajar mengikut jantina. Oleh itu, ujian statistik inferensi ini menunjukkan bahawa tidak terdapat perbezaan yang signifikan antara keseluruhan personaliti pelajar mengikut jantina.

IX. PERBINCANGAN

Dapatan kajian menunjukkan bahawa dimensi konsep kendiri seperti keluarga merupakan dimensi konsep kendiri yang paling dominan dalam kalangan pelajar. Kajian ini selari dengan kajian yang dijalankan oleh Alomar (2006) iaitu, jantina dan konsep kendiri didapati mempunyai kesan langsung yang sangat signifikan terhadap pencapaian akademik. Pelajar dari keluarga yang bermotivasi juga menunjukkan tahap pencapaian akademik yang lebih tinggi seperti yang dinyatakan oleh Hanifer et.al (2018) dalam kajian mereka. Selain itu mereka juga mendapati pelajar menunjukkan peningkatan konsep kendiri dan pencapaian akademik yang lebih tinggi daripada pelajar daripada jenis keluarga yang sebaliknya.

Kajian ini juga menunjukkan bahawa pelajar yang merasai dirinya dikehendaki, disayangi dan dihargai menyebabkan kepercayaan terhadap diri adalah tinggi dan dapat mempengaruhi pencapaian akademik mereka. Dapatan kajian ini disokong dengan kajian lain yang juga menunjukkan bahawa konsep kendiri akademik dan motivasi akademik, didapati memainkan peranan penting dalam pencapaian akademik pelajar (Areepattamannil, Freeman, & Klinger, 2011a; Areepattamannil, Freeman, & Klinger, 2011b; Becker, McElvany, & Kortenbruck, 2010; Lee, McInerney, Liem, & Ortiga, 2010).

Dapatan kajian ini juga menunjukkan bahawa keseluruhan pelajar mempunyai konsep kendiri yang positif. Sharifah (1998) dalam bukunya menyatakan bahawa majoriti pelajar mempunyai konsep kendiri yang positif. Pendapat ini secara tidak langsung telah menyokong dapatan kajian ini. Konsep kendiri pelajar yang positif juga disebabkan oleh kesan hubungan yang baik antara pelajar dengan orang di sekelilingnya. Menurut Azizi *et al.* (2005), mereka yang mempunyai konsep kendiri yang positif sentiasa menerima layanan dan perhatian yang baik sama ada daripada ibu bapa sendiri, keluarga, guru, rakan-rakan mahupun orang yang berada disekeliling mereka. Mereka akan sentiasa mengalami lebih banyak kejayaan berbanding daripada kegagalan. Ini kerana mereka akan sentiasa merasakan bahawa mereka dihargai dan merasakan bahawa terdapat sokongan daripada orang lain.

Selain itu, kajian ini menunjukkan majoriti pelajar mempunyai jenis personaliti ekstrovert. Umumnya seseorang yang ekstrovert secara tidak langsung akan mempunyai konsep kendiri yang tinggi. Perkara ini selari dengan kajian yang dijalankan oleh Mammadov, Cross, & Ward (2018) ke atas 161 orang pelajar sekolah menengah yang berbakat. Kajian mereka mendapati bahawa personaliti mempunyai kaitan langsung dengan pencapaian akademik.

Daripada hasil analisis data, kajian ini menunjukkan 136 daripada 270 pelajar mempunyai jenis personaliti neurotik. Ternyata personaliti ini juga baik bagi pencapaian akademik pelajar sebagaimana dapatan kajian yang dibuat oleh Rosander & Bäckström (2014) yang mendapati bahawa pelajar yang menginginkan kerjaya akademik yang lebih jauh, melihat nilai akhir sebagai sangat penting. Perkara inilah yang menunjukkan mengapa neurotisme mempunyai hubungan positif dengan prestasi akademik. Malah menurut mereka lagi, dari beberapa aspek neurotisme mungkin bermanfaat kepada pelajar untuk memperoleh gred yang lebih tinggi.

Pada keseluruhannya, dapatan kajian ini juga menunjukkan bahawa majoriti pelajar berada pada tahap pencapaian akademik yang cemerlang. Ini mungkin disebabkan mereka menerima layanan yang baik dan penghargaan yang tinggi daripada rakan sebaya, ibu bapa dan juga masyarakat sekeliling. Perkara ini dapat meningkatkan tahap konsep kendirinya dan memberi kesan positif terhadap pembelajaran dan pencapaian akademik.

X. Cadangan

Berdasarkan kepada dapatan kajian dan juga perbincangan, penyelidik ingin mengemukakan beberapa cadangan sebagai panduan untuk diaplikasikan. Antara cadangan tersebut adalah ibu bapa perlu mengambil berat terhadap faktor-faktor dalaman dan luaran yang mempengaruhi konsep kendiri anak-anak. Selain itu, faktor-faktor persekitaran yang mempengaruhi personaliti anak-anak juga perlu diberikan perhatian. Ini kerana faktor-faktor tersebut memberi kesan yang besar terhadap pencapaian akademik pelajar. Pergaulan anak-anak, perlu diambil berat oleh ibu bapa yang tidak semestinya di rumah sahaja namun juga di sekolah dan di luar rumah. Perkara ini perlu diambil berat kerana selain ibu bapa, rakan sebaya dan masyarakat sekeliling juga turut mempengaruhi personaliti dan konsep kendiri anak-anak. Oleh itu, ibu bapa perlu mewujudkan suasana keluarga yang positif kerana ia membantu membentuk konsep kendiri yang lebih positif yang dapat meningkatkan pencapaian akademik dan membanteras masalah tingkah laku daripada berlaku.

Daripada dapatan kajian, didapati min tertinggi bagi dimensi yang mempengaruhi konsep kendiri ialah dimensi konsep kendiri seperti sosial. Selain itu, dapatan juga mendapati bahawa majoriti pelajar mempunyai personaliti neurotik. Diketahui sekolah adalah salah satu daripada agen sosial. Oleh yang demikian, pihak pentadbir sekolah perlulah lebih prihatin kepada isu-isu pergaulan pelajar dan tidak hanya tertumpu kepada pencapaian akademik semata-mata. Sehubungan dengan itu, bahagian kaunseling sekolah boleh mengadakan ujian untuk mengenal pasti konsep kendiri dan personaliti pelajar. Pihak sekolah boleh menggunakann ujian Skala Konsep Kendiri Tennesee seperti yang digunakan dalam kajian ini. Dengan itu, langkah pengekalan boleh dibuat dengan mengatasi masalah pelajar yang mempunyai konsep kendiri yang rendah dan masalah personaliti seperti kemurungan. Kaunselor sekolah juga memainkan peranan yang sangat penting dalam memberi maklum balas tentang masalah yang dihadapi pelajar. Kaunselor sekolah perlu mendorong pelajar ke arah mencapai personaliti yang unggul, konsep kendiri yang positif seterusnya mencapai keputusan akademik yang cemerlang.

Dapatan kajian menunjukkan majoriti pelajar mempunyai jenis personaliti neurotik. Selain itu, dapatan kajian juga mendapati dimensi konsep kendiri adalah paling dominan ialah keluarga. Dengan yang demikian dicadangkan supaya para pelajar lebih banyak melibatkan diri dengan aktiviti berbentuk kemasyarakatan, muhasabah diri dan juga membina personaliti unggul bagi mengatasi masalah personaliti yang mereka hadapi. Ini kerana emosi yang tidak stabil boleh menyebabkan kecenderungan untuk menyendiri dan tidak mahu bergaul. Pelajar juga seharusnya didedahkan dengan aktiviti-aktiviti yang berbentuk membina jati diri dan semangat berkumpulan bagi melatih mereka untuk berinteraksi dengan masyarakat.

XI. Kesimpulan

Dapatan kajian ini diharapkan dapat memberi maklumat tentang konsep kendiri dan personaliti pelajar yang mempengaruhi pencapaian akademik mereka. Selain itu dapatan kajian juga mendapati bahawa keseluruhan pelajar mempunyai konsep kendiri yang positif. Dengan adanya konsep kendiri yang positif, yang mengarah kepada pencapaian akademik, dapat dikatakan bahawa hasrat kerajaan untuk melahirkan modal insan yang baik dapat tercapai.

Namun begitu, masih terdapat segelintir pelajar yang mempunyai konsep kendiri yang negatif. Dengan yang demikian, konsep kendiri pelajar dan kecenderungan personaliti pelajar tersebut perlu dipertingkatkan bagi membentuk konsep kendiri yang positif. Ini kerana daripada dapatan kajian menunjukkan bahawa konsep kendiri dan personaliti positif sangat berkai rapat dengan pencapaian akademik yang cemerlang. Kecemerlangan akademik ini diharapkan dapat menjamin pembentukan modal insan yang akan membantu negara dalam menghadapi cabaran dan persaingan di peringkat global.

Diharapkan juga dapatan kajian ini boleh dijadikan panduan kepada guru dan pihak pentadbir sekolah untuk merancang program yang bersesuaian dalam atau di luar sekolah supaya dapat melahirkan pelajar yang mempunyai konsep kendiri yang tinggi dan personaliti yang unggul ke arah melahirkan generasi pemimpin negara. Sealin itu, ibu bapa juga boleh bersikap positif dalam menangani tingkah laku anak-anak bagi memastikan bahawa konsep kendiri yang tinggi dapat terbentuk selari dengan personaliti yang baik.

XII. Rujukan

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Leadership And Talent In Management Of Arts And Syariah-Compliant Culture

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***Abstract*—The creative arts and performances also compete in the face of current challenges as a form of co-curricular to address the employability of graduate markets. The Output from student's involvement in this field supports soft skills such as communication, teamwork and leadership skills set by the Ministry of Higher Education. Beckman [1] highlighted the role of cultural art to remain relevant and important in higher education but was steady to contribute to the paradigm shift in an effort to facing mainstream prime. This study will try to explain the role of leadership and talent in organizations at higher education institutions in Malaysia which is the cornerstone of Shariah-compliant cultural arts. This study was designed to achieve three objectives namely: (i) identify the role of organization leaders in bringing Shariah-compliant cultural arts to a higher level; (ii) To promote talent to strengthen the measurable performance output; and (iii) identify future challenges to implement strategies that are relevant to the current needs. As creative thinking is regarded as an important aspect in cultural arts, the leaders of the organisation should have a good understanding of the meaning and how it can be communicated to talents in organizations, developed and achieving targets set by higher learning institutions. Researchers examine data from interviews with organizational leaders and talents who are responsible for continuing the continuity of creative art and performance. The findings showed that the ability to think organization leaders was important to change the paradigm of this art branch towards Shariah-compliant cultural arts. The Co-curriculum branch is able to be developed with the aim of increasing the thinking ability to contribute significantly to education at higher learning levels. The same finding also showed that it was much more focused on student support to think creatively, Mepro and strategically on the output of their creative practice into a broader field. Further, the study should be extended through relevant research to study the challenges faced and innovation conducted by cultural organisations with the responsibility to improve the skills of future graduates.**

***Keywords*—leadership, talent, organisational management, cultural, Shariah-compliant**

I. Introduction

Stress on creative arts and performances in higher educational institutions increased from year to year to develop co-curricular that could cope with the employability of graduates. However, there should be more reviews to explain the meaning of organisational management in creative arts and presentations. Beckman [1] considers the need for a paradigm shift to ensure the continuity of creative art education and performance as part of its strong academic aspect. As such, the purpose of this study is to contribute to organisational management through a qualitative assessment of the elements of leadership and talent that are not separate from the management of this art branch.

The following sections in this article highlight the concept of leadership and talent in organisational management. It relates to the management of the Centre of Art excellence in higher educational institutions. Refers to the analysis of two interviews done with the administrators of creative art and presentations that have responsibility for the continuity of these art areas among prospective graduates. This friendly appointment shows that the mindset of leaders and talents have five key elements, each of which has to do with creative practice through a firm focus on spreading the creative work. These are: (i) the ability to think creatively, strategically and analytics; (ii) Confidence in the talent talents in the organisation; (iii) the ability to collaborate; (iv) Good communication skills; and (v) Understanding the context of the current art. These skills are important for administrators in higher education and the clearing of this study shows how these features are able to provide significant contributions to the education of creative arts and more general performances.

II. Problem Statement

Over the years the contribution of efforts by art in education, it is covered by myths, misunderstanding and problems in the context of society, schools and institutes of higher learning. Boyd [2] looking forward that when a child is getting older and enrolled to higher education, art, becoming a cultural aspect that is not evaluated to be less understandable and less of its interest in the context of education. In addition, imagination and creativity through the enjoyment of their potential self-being sacrificed alone in order to rush only the academic-oriented targets. Why is so tough art to live as part of an individual life? Why should it be called about art, just limited to dancing and singing only that can be described in individual minds?

Studies on art and quality are able to change the social face of science research, where it opens opportunities for the perspective of other art branches that can be understood and represent human condition. It is also able to re-establish research concepts and new understanding of processes, enthusiasm, purpose, objectivity, emotional, efficiency feedback, and research ethics dimensions. Knowles and Cole [3] admitted that social science research involving art is a research that develops according to their genre. There have been evidence of studies before this shows that acceptance of research approach in the field of literary scientific and professional organizations across academic disciplines including health science. The community of researchers engaged in the "map of maps of intermediary areas that have yet to be determined, the boundary area between the spirit and the intellectual, the analysis and the subject, ethnography and the autobiographies, Art and Life" [4]. This statement represents a wide range of interesting possibilities as a challenge that needs to be legitimatized.

Some of the reasons for the separation of art from scientific matters because art is largely in a form that produces emotions. Art is a way to achieve a natural level through sensory reactions to the way a voice is arranged, as in music; In the way colours are sorted, such as in visual arts; The ways in which human body movements delight during their time and space, such as in the dance. Human Sensory Experience Division is major or more reliable in art. Plato considers himself a sense, as a barrier to high performance where it is known, better formed [5].

In a traditional approach for scientific knowledge, efforts to obtain certainty is a key goal. Affectionately, the concept of the knowledge as the ability to explain an appropriate form of relationship between the variables involved. Art is a medium of enriching awareness and human development. Is it possible in the context of a competitive research environment? As such, this study was the beginning of a study on human action that linked human experience and intuitive behaviour. This is all to say that the quality of work done under research banners through art is capable of having the critical characteristics that affect its future. In addition, some questions for the purpose of this study in order to formulate the development of articles are stated below:

- How does leaders and talents work together to develop knowledge?
- What are the appropriate methods to study the context of art in this research?
- What other thrust areas are associated with art in research form?
- What are the major issues and challenges in the integration of art and research?

Hence, the study was designed to achieve three objectives namely: (i) identify the role of organization leaders in bringing Shariah-compliant cultural arts to a higher level; and (ii) to promote talent to strengthen the measurable performance output; and (iii) identify the challenges ahead to implement the strategy relevant to the current needs.

SCHEDULE 1: LEADERSHIP TYPE

Organizational Leadership	• Managed change • Solve problems and make decisions • Manage politics and other influences • Innovative and risk-taking • Decide on strategy and vision • Manage work • Improve proficiency and knowledge in trading • Understand and control your organization
Self-leadership	• Demonstrate ethics and integrity • • Displaying goals and interests • • Demonstrate leadership quality • • Enhance the ability to learn • • Personal Management • • Increase the level of reliability and adaptation

Source: McCauley [12]

When a cultural session organization wants to choose and train the leaders, the Human Resources Division should take into account the skills of leaders. Consequently, the comparison between candidates was made for the next development process to achieve the position as leaders afterwards. These actions will help an organization to make decisions in recruiting new talents to meet the vision, mission and objectives of the Organisation of Cultural Art in the future [13].

Previous studies support the relationship between talents and leadership in various organizations. The main theme in leadership development is through talented individuals who can add value to the organization's edge to compete. Cultural organisations should seize opportunities to a higher level of achievement. As now, it is definitely the relationship between leadership and potential management in determining the success of the organisation, as well as shaping loyalty by being responsible and career advancement. It should also meet specific conditions from the progress of manpower career, from pre-employment levels, during employment and to leadership positions. However, the risk to develop talent such as leaving an organization while there will be no. However, investing is necessary to train the staff who will benefit from creating a greater opportunity to be competitive both locally and internationally.

Islamic leadership ideas and concepts vary with conventional thinking. The goal of a Muslim is to achieve success in the world and the afterlife. Meanwhile, human well-being is important to expand the idea for leadership. A leader should think of the Ummah and Allah s t should always be in his heart. The leadership in Islam has no regulatory restrictions except if the specified condition is prohibited by Allah SWT as presented in verse 124, Surah Al-Baqarah [14]:
“And [mention, O Muhammad], when Abraham was tried by his Lord with commands and he fulfilled them. [Allah] said, "Indeed, I will make you a leader for the people." [Abraham] said, "And of my descendants?" [Allah] said, "My covenant does not include the wrongdoers."

From an Islamic perspective, leaders should be selfless. Having a desire to meet the needs of a particular individual or group should not be a goal for Muslim leaders. Thus, the job of leaders in cultural arts organizations is to carry out procedures throughout excellent cooperation with staff. Furthermore, trust and responsibility will be returned to staff in cultural arts organizations that have been adapted to the Islamic work ethic.

Allah's guidance and guidance through the Qur'an and hadith are the virtues of carrying out the daily routine. Islam encourages a leader to make decisions based on the discussion of the group (syura). Hussain Muhammad [15] explained that the Qurthubi took the word Ibn 'Athiyah,

"Syura is one of the methods of sharia as well as the basis of the law. Whoever does not convert to scientists and religious experts, he shall be fired. This is no dispute against him".

Assertion with Islamic law is made after attaining the consensus. Moreover, Islam has set the condition to be a leader. Ethical and behavioural perfection is the main quality in selecting the leaders. The knowledge of leaders is also considered, along with other personal qualities. In conclusion, there is a difference between conventional and Islamic leaders despite its percentage. An example of an earlier Muslim leader on how they assume responsibility by following the legal guidelines that have been prescribed must be exemplary and modelled to ensure peace and humanity are preserved in divine pleased.

III. Talent

In today's global environment, talents have become a source of competitive advantage that is quite potential for cultural arts organizations. Talent is the basic block to create an organization that is able to learn, innovate, and change, and implement new processes. This is an additional opportunity to existing management for talented individuals in the organization.

Important for cultural organizations to strengthen potential talent definitions. Although having a unique definition of organization diversity, talents are individuals who are able to contribute to organisational performance as a potential to serve in a long period of time. Despite the fact that talent management is part of human resource management, it is a basic function with its own rights consisting of a systematic approach, an introductory mark, seeing the same individual from a different perspective, good relations in the workplace, loyal and expanding individuals with future potential work for organizations or individuals who perform an important role in operations. Therefore, the culture of leadership should lead to close relationship with top management, information sharing and freedom of expression. This condition supports every task made by each individual better. The quality expressed in accordance with current generation talent criteria that always wants to do their best for their job such as tolerance, appreciated, and acceptance of fresh changes and ideas.

Staff's knowledge and performance are the current organizational phenomenon. The emphasis on creativity and innovation through income generation makes each staff as knowledgeable and valuable assets for cultural art organizations. Dissemination of information, sharing and transfer of knowledge, and other forms of learning are important components of talent management [16]. According to Ingham [17], to develop strategic capabilities, employers must ensure that they clarify the needs of their talent programmes, including success criteria that will be used to gauge contributions through the programmes held. The Powell and Lubitsh [18] found that different talent perspectives are often presented in various levels in the same organization. According to them, it includes processes, culture, expansion, and human resource empowerment. For a process perspective, talents must include all the processes needed to optimize individuals in the organization. In a cultural perspective, more talent to the pattern of thought from a group of activities. When looking at the perspective of competition, talents are about identifying the advantage of each staff and implementing what has planned. Clake and Winkler [19], the talent is about the development of the highest potential staff. The next perspective believes that in identifying human resources, talent is about making the right person matched with the right job at the right time and doing the right thing. Finally, the main principle of adaptability and reliability is essential in the compilation of talent strategies to enable good working culture to be practiced in the organization.

Talent is very important because it is the role of a strong human resource function to manage individuals to achieve high performance [20]. From Cunningham's point of view [21], there are two main strategy options available when considering talent that aligns staff with roles and aligns roles with staff. There are four main factors in relation to aligning staff with roles, namely selection, retrieval, placement, and promotion. It is a presumption that there is an agreed role and the goal is to align people with roles. Meanwhile, aligning roles with staff is based on treating individuals as fixed factors and adjustments in the context of the organization.

Stuart-Kotze and Dunn [22] agreed that talent does not simply have the brain power, knowledge, experience, skills, or mental and physical traits to do things right. It's also about the ability to do something different or at a higher level of difficulty and complexity in the future. One of the hallmarks of great talent is their ability to adjust to changing circumstances. Successful organizations are organizations that incorporate their talent strategies into the overall strategic planning process, integrating individual programs and practices to ensure they move towards the same objectives. Goodman [23] also believes that organizations must demonstrate the talents and capabilities that exist within their employees by encouraging people to take the initiative, giving them the opportunity to show what they can do and the scope to thrive. He found this process to be a transition from management to management, a nuance that changed the emphasis from a controlled development attitude to a competitive development perspective.

IV. ISLAMIC-COMPLIANT CULTURAL ARTS

Arts and culture are very well-associated with the context of the diversity of society in Malaysia. It was formed in line with the ages from the Malacca Malay Sultanate, which was then known as the commercial centre that connected between the east and the West World. Many artistic and cultural elements have been based on the practice of community in Malaya at the same time among them through the assimilation process between community groups [24]. As a result, Malaysia is now known as a country rich in art and cultural elements.

Art and culture have a broad scope of debate if asked to experts of various artistic branches. It is not only focused on narrow artistic elements such as painting or dance art alone. According to the Arts and cultural classification listed on the website of the & Cultural Arts Department of Malaysia [25], there are several other classifications of each category. Among the classification for the art category are, musical arts, dance, and theatre. While the classification for Cultural category include traditional games, customs, festive activities, and application [25]. All these artistic and cultural elements should be preserved as they reflect the identity of the people residing in one place.

In Islam itself there are several forms of art and cultural activities that have been practiced for a long time. Among them are musical art known as the & Marhaban Nasyid which is a unique thing for the Muslim community in Malaysia. In fact, several competitions were held at various levels in Malaysia [26]. Apart from that, there are also several dance art that have been associated with Islam among the Zapin dances. According to the historical development, it appeared in Malaya since the Arab trader from Hadramaut in the Golden Age of Malacca Sultanate, a time ago [27]. A number of efforts were designed to expand the promotion of this Islamic art and culture to a wider level more [28]. This gives a clear picture of how Islam also recognizes the activities of these arts and cultures.

Malaysia as a state that recognizes Islam as a federal religion, efforts to maintain the arts and culture are in line with compliance with the guidelines set by religion. It is intended to curb any element that is contrary to the teachings of Islam in the event that the guidelines are not adhered to. The same recommendation was made by the Kedah Islamic Religious Department (JAIK) which touched on the importance of re-evaluation of any form of artistic and cultural activities to avoid any element that conflicts with religious teachings [29]. However, it is not a special indication whereas Islam does not provide room to any form of arts and cultural activities, and should be carried out in accordance with the guidelines set by Syara'.

There is generally no absolute legal to any activity that is related to art and culture. It is because the lack of basis-basis clearly legalizes or banning the items. In Islam, every matter can be practiced unless there is a basis that has banned the act [30]. As an example, in musical arts, some Islamic scholars have been in the form of music related activities while there are no fewer Islamic scholars who have backed them with their arguments and reasons [31]. It indicates that there is no strong argument to ban the activities related to this art and culture. However, the law can be determined if it is assessed based on the review of other factors related to that matter.

Some of the factors that could contribute to the determination of the laws of this art and culture are to look at the purpose of a artistic and cultural activity. Taking an example of music art as explained earlier, it can be used in order to call for the prohibited items of Islam such as being used to promote alcohol, to be able to violence and contain the elements of Allah, [31]. In addition, the implementation aspect must also be in line with the guidelines set by Islam. Among others, the invasion of the breach of the above are free from the elements, and huh [32]. So, if such a matter occurs, it is clearly the purpose of the music error from the nature of the music that should be the medium to promote peace.

Any arts and cultural activities that are free from illegal elements are suitable to be practiced and localized. In addition to the lack of laws that ban the arts and cultural activities as a whole, these activities can also be used as a platform to strengthen the skills of the individual, such as communication skills, critical thinking & problem solving, teamwork, entrepreneurship, moral, professional and leadership [33]; ethics [34]. In addition, such activities are one of the medium to maintain the beauty of art and culture in Islam itself [35]. At the same time, it can be a platform to preach the community around.

V. METHODOLOGY

Systematic Literature Search in the first phase of the methodology is used to perform systematic surveys while the selected databases (Scopus and Web of Science) are used as resources searching for information through the introduction and SmartScreen process. Due to the excellence of both sources, both databases are selected to ensure the quality of articles (from 2003 to 2020) are reviewed in this article. These processes involve keywords namely leadership, talent, organisational management, cultural art for information searching purposes.

The second phase is using qualitative approach, and data collected using a two-person interview method (leaders and staff who have served in this cultural area between 18 to 35 years. Now, they collaborate in one cultural art organization of higher learning in peninsular Malaysia. Both are actively involved in the disseminate cultural arts among the prospective graduates. At the same time, successfully positioned the centre of excellence for the Cultural Arts in the international level through its collaborative network, intellectual Property achievement (for WAKON and giving Sakti) and trademarks (for the leader of cultured art, Budaya.com shops, LeadsTV). A semi-structured questionnaire is used to guide the friendly session. These questions only revolve on leadership, talent, organisational management, cultural arts.

Discussions and assessment refer to the Content analysis (content analysis) based on the suitability of the theme and subthemes. Any difference in opinion is well settled between researchers and individuals being interviewed.

VI. FINDINGS AND DISCUSSION

The USIM Cultural Centre (PK) is a 15-year-old which is in its vision to be the leader of the cultured art through three elements, which is the art of being linked to Al-Khaliq, & Ukhrawi earthly needs and has a value of knowledge and development of social thinking. These are clearly seen in the two best practices:

(i) The other three-minute activities for this thirty-minute comprising four segments of reading Al-Fatiha Tarannum Bayyati, praying specifically for PK, an opportunity for each individual to provide opinions and share their knowledge based on specific themes through the Daily Dose of Knowledge (DOSE). His last is a discussion of daily tasks including the ability of every individual in the office.

(ii) Standard operating Procedures (SOP) for presentation management and art products for Taranum albums, Convocation ceremony and Uhud War theatre to remain sharia-compliant to prevent issues arising, conflict with the element of Naqli and aqli in the future (please refer Appendix 1).

PK USIM is diversifying the output in the form of programs, songs, articles, books such as Pantun Pocket Books related to various cultural arts. It is slightly different from the exposure by the majority of cultural art institutions in Malaysia such as the National Cultural Arts and Heritage Academy (ASWARA) which is more focused on organising programs for example, Caklempong, leather cinema.

This study was designed to achieve three objectives namely: (i) identify the role of organization leaders in bringing Shariah-compliant cultural arts to a higher level; (ii) To promote talent to strengthen the measurable performance output; and (iii) identify future challenges to implement strategies that are relevant to the current needs.

In order to practice Shariah-compliant cultural arts, leadership and talent in the organisation will be analysed through two interviews that have been held within two weeks. Ismail Ahmed has begun to gain experience in music and theaters from the 1990s in the Malaysian prison department. 15 years there, with great talents behind Iron Curtain making Ismail more appreciate the talents of divine gifts by sharing his knowledge and experience with young children. He intends to disseminate interest in this cultural art by starting his job as a part-time trainer at Universiti Kebangsaan Malaysia (UKM) in 1996. He has been in USIM as the head of the culture Unit which has now been lifted as one of the centres of excellence in recognition and achievement at the Ministry, state, Malaysia and international level.

Researchers will also discuss the findings of these interviews with relevant reviews of work. This friendly appointment shows that the mindset of leaders and art talents have six important elements, each of which has related to good organizational practice through a firm focus on spreading their creative works. The elements are described in the next section.
Objectives (i): Identify the role of organization leaders in bringing cultural arts to a higher level.

A. Ability to think creatively, strategically and analytics

The first ten years of his career of Ismail Ahmed as director of PK in USIM, her focus is to determine the vision and mission of the organisation. The base placement is the greatest challenge for him as each responsibility centre in the university is also equally forming its own citra and reputation. A variety of questions that were discussion at the organisation level until the university would be how to P-line with Naqli and aqli? How to get different than other cultural centres?

During this basic laying period, he was in the practice of autofatic leadership (in 70%) Where the characteristics of leaders should be smart and need strong knowledge to offset the targeted achievement. While Delegatif and participatif leadership practices are combined in smaller weights. When the director told him to make things, he first was in advance by following his own example of embraces. However, at the same time, he strives to have relevant knowledge to be shown to them. To ensure that staff understand, then he needs to force them with wisdom. During this period, the staff were difficult to see the vision and mission that was determined as strategic thinking was formed among staff with educational background and limited experience refers to organisational needs.

After these questions were clearly answered, the Director presented and shared the affairs of the organisation with all staff under its supervision, striving to make them understand and make it a guide in each of their activities. He wanted that good art to be practiced well at the heart and staff's mind. It is very important that the organisation's journey in the future is smooth as intended by the top management of the university.

A wide range of directors in the music and theatre industry, became Usmber idea for him and PK USIM organised many programmes such as PECIPTA (songwriting competition and lyrics where participation from the public and prisoners). From time to time, the networking was embedded through casual discussion sessions with fellow partners, lecturers and professionals of art. Through these sessions, he would be grinding new ideas and the programme's better promotional method.

Good leaders need to have leadership talents. Through relevant training series, leadership talents will be well-established so as to be able to become a point of change as stated in verse 4, Surah At-Tin i.e. "Indeed we have created people in the best form ". To refer to this verse, man has created Allah SWT as the best creature, capable of using sense to choose good cultural arts, according to the aspiration of Islamic law. Leaders also need to equip themselves with relevant knowledge and knowledge, easy to climb success stairs. Never despair with challenges. When haunted with top management, the directors need to have strong requirements. Need to be confident 200% with what is made right.

For him, a leader who is respected by other people of knowledge that has been held through attitude always refers to the reading materials that can generate questions to challenge themselves. In addition, good leaders need to be aware of technological advancements. The nearest example is the use of social media platforms like Facebook (FB). It is in accordance with the intention of sharing knowledge and arranging knowledge regularly. Project planning continued as planned every early years such as headgears making workshops and application of Sampin.

PK USIM is seen as a common organization. As such, he re-branding the existing programmes as an example of the Enhancement Organization (O-Pro) programme which are training programmes involving students and staff to improve performance and knowledge. This strategy looks more organised because it is easy to gather data in the form of figures and videos to be proved to the stakeholders in the future. In accordance with the ability of cultural arts organisations to contribute to the branding and performance of the university. Similarly, the cultured art Model is highlighted with distinctive proforma. However, his reliability was challenged by a powerful valuer for its quality determination from amongst the professionals of art. The result is art icons among university alumni.

B. Confidence in the talent talents.

As a director, Ismail Ahmed saw a tendency of staff that were beneath from near to maximizing organisational performance. From there, the alignment of staff talent and capability by defining the appropriate working field. There are great staff with work behind the scenes such as writing, videography and photography. Meanwhile, the potential staff in the field of performing arts, some of which are focused on how to hone their talents. From time to time, staff require inputs from directors and work levels that are appropriate to the current capabilities. They need motivation to implement a large presentation program for example the Uhud War theatre and re-evaluate their accomplishments. Then, it was elevated to the higher of work, in addition to high working quality to achieve an individual target and organization.

Today, p. PK is at the alignment of the delegatif, which is the distribution of the automotive leadership and the partinative leaders in much less. The Director cooperated staff in implementing programmes. Such conditions are more motivating them. In the event of a conflict, he gave them an opportunity to give an opinion, discuss and reach a mutually agreed word.

C. Ability to collaborate.

Community Engagement Program (example: a relaxing cultural Program) involves the elderly, children, teenagers in schools are usually implemented for five to seven consecutive days. The concept is like camp activities during school holidays. 17 Islamic arts groups differ from PK USIM are brought to involved with (estimated 4 to 5) schools selected in one district. The director is not biased to certain artistic groups. He has provided equal opportunity to 17 arts groups to be identified and experienced by participants. The reason is that not all students love performing arts, social shaped. At the end of the program, there is a presentation from the participants named Manisfestasi Seni. The programme was held with the intention of transferring knowledge and experience from students and staff to the participants.

These activities were held to pull back the alumni PK to return to sow Bakti at the university. Similarly, an example of the university's cultural Festival (FESTKUM ' 09) was an event to nurture students ' talents in public higher educational institutions. It is a director of USIM PK, with a strong cooperation with the industry and the ministry as a diuar-uarkan evidence on social media platforms. In the year to the eighth of USIM, the cooperation initiative with electronic media was implemented which prompted the university's top management to recognize the PK USIM's Centre of Excellence for High performance cultural arts. The efforts of the directors and staff at the highest level are to be seen by other parties, to inspire and collaborate with interested holders. The newest is the Royal orchestra Cak Lempong Negeri Sembilan (USCO) in an effort to nurture, conserve and maintain local cultural arts based on Syara '.

Next, PK USIM gives feedback to what is happening around us now, pandemic Covid-19. At the same time, a professional and effective PK to remain reliable and exemplary. That is how to obtain respect from other parties.

Objectives (II): To introduce talents to strengthen the performance output that can be measured.

D. Good communication skills.

It is a space for the staff to train themselves for more confidence when dealing with work environment. It is also a training routine for staff to deal with outside parties such as top management, customers, students and outsiders. The director knows individual progress through tasks that are shared daily and weekly.

Internal communication continues to be rounded through weekly meetings on operational and monthly meetings (related to government circulars and finance). Organisational leaders become observers in these periods to improve staff specific skills such as consulting skills, follow-up, dealing with conflicts and communications (oral and body language). In addition, avoid the bad conditions of non-compliance with Shariah-compliant SOP which have been set to avoid future issues.

E. An understanding of the current art context.

In this study, the context of Shariah-compliant cultural art is broad. So, the challenge is also great. Hence, the director of P USIM has to ensure that the staff will first understand the aspirations of the organisation before external parties are understood. They would be the ambassador to convey Da'wah, and have to work at a high level. Referring to the statistics on performance comparison of the staff and the programme ratio in 2015, each of USIM's PK staff handled 19.2 programmes during the year. In this regard, the responsibility given must be completed within the stipulated period, in addition to a lot of time out of office to settle the additional assignments.

P. USIM's efforts to produce good art output, there are good elements to be searched for the programmes. There are programs, there is a module to provide more understanding to staff. For directors, internal tapes must be addressed first before facing the external year. In this organization, there are fast learning staff, some of which are slow in order to work but teamwork remains continued. P. USIM has its own team personality where it is shown in a horizontal organisation chart "This is we ". Directors are currently leading their leads, as a group. In hopes, whatever he made by him, should move along. Each of them is given the responsibility as the head also, to drive the group into a predetermined direction as the cultured art leader.
Objectives (III): Identify future challenges to implement strategies that are relevant to the current needs.

The cultural art of Shariah-compliant culture is a major challenge for the facing of USIM, who intends to differentiate the university with the others. The ideas of the programmes highlighted are integrated with local cultural arts with unique roots, especially in Negeri Sembilan. For directors, as long as an individual tries to identify its roots, he is trying to recognize himself. Thus, he wants to understand that every individual, every one tribe, has its own cultural behavior, his behaviour and his club. An example that can be seen closely is tarannum, it is a skill of the holy verses of the Qur'an. It is a song of art in a good way, adopt a form of blessings from Allah SWT

Cultured art, the art that practiced must be corrected first. Many are playing with the perception and perspective of the Arab world (where there is a history business relationship there must be a music, there are women, gambling in a crowd concept). It failed to be interpreted with local cultural arts. The wrong concept, the Pemahamanya is also wrong. The cultural art which can be practiced must be beneficial to Islam where the world and the hereafter are well balanced.

As a leader, he has been trying to start from zero to reach the university's commendable achievement. 2025 as a target direction to be determined today. Each staff should play an important role in an effort to predict the PK in a large university organization at the national and international level.

VII. CONCLUSION

This study has outlined the role and responsibilities of the leaders in the management of cultural arts organizations, as well as to introduce talents from staff to achieve desired targets. Although this study is limited to two admins that are interviewed, their contributions and the Centre of Excellence for Cultural Arts will help potential graduates to develop their career through creative arts, also equip and contribute to higher education generally through the expansion of graduate characteristics, which are studied by the Ministry of Higher Education. The findings of this study show that the development of mindset from among the admins of this like organization also contributes in a unique and valuable way for the outcome of creative art education and a wider presentation is an important step toward the required paradigm shift. This is because it is the education of Shariah-compliant cultural arts in the mainstream is also competitive with contemporary performing arts and creative.

A form of local cultural art in Negeri Sembilan, in particular contrast to other states in Malaysia. The recognition of natural art designs and traditions in the formal education sector is considered important as part of the integration process, for the enrichment of life and identity of the culture. The variety of cultural arts categories is about recognizing the background and driving participation in related activities through the provision of specific mechanisms to ensure kelestariannya in the future as implemented in Australia and China. Arts and education can be seen in the context in respect of the purpose of building a potential and knowledgeable graduate personality, as a means to prepare them in a more creative life.

Each art category has its own knowledge and strength to be offered to the students as part of co-curricular activities. For example, dramas are different from visual art, which vary with music, which is different to the dance. Nevertheless, the challenges of cultural art in the world of education have no less great to be faced by the artistic players. New technologies and social media platforms need to be manipulated and combined in a more creative way to be in mainstream.

In conclusion, cultural co-curriculum is seen as relevant and important if the benefits of social, cultural and economic realisation are fully realized. Changes in behavior include the thought, attitudes, each party's belief in this cultural chain of art should be one of the measurements in future research. Hence, further research with a larger number of participants is required to further contribute towards understanding the education of this Shariah-compliant cultural art.

Finally, it is a common responsibility to ensure that the efforts to elevate the arts and cultural activities of Malaysia are contaminated with elements that are not suited to religious teachings. The active cooperation between organisation Administrator, artists, academic and government need to ensure that every activities can be maintained in society as one of the identities that can be proud to various levels whether national and global for the sustainability of cultural arts in the future.

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Appendix 1

COVID-19 Pandemic: Contributing Factors Of Consumers' Online Purchase Intention

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I. Introduction

Coronaviruses were a large family of viruses which may cause illness in animals or humans. In humans, several coronaviruses were known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The most recently discovered coronavirus caused coronavirus disease or COVID-19. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. COVID-19 was a pandemic affecting many countries globally including Malaysia.

The virus was confirmed to have reached Malaysia in January 2020, when it was detected on travellers from China arriving via Singapore on 25 January 2020. Reported cases remained relatively low and were largely confined to imported cases, until localised clusters began to emerge in March. Within a few weeks, Malaysia had recorded the largest cumulative number of confirmed COVID-19 infections in Southeast Asia, breaching over the 2,000 mark in active cases by the end of March from fewer than 30 at the start of the month. Preparations to stockpile equipment, detect and monitor cases, and treat COVID-19 patients were reported to have been initiated as early as 6 January 2020.

As jumps in cases began to occur in early March and great concern over the escalation of the outbreak, measures to combat the outbreak were later announced by the Prime Minister of Malaysia on 13 March 2020. By 16 March 2020, a nationwide Movement Control Order (MCO), intended to mitigate the spread of COVID-19 through social distancing, was announced to last between 18 and 31 March 2020. A federal gazette on 18 March 2020 that restricts individuals from travelling to other states. The MCO was extended by an additional two weeks, until 14 April 2020, as the rate of new cases per day remained consistently high. The MCO was announced to be extended until 28 April 2020, and extended again to 12 May 2020. A gradual easing of restrictions under a Conditional Movement Control Order (CMCO), which allows most businesses to open on 4 May under strict standards operations procedure (SOP). The SOP must be followed to cut the outbreak of the COVID-19. People also should adopt and adapt the new norms. Among others were working-from-home (WFH) to limit people's movement in the country. The outbreak of COVID-19 also has indirectly transformed the daily lives of the people and bolstered the popularity of the gig economy which has changed the economic landscape drastically.

II. Problem Statement

The situation is now changing rapidly. The number of people considered safe to gather in one place has decreased from thousands to two digits. Restaurants, mosques, cinemas and gyms in the main locations are limited in operating hours. In addition, many workers face new challenges to work full-time from afar and are even laid off in large numbers.

The response to COVID-19 has never been universally felt before, with individuals from different age groups reacting differently to the crisis. Therefore, it is important to note that this is a situation that will happen for a long time, which will affect human behaviour. Movement Control Order that has been directed by the government in many countries has a direct impact on online activities. The more time spent at home, the more time spent viewing many things online. This is no exception to the purchase of goods and services online. Figure 1 shows the data on that shopping behaviour changes based on generation differences in this pandemic situation.

Referring to Figure 1 found that almost 70% of millenials and Gen Zs are concerned about the pandemic and its impact on the economy. These concerns motivate them to change their behavior more dramatically than other generation groups, including a higher frequency of online shopping.

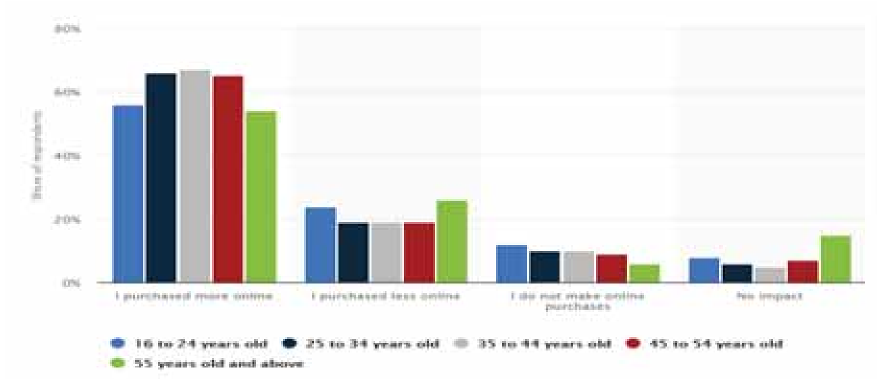


Figure 1. Frequency of online shopping across age groups

Source: Statista (2020)

The older generation, for example 22% of Boomers and 9% of Gen X opined that this period affects the spending habits as well as the type of items purchased. If referred to Figure 1, the number is less than half of the group of millennials and Gen Zs. It is also appropriate if the study to be conducted examines the behavioral differences between the sexes, especially those involving the types of goods and services offered for these two groups of buyers. The individuals who are your customers try their best to adapt to the period by setting aside the stress of how much time should be spent at home by changing behavior in this regard. Depending on the industry and the group of respondents surveyed, their response to this situation for an indefinite period will always change what will be reported in this study later.

III. Literature Review

A. Theory of Planned Behaviour

According to Ajzen, (1991) Theory of Planned Behaviour (TPB) is a theory developed to predict and explain human behaviour in specific contexts. The Theory of Planned Behaviour is a continuation of the Theory of Reasoned Action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975) made necessary by the original model's limitations in dealing with behaviours over which people have incomplete volitional control. Intentions are thought to capture the motivational aspects that influenced a behaviour; they are indicators of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour. As a general rule, the stronger the intention to engage in behaviour, the more likely its success should be. The theory of planned behaviour postulates three conceptually independent determinants of intention. The first is the attitude toward the behaviour and refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behaviour in question. The second predictor is a social factor termed subjective norm; it refers to the perceived social pressure to perform or not to perform the behaviour. The third antecedent of intention is the degree of perceived behavioural control which, as we saw earlier, refers to the perceived ease or difficulty of performing the behaviour and it is assumed to reflect past experience as well as anticipated impediments and obstacles.

TPB has evolved across many areas to identify human intention and behaviours. Han & Kim (2010) use TPB in investigating the customers' decision formation on green hotel revisit. (Khalek & Ismail, 2015) on the other hand use TPB to examine the determinants of urban Generation Y intentions in consuming halal food. TPB also been applied for predicting the behavioural intentions among science teachers (Crawley III, 1990). Likewise, Buunk-Werkhoven et al., (2011) using TPB in identifying the determinants of oral hygiene behaviour. Similar theory also adopted in predicting academic misconduct intentions and behaviour (Stone, Jawahar, & Kisamore, 2010). Bresnahan et al., (2007) continue adopt TPB model to measure the college students' intention to register as organ donors. Andrews, Silk, & Eneli (2010) expand the TPB perspective on the prevention of childhood obesity among parents. Xu et al., (2020) extending the Theory of Planned Behaviour to predict public participation behaviour in air pollution control. In medical studies, TPB have been applied to assess factors that influence self-care behaviours for controlling hypertension (Pourmand et al., 2020). Abdullah et al., (2020) adapting TPB in predicting child abuse reporting intention among society. Surprisingly, TPB also been modified to identify the employers' intention to hire people who are blind or visually impaired (McDonnall & Lund, 2020). Furthermore, TPB also been adapted in measuring the influencing factors of innovation and entrepreneurship education (Ma, Lan, & Tan, 2020). Canova et al., (2020) expanding TPB in predicting fruit consumption of at least three portions of fruit per day.

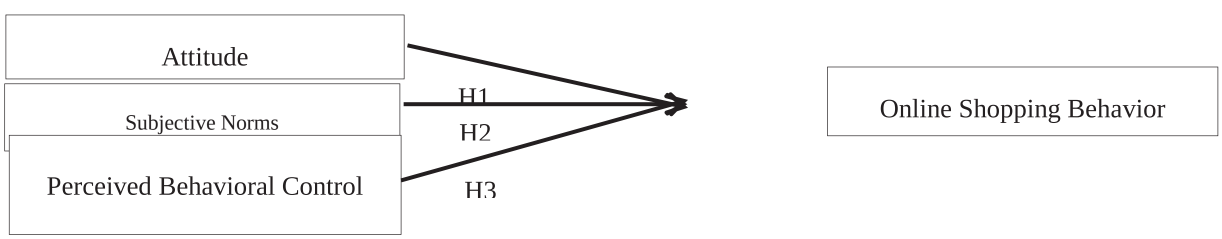
B. Online Shopping Behavior

Several attempts have been made to investigate the online shopping behaviour from various areas using the Theory of Planned Behaviour (TPB). Rayesa et al., (2020) aimed to determine factors behind consumer behaviour in buying online. Similar studies have been conducted by Ishak & Idris (2020) and Wen et al. (2020), examine the determinants of consumer's intention to engage in online shopping in Malaysia. However, Putri Simamora & Djemdjem Djamaludin, (2020) examined the intention to purchase cinema e-tickets among IPB University students. Recent paper investigating on the factors influencing the behavioural intention of online duty-free shop users (Y.-J. Choi & Park, 2020). Likewise, Widayat et al., (2020) study on the customers' adopting factors and the implication for open innovation on e-money payment. De Costa (2020) on the other way, examined the factors affecting Gen Y's purchase intention of online shares. (Johan, Indriyani, & Vincēviča-Gaile, 2020) in a recent study measuring repurchase intention on fashion online shopping. Other researchers, however, have looked at Gen Z consumers' online shopping motives, attitude, and shopping intention (Tunsakul, 2020). Similarly, Paiz et al., (2020) study on the effects of service quality on satisfaction and purchase intention in mobile commerce.

IV. HYPOTHESIS DEVELOPMENT

There is a large volume of published studies describing the significant relationship between attitude, subjective norms and perceived behavioral control with various behaviors such as travel destination decision (Lam & Hsu, 2004), compliance with information systems security policy (Ifinedo, 2012), mobile learning (Cheon, Lee, Crooks, & Song, 2012), online purchase intention (Ketabi, Ranjbarian, & Ansari, 2014), the use of improved natural grassland (Borges, Oude Lansink, Marques Ribeiro, & Lutke, 2014), investment decision (Adam & Shauki, 2014), halal food consumption (Khalek & Ismail, 2015), household waste behaviours (D. Zhang, Huang, Yin, & Gong, 2015) and sedentary behaviour (Prapavessis, Gaston, & DeJesus, 2015).

In recent years, there has been an increasing amount of literature on the three TPB anchors that have a positive impact on behaviours such as tourists' intention to eco-friendly destinations (Ahmad, Kim, Anwer, & Zhuang, 2020), self-isolation in the face of pandemic risk (X. Zhang, Wang, Zhu, & Wang, 2020) and green purchasing intention (Wang, Li, Sun, Wang, & Wu, 2020), sustainable usage of bike sharing (Si, Shi, Tang, Wu, & Lan, 2020), the use of safe chemical fertilizer (Savari & Gharechaee, 2020), food safety behavioural (Lin & Roberts, 2020) and digital literacy integration (Sadaf & Gezer, 2020). We therefore hypothesized that attitude, subjective norms and perceived behavioural control were positively related to online shopping behaviour.



V. METHODOLOGY

A. Respondent

A cross-sectional survey questionnaire was administered to 280 Internet consumers all over Malaysia. Internet consumers were chosen for several reasons. First, Malaysians are subject to the Movement Control Order (MCO) whenever the study is carried out. Malaysians are disallowed to move from one district to another during this partial lockdown period, making online shopping the alternative to offline shopping. Second, the government continues to promote the 'stay at home' tagline and encourages switching to online shopping. Questionnaires were distributed using convenience sampling (non-probability sampling) through online platforms such as WhatsApp. Since the respondents come from various parts of Malaysia, consisting of different age groups, religions, races and different cultural backgrounds, it can be concluded that this sample is a good representation of the theoretical population (Leong, Ooi, Chong, & Lin, 2013).

B. Instrument Development

The research model was tested using a questionnaire survey. All measurements of the constructs have been adapted from previous literature in order to ensure the validity of the survey content. The questionnaire uses a 5-point Likert Scale, results from 1 (strongly disagree) to 5 (strongly agree). The questionnaire being used is composed of two parts. Part 1 represents the user's demographics including gender, age, race, marital status, education level, employment sector, and income level. Meanwhile, in Part 2, respondents were asked to indicate their level of agreement regarding online shopping behaviour by focusing on the following constructs: attitude, subjective norms, and perceived behavioural control. Measurement of all the constructs was based on previous studies (Azjen, 2002). A pre-test has been used to validate and assess the instrument's overall interpretability and clarity.

C. Data Analysis

The Statistical Package for the Social Sciences (SPSS) is used to analyze the data. Analysis starts with measurement of data reliability using Cronbach α coefficients. Value of Cronbach α is greater than 0.7 have been used as the cutoff for satisfactory reliability. Next, the instrument validity was assessed using the technique of Exploratory Factor Analysis (EFA) to form a group by collecting items which measure the same factor. Moreover, linear regression analyses were conducted to test the hypothesis.

VI. RESULTS

A. Sample Characteristic

A cross-sectional survey questionnaire was conducted to 280 internet consumers all over Malaysia. Total sample size of 119 was suggested for medium size f^2 based on Linear Multiple Regression: fixed model R^2, Deviation from zero test with the number of predictor, 3 (Faul, Erdfelder, Lang, & Buchner, 2007). For gender, participants were 60.7 percent female and 39.3 percent male. Data of 5 out of 280 were missing in this section. Most of the respondents were aged as follows: below 20 years old (1.8%); 21–30 years old (17%); 31–40 years old (43.3%); 41-50 years old (27.8%); 51-60 years old (8.3%) and 61 years old and above (1.8%). This segment lacked data of 3 out of 280. As for the race, most respondents were Malay (97.8%); followed by Chinese (0.7%), Indian (0.4%) and other races (1.1%). This section missed data of 3 out of 280. Most of the respondents are single (19.5%), married (77.3%) and other status (3.2%). In this segment, data from 3 out of 280 were missing. As for the education level, the following findings were obtained: Sijil Pelajaran Malaysia (SPM) represented 12% of the samples; Certificates represented 5.4% of the samples; Diploma represented 21.4% of the samples; Bachelor degree represented 42.4%; Master degree represented for 14.9% while PhD ranking represented for 4% of the sample. Data of 4 out of 280 in this section is incomplete. The majority of those surveyed are from government sector (39.2%) while others from private sector (60.8%). In this part, data from 15 respondents were missing. As for income level, the following results were found. Less than RM2000 (17.1%), RM2001-RM3000 (14.9%), RM3001-RM4000 (13.4%), RM4001-RM5000 (14.1%), RM5001-RM6000 (11.5%), RM6001-RM7000 (14.5%), RM8001-RM9000 (3.3%), RM9001-RM10,000 (2.2%), and above RM10,001 (8.9%). For this section, data of 11 out of 280 were missing. All of the demographic information is presented in Table 1.

TABLE 1 DEMOGRAPHIC CHARACTERISTIC OF RESPONDENTS

Items	***Category***	***Frequency***	***Percentage***
Gender	Male	108	39.3
	Female	167	60.7
Age	Below 20 years old	5	1.8
	21 – 40 years old	167	60.0
	41 – 50 years old	77	27.8
	51 – 60 years old	23	8.3
	61 years old and above	5	1.8
Race	Malay	271	97.8
	Chinese	2	0.7
	Indian	1	0.4
	Others	3	1.1

Marital Status	Single	54	19.5
	Married	214	77.3
	Others	9	3.2
Education Level	SPM	33	12.0
	Certificate	15	5.4
	Diploma	59	21.4
	Bachelor's Degree	117	42.4
	Master's Degree	41	14.9
	PhD	11	4.0
Employment level	Government Sector	104	39.2
	Private Sector	161	60.8
Income Level	Less than RM2000	46	17.1
	RM2001 – RM3000	40	14.9
	RM3001 – RM4000	36	13.4
	RM4001 – RM5000	38	14.1
	RM5001 – RM6000	31	11.5
	RM6001 – RM7000	39	14.5
	RM8001 – RM9000	9	3.3
	RM9001 – RM10,000	6	2.2
	Above RM10,001	24	8.9

B. Multivariate Assumption

The multivariate assumption was tested to determine if any assumptions underlying multivariate analysis had been violated. Normality tests are used to determine whether a data set is modeled for normal distribution. The distribution of the data was tested through a process of skewness and kurtosis to determine the data normality. Skewness is a measure of the asymmetry and kurtosis is a measure of 'peakedness' of a distribution. A general guideline for skewness is that if the number is above than +1 or less than –1, this is an indication of a significantly skewed distribution. For kurtosis, the general guideline is that if the number is above than +1, the distribution is too peaked. Moreover, a kurtosis of less than –1 indicates a distribution that is too flat. Results showed that the maximum for the absolute values of skewness was –1.3, and that of kurtosis was 3.2. Since the absolute values for skewness and kurtosis were less than 3 and 10, respectively, the assumption for the multivariate normal distribution of the data were met (Kline, 2015). The means and standard deviations ranged from 3.93 to 4.43, and from 0.60 to 0.88, respectively, on a 5-point scale. All of the correlation coefficients for the three measurement constructs were statistically significant as presented in Table 2.

TABLE 2 NORMALITY AND CORRELATION

	Skewness	***Kurtosis***	***Mean***	***Std. dev.***
INT	-0.683	0.278	3.96	0.85
ATT	-1.392	3.208	4.43	0.60
SN	-0.827	0.807	3.93	0.88
PBC	-0.709	0.450	4.27	0.64

C. Reliability, Validity and Internal Consistency Reliability

The construct's reliability was tested by means of internal consistency reliability using Cronbach's alpha coefficients. Meanwhile, EFA was used to test the validity of the underlying construct. Scale reliabilities were evaluated using Cronbach α: three scales (attitude, subjective norms, perceived behavioural control) had Cronbach α exceeding 0.60 as presented in Table 3.

TABLE 3 FACTOR ROTATION MATRIC AND RELIABILITY STATISTICS

		Component		
Item	*1*	*2*	*3*	*Cronbach alpha*
A1	0.765			0.736
A2	0.725			
A3	0.792			
~~**A4**~~	~~0.558~~			
~~**A5**~~	~~0.470~~			
N1		0.826		0.697
N2		0.793		
T1			0.710	0.835
T2			0.837	
T3			0.802	
T4			0.757	
~~**T5**~~			~~0.587~~	

D. Exploratory Factor Analysis

EFA is a statistical technique used to classify a relatively small number of individual factors that can be used to describe relationships between sets of several interrelated variables (T. N. Y. Choi, Chan, & Chan, 2011). In spite of that, the appropriateness of such a procedure can be assessed through the Kaiser-Meyer-Olkin technique (KMO) before performing an EFA. The KMO of 0.859 exceeds the recommended value of 0.5 and the Bartlett's Test of Sphericity was found to be statistically significant ($p<0.001$). In the EFA, three factors emerged with nine items meeting the retention criteria, explaining a total of 62% variance among the variables. The results of the factor rotation matrix are presented in Table 3.

E. Hypothesis Testing

A series of multiple regression tests were carried out to evaluate the hypotheses. As presented in Table 4, the analysis showed that attitude ($\beta = 0.147$, $p < 0.01$), subjective norms ($\beta = 0.332$, $p < 0.01$) and perceived behavioural control ($\beta = 0.373$, $p < 0.01$), were found to have positively impact on online purchase intention among online consumers. This study shows about 45% of the independent variables explain collectively (Refer Table 4).

TABLE 4 REGRESSION COEFFICIENT

		Unstandardized Coeeficients		*Standardized Coeeficients*			*Collinearity statistics*	
Model		*B*	*Std.Error*	*Beta*	*t*	*Sig.*	*Tolerance*	*VIF*
	(Constant)	-0.341	0.330		-1.035	0.302		
1	ATT	0.208	0.071	0.147	2.937	0.004	0.814	1.228
	SN	0.321	0.048	0.332	6.753	0.000	0.845	1.184
	PBC	0.497	0.071	0.373	7.020	0.000	0.723	1.383

a. Dependent Variable: INT

VII. DISCUSSION, CONCLUSION AND LIMITATIONS

This study broadens the findings of previous literatures by examining the effect of attitudes, subjective norms, and perceived behavioural control on online purchase intention among online consumers in Malaysia within the Movement Control Order (MCO). Several attempts have been made to examine the impact of pandemic as a situational influence. Che Omar, Ishak, & Jusoh, (2020) investigated on the implications of the Covid-19 Movement Control Order (MCO) on SMEs businesses. Meanwhile, Zhang & Ma, (2020) examining the immediate effect of the pandemic COVID-19 on mental health and quality of life.

The results showed fascinating observations, with all of the suggested hypotheses accepted. This study shows that perceived behavioral control is an important predictor of online purchase intention among Malaysians during Movement

Control Order (MCO), followed by subjective norms and attitude. This finding implies that during this period, Internet users will be more likely to continue to shop online rather than offline because of their belief that their behavior is under his or her control. It is supported with the encouragement made by the government through media to do online shopping in order to avoid contact with others, thus decreases the likelihood of been positively diagnosed with Covid-19 infection. Hence, government should take into account the need to enhance the telecommunication networks and Internet access to ensure that no one is left behind, especially from the B40 and M40 income groups. Telecommunications companies must take advantage to expand their services to accommodate the new normal market demand. Retailers, on the other hand, can gradually shift their business operations to a digital platform instead of relying on traditional methods. The tremendous growth in online sales stimulates an increase in the number of delivery service which provides a broader possibility of expansion for courier industry.

Several limitations to this study need to be acknowledged. The first limitation is on the sampling process. The use of convenience sampling due to the lack of a sampling frame may restrict the generalizability of the findings. The findings of this study may only be generalised to Internet consumers in urban areas. This creates a gap in understanding actual behaviour and intention of online shopping. Future studies should encompass a broader geographical area and lifestyle among Malaysian online shoppers. According to the current data collected during the MCO, further studies should be carried out on the factors contributing to the online shopping intention among consumers during the post-COVID 19 pandemic. It will also be useful to assess the factors that mediate the effect on intention on actual behaviour.

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Kepentingan Regulasi Emosi Dalam Penggunaan Media Sosial Bagi Remaja Generasi Z

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***Abstract*—Media sosial menjadi perkara yang tidak asing lagi pada zaman ini, terutamanya bagi remaja Generasi Z. Pengguna media sosial sering berhadapan dengan pelbagai posting internet yang berpotensi untuk membangkitkan emosi yang tidak diingini dan secara tidak langsung boleh mempengaruhi pemikiran dan tingkah laku seseorang individu. Kemampuan untuk mengawal emosi penting bagi individu untuk berdaya tindak terhadap sebarang posting internet yang tidak menyenangkan. Kajian ini bertujuan untuk memahami regulasi emosi, faktor-faktor yang mempengaruhi regulasi emosi pengguna media sosial serta strategi regulasi emosi yang boleh digunakan oleh pengguna media sosial terutama di kalangan remaja Gen Z. Kajian ini memberi manfaat kepada remaja Gen Z melalui pemahaman mengenai cara mengawal emosi bagi mengelakkan mereka berasa tertekan apabila berhadapan dengan pelbagai posting internet. Regulasi emosi berfungsi sebagai faktor pelindung dari tekanan yang dihadapi oleh mereka.**

***Kata kunci*—media sosial, regulasi emosi, Generasi Z**

I. PENDAHULUAN

Media sosial merupakan aplikasi yang menggunakan teknologi Web 2.0 dan memberi peluang kepada pengguna untuk menghasilkan bahan-bahan dalam pelbagai bentuk seperti teks, audio dan video yang dapat dikongsi dengan pengguna lain (Mohammad Rezal, 2016). Terdapat pelbagai bentuk media sosial seperti Whatsapp, Facebook, Instagram, Twitter, Snapchat dan sebagainya yang membantu individu berkongsi dan memperoleh maklumat dan pengetahuan, membina dan mengekalkan rangkaian sosial, membuat bisnes atas talian, serta media sosial dijadikan sebagai medan untuk meluahkan emosi mereka. Media sosial membolehkan sesiapa sahaja memberi maklum balas secara terbuka, mengulas, dan berkongsi maklumat dalam masa yang pantas dan meluas. Kehebatan media sosial membolehkan manusia memperoleh kegembiraan.

Namun begitu, penggunaan media sosial juga boleh mencetuskan emosi negatif hasil daripada pertikaian mengenai hujah atau pandangan orang lain dengan menggunakan kata-kata kesat atau simbol dan kecenderungan berkongsi maklumat yang tidak benar. Setiap orang perlu melibatkan diri dalam peraturan emosi yang sihat. Peraturan emosi yang sihat melibatkan perubahan emosi dalam cara yang berguna dan konteks-sensitif (*useful and context-sensitive manner*) (Kim, Bigman & Tamir, 2015). Kematangan dalam memberi serta menerima pendapat dan hujah perlu seiring dengan keupayaan meregulasi emosi supaya kesejahteraan psikologi dapat dicapai terutama dalam kalangan remaja.

Merwe (2013) melaporkan remaja menggunakan ruang siber sebagai saluran emosi mereka. Generasi Z (Gen Z) mula menggunakan media sosial untuk membina rangkaian sosialnya lebih awal daripada generasi yang lebih tua (Li, 2019). Gen Z merujuk kepada mereka yang dilahirkan antara 1995-2012 (Schroer, 2008). Kajian ini memberi tumpuan kepada pelajar-pelajar kolej Gen Z yang lahir antara tahun 1995 hingga 2001.

Media sosial menjadi medium utama bagi berkongsi emosi dalam kehidupan seharian (Rozanizam Zakaria, 2019). Menurut Panger (2017), emosi yang kita nyatakan dalam sosial media, cara kita mengekspresikan diri kita di media sosial, dan pengalaman emosi semasa melayari media sosial mempengaruhi emosi individu. Panger juga menyatakan bahawa beberapa penyelidik percaya bahawa jika kita cenderung menggambarkan diri kita dalam dengan cara yang terlalu positif dan ideal, boleh menimbulkan perasaan iri hati yang meluas dan merosotkan kesejahteraan individu kerana membandingkan kehidupan kita yang tidak baik dengan gambaran kehidupan orang lain yang lebih baik. Selain itu juga, emosi kita ada kalanya dipengaruhi oleh emosi yang dikongsi oleh orang lain melalui media sosial (Rozanizam Zakaria, 2019). Oleh itu, keupayaan regulasi emosi atau kemahiran menguruskan emosi adalah penting bagi membantu individu untuk berdaya tindak terhadap sebarang masalah yang dihadapinya. Individu menggunakan pelbagai strategi untuk mengawal emosi mereka. Kegagalan meregulasi emosi boleh menyebabkan kemurungan dan menimbulkan keresahan dalam kalangan pengguna media sosial.

II. Regulasi Emosi

Regulasi emosi merujuk kepada keupayaan untuk mengatur emosi seseorang dan orang lain. Pengaturan emosi ini merupakan kemahiran penting bagi manusia, yang membolehkan mereka berfungsi dengan baik dalam persekitaran sosial mereka (Bosse, 2017). Rolston dan Lloyd-Richardson (2016) pula mendefinisikan regulasi emosi sebagai kemampuan seseorang untuk mengurus dan bertindak balas dengan berkesan untuk pengalaman emosi.

Menurut Gross (1998a), terdapat dua strategi regulasi emosi yang boleh digunakan, iaitu strategi rejensi kognitif *(cognitive reappraisal)* dan strategi penindasan ekspresif *(suppresion).* Kajian Gross dan John (2003) mendapati individu yang menggunakan strategi regulasi emosi kognitif *(cognitive reappraisal)* didapati lebih optimis, harga diri yang baik dan mempunyai kesejahteraan psikologi. Manakala individu yang menggunakan strategi penindasan emosi ekspresif *(expressive suppresion),* cenderung untuk tidak menjadi diri mereka sendiri kerana mereka lebih suka untuk menyembunyikan perasaan mereka semasa berada dalam keadaan yang tertekan. Individu yang kurang berinteraksi dengan orang lain dan kurang berkongsi masalah dengan orang lain cenderung untuk berasa rendah diri, kurang berpuas hati dengan kehidupan, dan mempunyai gejala kemurungan yang lebih tinggi.

III. Definisi Generasi Z

Brosdahl dan Carpenter (2011) telah mengklasifikasikan generasi mengikut kategori tahun kelahiran untuk setiap kohort: Generasi X (1961-1980), Generasi Y (1981-1990) dan Generasi Z (1991 dan selepasnya). Manakala, Rothman (2016) pula mentakrifkan Generasi Z ataupun dikenali sebagai *Digital Natives* merupakan individu yang lahir antara tahun 1995 sehingga 2010. Gen Z adalah generasi pertama yang mempunyai rangkaian teknologi internet yang mudah diakses dan mereka terdedah kepada teknologi yang belum pernah wujud sebelumnya dalam proses pembesaran mereka (Gyan & Jyotsna, 2017). Hal ini disebabkan oleh revolusi web, internet, telefon pintar dan komputer riba yang berlaku sepanjang tahun 1990-an. Individu dari generasi Z ini juga dianggap sangat selesa dengan teknologi dan mereka lebih gemar berinteraksi di laman media sosial. Mereka mempunyai ‘ikatan maya’ yang kuat sehingga dikatakan bahawa teknologi adalah nafas dan kehidupan bagi generasi Z (Dauksevicuite, 2016).

Menurut *Institute for Emerging Issues* (2012), Generasi Z merupakan generasi yang sangat sinonim dengan kecanggihan teknologi. Mereka mempunyai komunikasi yang tidak formal dan bersifat individual serta rangkaian sosial adalah merupakan antara aspek penting dalam kehidupan mereka. Mereka lebih realistik dalam matlamat kerja dan optimis terhadap masa depan. Beberapa kajian menunjukkan bahawa otak Generasi Z secara strukturnya berbeza daripada generasi terdahulu dimana ia bukanlah disebabkan faktor genetik, tetapi akibat dari persekitaran luaran dan bagaimana otak mereka bertindak balas (Rothman, 2016).

IV. Generasi Z dan Media sosial

Dalam satu kaji selidik oleh Rohit (2015) melibatkan lebih 500 responden dari kalangan Generasi Z di sekitar Lembah Klang, Johor dan Pulau Pinang pada 2014 yang dijalankan oleh INTI International Universiti and Colleges mendapati 80% dari kalangan Generasi Z menghabiskan masa melayari internet secara purata 8 jam sehari. 47% daripada jumlah ini merasakan kehidupan mereka seolah-olah tidak lengkap jika tidak ber'*online*'. Daripada kajian ini, didapati juga seramai 56% daripada Generasi Z melayari internet untuk mencari maklumat dan informasi manakala 55% menggunakan internet untuk bermesej dan berbual di alam maya. Secara keseluruhan, lima platform online yang menjadi pilihan di kalangan Generasi Z adalah Facebook (95%), WeChat (70%), YouTube (66%), WhatsApp (66%) dan Google (33%).

Jamiah dan rakan-rakan (2016) menyatakan bahawa terdapat pelbagai implikasi besar yang wujud dari penggunaan media sosial dalam kalangan remaja sama ada positif ataupun negatif. Implikasi positif yang dapat dilihat dalam kajian tersebut termasuklah responden dapat berhubung secara langsung dan kerap dengan keluarga yang tinggal berjauhan, berhubung dengan rakan, mengetahui dan memantau perkembangan ahli keluarga, mengetahui perkembangan terkini, mempelajari pelbagai perkara baru, membina dan mengukuhkan jaringan, mendokumentasikan pemikiran, bakat dan minat, menjimatkan kos untuk berhubung serta menambah pendapatan melalui perniagaan. Sebaliknya, media sosial turut menimbulkan implikasi negatif seperti kurang kemahiran komunikasi secara bersemuka, pembaziran masa di media sosial dan pengabaian tanggungjawab, terdedah kepada maklumat atau fakta yang salah, kebocoran maklumat peribadi yang penting serta terdedah kepada fitnah, penipuan dan buli siber. Implikasi-implikasi yang berlaku ini pada hakikatnya menyumbang kepada tahap kestabilan emosi remaja. Justeru, remaja perlu bijak dalam mengawal regulasi emosi agar ia tidak dipengaruhi oleh media sosial ini.

V. Media sosial dan hubungannya dengan regulasi emosi

Media sosial juga dapat mengubah pemikiran, sikap dan tingkahlaku pengguna yang sering terdedah kepadanya (Normah, Wan Amizah, Fauziah, Maizatul Haizan & Mohd. Helmi, 2013). Chatting, e-mel, sms, blogging, dan media sosial merupakan medium sosial yang memudahkan pengguna untuk berkomunikasi tanpa perlu bersua muka. Natijahnya, pengguna internet lebih cenderung untuk menyendiri dan enggan berkomunikasi secara bersemuka kerana keperluan untuk berinteraksi telah dipenuhi oleh internet. Keadaan ini semakin buruk jika media sosial digunakan oleh individu yang tidak bertanggungjawab sama ada dalam penipuan, fitnah, khabar angin, mengancam dan pelbagai tingkah laku berbahaya yang termasuk dalam kategori gangguan siber sehingga menimbulkan keresahan dalam kalangan masyarakat.

Kebanyakkan individu memilih media sosial sebagai wadah untuk membantu mereka menyalurkan atau menyampaikan emosi, mengendali situasi atau peristiwa yang negatif. Media menyediakan gangguan sementara *(temporary distraction)* dari masalah. Sebagai contoh, pemain permainan dalam talian digital boleh mendapatkan perlindungan dari keadaan mood negatif yang dialami di dunia luar dengan melarikan diri ke dunia maya di mana mereka dapat melibatkan diri dalam pengalaman afektif alternatif (Yee, 2006). Media sosial juga memudahkan individu untuk memahami sesuatu peristiwa yang berlaku dengan memberikan maklumat dan seterusnya membantu individu dalam mengatasi emosi negatif yang dicetuskan oleh sesuatu peristiwa dasyat.

Menurut Panger (2017), individu menyesuaikan tingkah laku mereka di media sosial dengan keadaan spesifik mereka serta menyesuaikan tingkah laku mereka dengan norma-norma yang muncul dan maklum balas yang mereka terima dari audien seperti di Facebook. Individu lebih cenderung mengekspresikan emosi positif (Lin, Tov, & Qiu, 2014). Kajian lain menunjukkan individu meminta perhatian dan pengesahan di Twitter dan Facebook dan menyesuaikan tingkah laku mereka dengan maklum balas yang mereka terima, dihitung dalam jumlah suka, retweet, komen, pengikut dan sebagainya (Marwick & Boyd, 2011; Grosser, 2014). Situasi yang wujud dari kajian ini menunjukkan bahawa emosi individu tersebut bergantung kepada tahap maklum balas yang diterima di media sosial mereka. Sekiranya maklum balas yang diterima tidak memberangsangkan dan negatif, ia akan menyumbang kepada emosi negatif dalam diri individu. Oleh itu, aspek regulasi emosi amat penting dalam situasi ini agar penggunaan media sosial tidak akan menggugat kefungsian individu dalam aktiviti seharian. Menurut John dan Gross (2004), individu yang mampu meregulasi emosi dengan baik dapat mengendalikan dirinya ketika berada dalam keadaan emosi yang buruk sehingga dapat menyelesaikan masalah dengan cepat. Regulasi emosi yang baik dapat dicapai sekiranya individu mempunyai tahap kesedaran yang tinggi terhadap kesan buruk penggunaan media sosial (Puteri, Nelia, & Septi, 2018).

Selain itu, penggunaan secara aktif atau pasif pada laman rangkaian sosial boleh memberikan kesan yang berbeza kepada pengguna. Terdapat kajian yang mendapati bahawa penggunaan Facebook sebenarnya mampu menimbulkan kesan positif kepada pengguna (Gonzales & Hancock, 2011). Menghantar post di Twitter atau memuat naik gambar di Instagram atau Facebook dianggap cara penggunaan yang aktif. Kajian oleh Burke dan Kraut (2016) turut mendapati bahawa penggunaan Facebook yang aktif (iaitu, menggunakan Facebook untuk berkomunikasi dengan orang lain) dapat mengurangkan perasaan sunyi. Manakala, penggunaan media sosial secara pasif pula memberi kesan negatif kepada kesejahteraan pengguna. Penggunaan Facebook pasif (iaitu, menggunakan Facebook sekadar untuk memantau profil, gambar atau post orang lain) meningkatkan perasaan resah dan kesunyian. Kajian menyimpulkan bahawa penggunaan media sosial secara pasif dikaitkan dengan tahap kesejahteraan subjektif yang rendah (Verduyn, Ybarra, Résibois, Jonides, & Kross, 2017).

Young, Kuss, Griffiths, & Howard (2017) menyatakan bahawa penggunaan Facebook secara pasif atau aktif adalah bergantung kepada kehidupan seharian seseorang itu. Young dan rakan-rakan berpendapat bahawa peristiwa atau perkara yang negatif mungkin mempunyai kesan negatif terhadap mood dan berpotensi mengurangkan penglibatan individu terhadap penggunaan Facebook atau menggunakan Facebook secara pasif. Sebaliknya, peristiwa atau perkara yang positif akan memberi kesan positif pada mood seseorang, dan mendorong tingkah laku sosial samaada menggunakan penggunaan Facebook secara pasif atau aktif. Namun begitu, terdapat juga kajian yang tidak menjumpai sebarang hubungan antara penggunaan media sosial dan sejauh mana ia menyumbang kepada kesejahteraan hidup seseorang itu (Park, Kee & Valenzuela, 2009; Jelenchick, Eickhoff & Moreno, 2013).

Dapatan kajian menunjukkan peri pentingnya remaja mempunyai kemampuan regulasi emosi yang tinggi. Kemampuan meregulasi emosi membolehkan remaja memanfaatkan penggunaan media sosial secara lebih efektif dan tidak menjadi hamba kepada teknologi. Justeru, satu modul regulasi emosi bagi remaja yang bersesuaian dengan konteks Malaysia perlu dibangunkan. Dalam masa yang sama, pemantauan ibu bapa dan pihak yang berautoriti terhadap penggunaan alatan komunikasi oleh remaja masih diperlukan (Jamiah, Nurul Atikah, Mohammad Rezal & Fazilah, 2019).

PENGHARGAAN

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Industry On Campus (IoC): Fundamental Concepts In Polytechnics And Community Colleges, Higher Education Malaysia

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***Abstract*—This qualitative paper is a ground basis concept as a development of the basic approach of the Industry on Campus (IOC) implementation method, which will be conducted in Polytechnics and Community Colleges. This effort is to respond to the educational challenges 4.0 present through the changes in the industrial revolution 4.0. The objective is to obtain the factors that need to be identified and managed in IOC planning and implementation methods. The information and data collection was conducted through a focus group discussion consisting of officers and directors of institutions at Polytechnics and Community Colleges. The findings of this study will assist the Department of Polytechnic Education and Community Colleges in structuring the planning and implementation of IOCs in institutions through a conceptual model design resulting from data findings. The concept will be presented to the Polytechnic and Community College Industry Advisory Council to adopt new skills education between industries and institutions.**

Keywords—TVET, Collaboration, Industry On-Campus, Industry and Technology

I. INTRODUCTION

The National Education Philosophy, which is the principal of the education system in Malaysia, focuses on continuous efforts to ensure the Malaysians who have a high intellect, balanced skills between spiritual, emotional, and physical in achieving well-being and can contribute back to national development and prosperity [1]. These balanced abilities require a commitment not only from the government but also involve joint efforts between educators, parents, and students. This joint commitment combination needs to be strengthened to address current life issues that include religious, social, cultural, and economic aspects [2]. A person's ability to cope with the economic situation leading to employment requires much hard work to ensure continued survival. Reflecting on the situation, current employment that emphasizes personal skills and expertise in carrying out the task demands that human resource development should be in line with the needs of the current industry [1], which is to produce semi-skilled and skilled workers in various aspects involving various new technologies [3].

The development of technology in the developing industry-leading to the latest revolution demands workers who are more knowledgeable, skilled, excellent in communication, and can complete a task in groups with professionals manners [4]. From an industry perspective, which in line with such demand, only potential and competent employees will get a place and be selected to perform tasks or jobs in the industry. This initiative, which is to produce a semi and highly skilled workforce, requires the organization of efforts in Technical and Vocational Education and Training (TVET), which the government responds as an area that will help the country achieve the status of a developed country in the future [1].

Thus, efforts towards achieving the status of a developed country demand for human resources to expected increase by 1.3 million by 2020 [1] and the role of TVET is needed to overcome the demand from industry. In line with this demand, balanced

TVET skills in terms of knowledge, communication, and teamwork should be applied in the technical and vocational based education system where the concept of learning is widely used in almost industrial countries, including Malaysia [2].

TVET education has also received Government attention and education spending budget, which increased from RM5.7 billion to RM5.9 Billion in 2020 [5]. It is shown that the importance of TVET is one of the national development agenda through the Government Economic Transformation Program [6]. The result of this transformation can be seen with the rapid development of TVET institutions established involving more than 1200 TVET institutions in Malaysia, and a total of 45 percent of institutions are from public institutions [7].

TVET education is a teaching and learning method that includes both formal and informal in preparing a semi and skilled workforce with the knowledge and skills needed in the world of work today [1]. In 2017, this TVET program in Malaysia was offered through seven ministries, including the Ministry of Education Malaysia, which offers programs from certificate level to degree [8]. Based on the above, the number of institutions under public institutions involving Universities, Industrial Training Institutes, Giat Mara, National Youth Skills Institute, Vocational Colleges, and many other institutions are given the function to mainstream the field of TVET and its functions, including Polytechnics and Colleges Malaysian Community [9]. The involvement of all TVET institutions, including Polytechnics and Community Colleges Malaysian, must achieve the country's aspirations, namely; a) provide a skilled workforce for energy needs; b) mainstream the vocational system; c) in line with regional and developed countries; d) prepare graduates to work; e) bridging the gap to achieve world-class human capital; f) increase the enrolment of vocational education globally (2).

A. PROBLEM STATEMENT

The implementation of TVET education in Polytechnics and Community Colleges Malaysia is based on the syllabus and curriculum development between curriculum (academia) developers and industry representatives. It is to ensure the quality of graduates of the Department of Polytechnics and Community Colleges Education (DPCCE) competent and in line with the industry [3]. The combination of these two representatives, namely institutions and industry, produces a significant and relevant impact to achieve the country's aspirations towards producing highly skilled human capital resources. Thus, planning through a curriculum translated from academia and the outcomes of industry activists' recommendations on critical work needs in the industry will be directly implemented to all Polytechnic and Community College students' teaching and learning approaches to meet industry demands [7]. In fact, preparing students following industry specification requirements will increase the marketability of Polytechnic and Community College graduates.

Recognizing the importance and requirement to always align with standard with the industry's needs, various methods are implemented to ensure Polytechnic and Community College students' relevance in the industry perceptions. Learning approaches based on Technical and Vocational Education (TVET) such as pedagogical methods, learning experiences, activities, and learning styles are applied according to the current technology and work culture [10]. Pedagogical methods such as problem-based learning, work-based learning, competency-based learning, project-based learning, production-based learning, and experience-based learning are among the pedagogical methods used in technical and vocational education systems in Polytechnics and Community Colleges [4]. This pedagogical method carried out either individually or in combination, affects the increase of polytechnic and community college graduates accepted in the industry.

Reflected on these changes, the Department of Polytechnics and Community Colleges Education (DPCCE) took proactive and responsive initiatives through the Program Planning and Institutions Division to outline the implementation concept of the latest methods for their teaching-learning methods. The basic concept of implementation needs to be built to be used by all polytechnics and community colleges institutions to ensure the relevance of this institution with current and industry-leading educational methods. Basic concepts are needed to determine the factors that need to be addressed in the planning and implementing this new concept. In constructing the contributing factors to the method, it requires a concrete study based on observations, secondary data, and primary data. These fundamental pillars need to be determined for the direction to which this new method's implementation is consistent and reliable according to the standards set by DPCCE. Through a series of initial discussions, observations, and findings from secondary data, the method that is relevant and coincides with the operation of

DPCCE is through the "Industry on Campus" method, which is seen as the suitable scope of the implementation in polytechnics and community colleges that requires effort from the industry to upgrades and fill the education-industrial gaps. Thus, some initial questions raised to enable this study to answer the objectives; a) Who are the appropriate target participants in carrying out this IOC method ?; b) What are the fundamental factors required for an institution under DPCCE to start this IOC method ?; c) What is the impact that will be produced for the target participants who undergo this IOC program? Based on these fundamental questions, a qualitative study was conducted to determine the fundamental factors or attributes to establishing this IOC, which was conducted through the focus group discussion method (Focus Group Discussion).

II. Literature Review

A. Collaboration

Collaboration is a form of cooperation between two or more individuals or organizations working together through information sharing, planning, implementation, and evaluation of activities to complete a task or achieve a goal [11]. In human resource management, collaboration is closely related to combining different views, goals, creative talents, knowledge, and attention of individuals to the main objectives to be achieved or resolve human resource management issues within an organization [12]. Whereas from an industry perspective, collaboration is defined as a form of collaborative way in production in which several individuals or organizations work together through strategic alliances for the same purpose in achieving business benefits [13]. Next, collaboration from the aspect of education and industry refers to the cooperation between two or more or organizations that work together in providing educational methods of combining teaching in the lecture room with the application of work experience in the industry. This collaboration process requires a mutual commitment between the two parties who have the same demands and agree to carry out joint activities to produce a determination or objective that satisfies both parties.

Collaboration is a skill in developing meaningful cooperation as well as building trust with each other. Individuals and organizations that wish to build trust need to know how to understand both parties' needs from various perspectives, manage priorities for both parties, and requirement communal that will be translated through team spirit and mutual respect during the collaboration process [14]. This initiative is seen as very much needed by all organizations and industries that want to grow in line with today's global business [15]. Reference to [16] has previously stressed that developing countries oversee the learning system, and the development of workforce resources through collaboration between educational institutions and industry players is a significant contribution to the country. Thus, the education that contributes to the development of human resources for the industry needs to take proactive initiatives in working with the industry to produce competent and highly competitive workforce resources.

Cooperation between institutions and industry through strategic alliances should be intensified in its implementation. It is due to the increase in the number of unemployed workers owing to incompetence and job mismatch as a result of the traditional educational approach that causes the government to turn to an industry-based educational approach [17]. He also added that these institutions and industries' collaborative efforts aim to level the demand from the industry, and the curriculum built must involve industry and academics. The industry's needs that require knowledge and competence in a skill need to go through a transition that implements together with educational institutions so that the graduates will meet the required standards[18] Responsive to this situation, the combination of industry and institutions will impact professional development and profit to the industry, success at the institution, society, and the country.

B. Technical and Vocational Education and Training (TVET)

In general, Technical and Vocational Education and Training (TVET) is a method of education and training that provides knowledge and skills for a particular field of work [2]. This TVET education combines formal and informal learning to achieve the purpose and needs of the growing and relevant industry [19]. Reference to [20] defines the function of TVET as a different approach from existing education, involving science, mathematics, and technology that focuses more on practical skills involving the attitudes, understandings, and knowledge of individuals with skills in a particular field of employment from various sectors economic and social life of society. Meanwhile, [21], which is responsible for monitoring the implementation of TVET, defines TVET as an alternative effort of training and skills education related to various fields of employment, production industry, and services that contribute to the livelihood of society. Besides, TVET is vital as a lifelong learning mechanism that can occur starting as early as secondary school, higher education, or economic improvement courses for the community, aiming to generate individual income.

Many developing countries recognize TVET as a vital development instrument for social, economic equity, and contribute to developing a sustainable country [10]. Through the TVET platform, these developing countries focus on the learning system and workforce resources development through collaboration between educational institutions and industry players. In line with the rapid pace of industry changes, the TVET approach needs to be in line with current needs that require the addition of new skills and require new learning methods to highlight experts such as scientists, inventors, and high-level expertise [16]. In making a skilled employee, the need for knowledge should be commensurate with the practical skills that require strategic collaboration between educational institutions and related industries to produce balanced graduates who are highly knowledgeable and competent.

Thus, technical institutions need to have a close relationship with the working practitioner to help the industry provide the necessary workforce through early exposure programs such as industrial training and on the job training, equipment sharing, or training of trainers through skills upgrading [3]. This ability will differentiate TVET institutions from others, such as the uniqueness of training in line with the industry and increasing graduates' employability. Reference to [19] suggests several objectives in achieving TVET, namely; a) exposure for a positive work environment; b) a person needs to be exposed to various practical skills and scientific knowledge; c) identify a person's abilities; d) a person needs to be stimulated to develop himself and improve himself and know his abilities; e) person needs to know how to deal with challenging tasks and requirements in the world of work; f) self-improvement through continuous training in order to achieve a level of perfection in skills. Responsive to these recommendations, TVET education applications must be carried out involving educational institutions and industry assistance that will assist in the skills and knowledge transfer so that graduates become competent and highly competitive.

C. Department of Polytechnic and Community College Education Malaysia (DPCCE)

The objective of establishing the Department of Polytechnic and Community College Education Malaysia (DPCCE) is to be a pioneer TVET institution in various fields to develop the country's human resources and increase the community's income capacity [21]. Until now, 36 polytechnics are open throughout Malaysia to develop highly skilled workers [3].

Recognizing the needs of the community who require skills in generating their income and growth social-economic status not only to the urban population but also rural areas, the government has established a smaller scale TVET institution to provide education to the community through the approval of the Malaysia Cabinet Committee meeting in 2000 namely Community College [23]. The objective of establishing a Community College is to create quality education and training that is in line with the demands of the industry as well as it becomes a pathway for high school graduates besides cultivating lifelong learning to the community [24]. These two large institutions have combined their management under one Ministry of Higher Education Malaysia through a strategic plan to produce highly skilled graduates and communities in the field of TVET, which aligns with the industry's needs.

III. METHODOLOGY

This study aims to identify, understand, and discover factors related to human behavior and perceptions, in which the findings are used as a fundamental discovery of an IOC method. This study is based on the real conditions studied and did not require testing by arithmetic or statistical analysis. Thus, the qualitative approach is the chosen approach with the focus group discussion method to gather this study's information.

Population and unit analysis are among the management officers at Polytechnics and Community Colleges who have already managed the establishment and regulated the implementation of industrial programs on campus at their respective institutions. These officers are believed to be knowledgeable and have extensive experience in managing Government institutions that can provide relevant information to this study. Based on the information gathered from several institutions in Polytechnic and Community College, a total of six officers selected for this focus group discussion.

A set of semi-structured focused group discussion questions was developed to obtain in-depth and detailed information about this study related to the views, experiences, and perceptions in managing collaborations with industry. These officers are selected based on their success in managing their duties as consultants, in-charge officers, and managers of industry programs at polytechnic and community colleges.

These semi-structured questions were constructed transparently to avoid any form of bias or inclination of the answer to something by focusing on the proliferation of ideas to know something rather than setting a research answer. In a more real sense, the answers from all these discussions were recorded and reported on the theme. These questions are in Bahasa Melayu as the medium of discussion is also in Bahasa Melayu. All questions were constructed by the researcher in answering the objectives of the study. Five questions were asked to get feedback, purposely from the aspect of fundamental factors in the establishment and operation of the IOC as shown in Table 1;

TABLE 1: SEMI-STRUCTURED QUESTIONS FOCUSED DISCUSSION

No	**Soalan**
1	What is the Industry-based learning center implement in the institution?
2	Who will take the benefits/targets of participants on Industry-based learning centers in the institution?
3	What are the basics / FACTORS that you see need to be emphasized in setting up an Industry-based learning center in the institution?
4	What are the Impact Expectations on the implementation of Industry-based learning centers in the institution?

Before the focus group discussion process, five identified officers were contacted, and researchers sought these officers' permission to attend these discussions. Simultaneously, a letter about the research's introduction and feedback of consent was also sent as a formality. As a result of the initial discussions with the officers, all of them agreed to attend and participate in the discussions held in the Department of Polytechnic and Community College Education, Putrajaya. The date, time for the discussion session are then arranged based on the informant suitability time. All selected officers were present for the discussion session.

In the focus group discussion session, each officer or informant was asked to record the discussion. Once permission is obtained, the moderator opens the first question according to the set of semi-structured questions constructed based on the study's objectives. The moderator tries to ensure that there are no questions or pre-answers from the researcher or moderator that can cause the informants to answer in a specific direction and open the opportunity for the officer to give an inclined answer to something or bias. All informants’ conversations were recorded using video cameras and tape recorders. The discussion session lasted for two hours and fifteen minutes, and the researchers were satisfied with the answers given. All findings are written using the pen portray method where anything mentioned by the informants is recorded in writing. In order to maintain confidentiality in this discussion, the name of the officer, the video, and the voice recording are kept confidential to maintain the informants' privacy.

IV. INFORMATION ANALYSIS

Findings from informants through focused group discussions are arranged according to themes so that the information obtained is easy to handle and can be used as a conclusion for this study.

Question 1: What is the Industry-based learning center implement in the institution?

NO	INSTITUTION	INDUSTRY-BASED LEARNING CENTRE	INFORMANTS
1	Politeknik Seberang Perai, Pulau Pinang	• Logistic Services • Accounting services	1
2	Politeknik Sultan Ahmad Shah, Pahang	• Accounting services • Engineering Product & Services	2
3	Politeknik Tunku Sultanah Bahiyah	• Accounting services	3
4.	Kolej Komuniti Taiping, Perak	• Spa services	4
5	Kolej Komuniti Sungai Petani	• Spa services • Food & Beverage Services • Laundry Services	5

Question 2: Who will take the benefits/targets of participants on Industry-based learning centers in the institution?

The purpose of this question is to identify who the stakeholders for this IOC program are? It needs to be emphasized in order to provide benefits based on the objectives of the institution establishment. Among the answers from the informants are as follows.

Informant two (2) stated:

"Emmm .. my institution focuses on students which joint programs with small and medium entrepreneurs from the industry. Students will get more benefits, and entrepreneurs can expand their business with the implementation of industry programs on campus."

Meanwhile, informant five (5), who managed many student entrepreneurship kiosks with the industry-supported, and he suggested:

"It is true that the main focus is students and the business community…. However, we must not forget the local community that also can take advantage of the institutional and industrial collaboration. Hmmm… in the hope that the community can do business together or become an agent for the company. Ohhh… another one thing, I think we can include institutional staff training to help the staff learn the business or new skills. That is very interesting….. "

Next;

"One more thing, we should not forget the industry itself !!, maybe… the industry wants to train their new employees and need a place and space to educate their staff…. Yes…. Our institution is supposed to help; it is a win-win situation…. The industry then wants to invest in us later."

- Informant one (1)

As a result of this question, it can be concluded that the stakeholders for this Industry on Campus Program can be focused into four (4) context namely: a) Institutional students; b) Community / Society representing from various aspects whether individual or group; c) Industrial workers for preliminary training, reskilling and upskilling and; d) Institutional staff who can take advantage of this collaboration to add skills and generate additional income.

Question 3: What are the basics / FACTORS that you see need to be emphasized in setting up an Industry-based learning center in the institution?

This question is asked to know the essential factors required in implementing this IOC program. This answer will help the management of institutions in Polytechnics and Community Colleges to manage based on this element's determination. Most informants list some elements that need to be built in the form of standard operating procedures so that the IOCs' implementation is more standardized and structured. It is as stated;

> "*Emmm… I think.... if we want to make this IOC program happen, we need to outline the Standard Operating Procedure / SOP that can assist the institution and the officers who manage it. Those elements… It must be tough enough to carry out… hard work… but for the sake of our students… we have to start to become industry-relevant. ... Oh, before I forget,… hmmm… make sure we find the thrust industry that fits the program in our institution."*
>
> - Informant dua (2)

Suggestions from other informants about the essential elements that need to be outlined and included in this SOP IOC are;

> *"Yes… Niche Area must be in a top priority agenda in selecting the right industry…. Moreover, we must find a strategic alliance industry that follows our institution's program and significantly impact our stakeholders later. Mmmmm… Discussions and meetings should find consensus between industry and institutions so that both are aware of the importance of this strategic alliance. Ahhh ... ahhh…. Each wants an output that benefits both parties…. That is right…*
>
> - Informant four (4)

> *It seems that the strategic alliance needs to be transparent and reach a mutual agreement. I think collaboration in improving student competencies and so on is the responsibility of institutions and industry together… emmm… institutions want our students to be able to work and high marketability… while the industry gets the benefits through skilled labor which can continue to be absorbed into their companies. Matches of job specifications, technology, equipment, skills, culture, including knowledge, will be resolved through this IOC program. Collaboration is a key element for this IOC. If we fail to reach a consensus… then this IOC will fail. "*
>
> - Informant three (3)

> *"It is true that if the collaboration is not achieved, this program will not be able to bridge the gap between industry and institutions… Both should join in a strategic alliance to develop human resources for our country."*
>
> - Informant one (1)

Next, informants four (4) added;

> *"We must not forget the mode or type of education we want to carry out. .... Definitely involve the curriculum and academic schedule. .... Hmmm… I mean, how many semester students should undergo this IOC program? Of course, our institutions are not the same in terms of implementation ... So… there must be a guideline for implementing this IOC and what should be done at the level of either institution, programs, modules, and sub-modules. I need that refinement…"*

> *"Yes, I agree as said earlier, we need to identify where the actual requirement to run this IOC with the industry? ... mmmm… another one, we do not forget to identify tools, materials, and other needs for our teaching and learning…. Haahahhah… one more thing, our financial implications need to highlight that too .. "*
>
> - Informant five (5)

Informant 1 also expressed concern about the financial procedures to be followed;

> *"…… ah ah… yes .. exactly… our financial procedures are tied to the government treasury…. It should also be taken into account and very important. I am a little worried about this aspect… and we must abide by our institution's financial circular. All consultations and collaborations must follow the financial requirements of the government. Aspects of rental, payment, others should be included in this SOP IOC.*

"Institutional management needs to be sensitive to this financial compliance and manage according to the procedures required by the government and, at the same time, succeed in this IOC planning with the industry… .emmm…. When it comes to finances, assets, and facilities, these factors also need to be looked at. Space and equipment should be considered to make it easy to determine maintenance and repair ……. Mmmmm .. "

- Informant two (2)

"Yes .. that points also is very important !! Our infrastructure and space allocation must be declared when this IOC program runs… space requirements are critical… equipment from industry must also be identified and responsible for safety and repair. The industry will ask the equipment's location in determining the equipment donated is not lost and safe…. "

- Informant four (4)

Findings from the informants on the planning and operation's fundamental factors show some indicators that need to be emphasized to ensure the effectiveness and smoothness of this IOC program. Some of the factors found in focused group discussions are;

a) Learning Mode - which refers to academic management in the implementation of training with industry. Academic management will determine according to either institutional / program / module / submodule mode. The conditions in Teaching and Learning must also be followed according to the SOP standards that must be developed later.

b) Collaboration - a joint strategic alliance between institutions and industries that will benefit both parties leading to the actual thrust area (niche area) according to the study program's curriculum. Collaborative discussions need to be conducted to determine the contribution of industry and the contribution of institutions in the success of this IOC agenda.

c) Finance - Financial management should be referred to the government's current financial needs and subject to the treasury rules and regulations. All transactions must comply with Government financial regulations.

d) Infrastructure and Facilities - infrastructure facilities and facilities need to be explained in detail for this IOC program so that it is easy for both parties to monitor and manage assets, tools, and equipment as well as training facilities.

Question 4: What are the Impact Expectations on the implementation of Industry-based learning centers in the institution?

This question is raised to determine the expected output resulted from the implementation of this IOC. The expected output is very much needed in determining the direction of this IOC and contributing to the institution's objectives. Most informants state advantages to students and institutions such as;

"Oh .. the impact…. The graduate's marketability will increase, and the industry easily recognizes our students in high demand. It will definitely be closely related to the salary payment commensurate with the students' skills. Moreover,… ..and… ..students must be confident and ready to work. Industry staff can also be upgraded through this program. The Industrial Apprenticeship Scheme can take place, and human resource development will continue with both parties' involvement. …… I like the impact… .ya..yaa… Theory in the institution, while the practice is in the industry… it is sound perfect and wonderful " - Informant four (4)

Informant five (5) also added the information;

"The problem of the shortage of highly skilled workers will be solved, and the compatibility of the scope of work can also be minimized… Mmmmm… all depends on the institution's strength and the ability of the industry in dealing with trainees. Certainly, it will increase demand and supply according to the requirements of job specifications and open up a better future…. Need to continue… "

And Informant three (3) supported;

> *"I support that…. Furthermore, we must also refer to the IOC's entrepreneurial ability and function in producing people in business or entrepreneurs. Emmmem… students who join this IOC will have the entrepreneurial spirit gained through industry experience with their main focus being maximizing business profits."*

> *"Entrepreneurship is a field that creating success pathway right now. Also, to gain training, the students acquire business skills as well as an entrepreneurial spirit to be equipped in order to achieve a successful business in the future."*
>
> \- Informant two (2)

> *"In addition to entrepreneurship, this program will increase the expertise of lecturers and institutional staff. Lecturers need an injection of new knowledge that will be an added value to their knowledge. Existing knowledge may have been left behind and ……… Mmmm… in this way also the increase of new knowledge and skills can occur… benefits also to our lecturers.*
>
> \- Informant one (1)

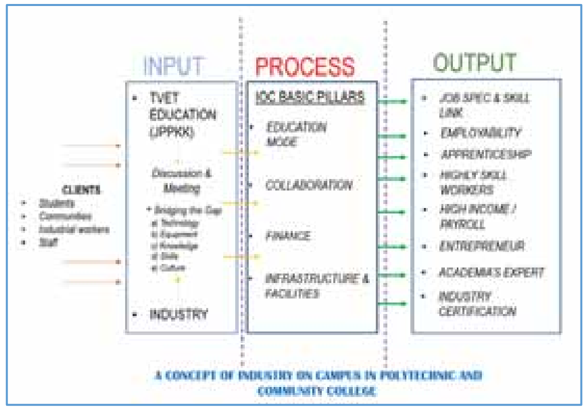
Informant five (5) added;

> *"And the industry should be able to issue certificates or through the Malaysian Skills Certificate…… if they are eligible…. These certificates help students apply for jobs later on and show that they are skilled in related industries… "*

Findings from informants on the expected impact are concluded and highlighted as below;

a) The compatibility between job specifications in the industry and graduate skills is improved.
b) The marketability of institutional graduates will increase on par with industry demand due to the relevance of job specifications to graduate skills.
c) Apprenticeship system for the industry can produce new skills, reskilling and upskilling the workforce for its staff's career enhancement.
d) The industry gain benefits from the production of highly skilled workers that increased productivity and generate maximum sales and profits.
e) Revenue increased due to the high-quality product and services produced by highly skilled workers will increase their income so that wages and skills align with job supply and demand.
f) Developing people through entrepreneurial enculturation will be implemented with a combination of business-oriented industries and institutions that embark on the graduates' knowledge and personality.
g) Academician will gain new knowledge and skills available in the world of work and industry today to remain relevant to today's learning and industry-relevant.
h) Certification from the industry can help graduates or trainers in marketing themselves in the future and increase the graduate's confidence to become key players in the industry.

The findings from these focused group discussions are significant to the management at DPCCE and institutions in planning their respective IOC journeys. This finding is further complemented by the conceptual framework provided below.



V. SUGGESTION, RECOMMENDATION, AND CONCLUSION

A. *Suggestion*

Findings through focused group discussions provide some insight into the factors that underlie IOCs' implementation in Polytechnics and Community Colleges. Based on these findings, the researchers designed a framework model for implementing IOC in Polytechnics and Community Colleges. Referring to model 1 above, the discussion panel members set the target stakeholders in applying this IOC method in Polytechnics and Community Colleges from the institution, the local community, lecturers including institutional staff, and industry workers related to the niche areas.

The implementation of this IOC needs to consider the four main pillars of its operation, the First pillar which refers to the Learning Mode of Pedagogical approach and focuses skills that will be carried out through this IOC method that involves either entire institution, program, module, or submodule in order to be more systematic and structured. The Second pillar emphasizes the need for strong collaboration or strategic alliance between Polytechnic institutions or Community Colleges with the identified industries that can develop semi and highly skilled human resources. Relevant industries must comply with the program curriculum in institutions that will add value to students' skills. The field of industry expertise must comply with the niche area of the program in an institution that can be carried out through training or sharing skills and equipment, leading to a win-win situation between the two parties.

The third pillar is the financial factors that refer to the specific budget allocations, financial restrictions, government finances that are bound, and discretion to management rules involving government accounts. The industry's willingness to donate their equipment must be finalized in terms of maintenance, place rental, and so on need to be resolved before the program begins. The final pillar in implementing this IOC involves infrastructure and facilities that focus on facilities, physical building, equipment, technology, and government assets that require a detailed discussion with the institutional management and industry. A mutual understanding of maintenance and place or location must be considered before starting the program. The period of collaboration should also be set so that the diversity of skills can be provided, and the skills improvement can be in line with the latest industry changes.

The impact on the implementation of this IOC will definitely affect the compatibility of job specifications with the industry's skills, leading to high graduate's employability. This IOC results also contribute to the improvement of skills in the aspect of employee apprenticeship that soars to highly skilled workers and receives emoluments or salaries that are commensurate with their expertise. In terms of entrepreneurship, a business-oriented industry will contribute to graduates who wish to be entrepreneurs and open a business either through joint ventures, vendors, agents, or running their own business. In terms of academics, the IOC assists institutions in training educators in skills development to be industry-relevant educators to train students, communities, and industry workers themselves. The joint involvement between academics and industry players will be a two-pronged approach to improving academic skills and psychomotor skills. Furthermore, the industry can also provide a certificate or through the Malaysian Skills Certificate to recognize the participants who have gone through this IOC program for their efforts and commitments. Evidence through industry logbooks is required as proof of the involvement in attending the IOC training.

B. Recommendation

The above model explanation based on the focus group discussion gives a direction for planning, implementation, control, and impact in implementing this IOC. The method, which involves almost 80 percent with the industry, is considered a new TVET method in training future industry players. With this framework model, all institutions under the Department of Polytechnic Education and Community Colleges are expected to create a place for training applications conducted with industry either on institutional premises or in industrial premises managed by institutions as IOC Excellence centers.

The implementation of this IOC program needs to be documented at the institutional level so that its implementation is recognized through the evaluation system set by the Department of Polytechnic and Community Colleges Education. Star rating will be given to institutions as recognizing the institutional efforts. This IOC concept will be a new method in addressing the gap between institutions and industries and minimizing job mismatch and employee skills. The IOC's success depends on the process of collaboration between institutions and industries that focus on human resource development as an asset that needs to be developed together to meet job demand and supply. This social responsibility should be seen by the industry as a contribution to the country's economic development and requires more industries volunteers according to the appropriate niche area to be together in this effort.

C. Conclusion

The discovery of this conceptual framework model is expected to assist institutions under the Department of Polytechnic Education and Community Colleges to carry out IOC methods in a more standardized, systematic, and structured approach. Success in implementing this method will have a significant impact on Polytechnic and Community College graduates and also for the social-economic growth country.

ACKNOWLEDGEMENT

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Impression Management On Service Communication (Case Study In Universitas Gubadarma, Universitas Islam Bandung And Universitas Muhammadiyah Cirebon)

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***Abstract*—The current reality is that the image of an institution is influenced by patterns of interaction with the community, including the image of the university. Based on the results of the research in the first year; the image of Private Universities (PTS) was influenced by the quality of service. Public Service Communication is the practice of communication in supporting the provision of the best public services for customers of the organization in order to create a harmonious relationship of understanding, thus supporting the achievement of organizational goals. Every service officer must have communication skills to create an image of an institution with a good reputation. Based on this phenomenon, researchers were interested in conducting a study on impression management in service communication in three private universities in West Java, namely Gunadarma University, Bandung Islamic University, and Cirebon Muhammadiyah University. The theories used were the quality of service communication, impression management, and image concepts. The research was conducted through qualitative methods with a case study approach. The findings show that PMB service communication verbally and nonverbally is impression management conducted by the universities for prospective students. The social interaction in the context of service communication of the three universities presented a self-image of these Institutions to prospective students. Communication barriers for PMB services came from internal and external parties.**

Keywords—service communication, impression management, image

I. INTRODUCTION

In the current reality, an institution’s image is influenced by the interaction pattern in the relation with the community, including the university’s image. Based on the research of the researcher team in the first year, the image of Private University (PTS) is influenced by its service quality. University is one of service providers in education which is generally intangible, invisible, imperceptible. The quality of service can only be visible after the service is used. One of the vital services of university is in terms of service, in which universities are expected to be able to give the best service to its both external and internal public.

Public Service Communication is a communication practice in supporting the implementation of the best public service to customers of an organization in order to create harmonious mutual understanding relationship, in order to support the achievement of organization’s objectives (Saleh, 2010:7). Communication skill is a vital one to have by every service officer in order to create an image to the institution in order to encourage the creation of good reputation.

University’s preparedness in facing the 2015 ASEAN Economic Community (AEC) is assessed to be highly minimum. In fact, the Chairperson of Indonesian Private University Association (Aptisi) Edi Suwandi Hamid, assessed that there will be many state universities (PTN) and private universities (PTS) to be bankrupted due to their unpreparedness in facing the global competition. “It is possible that there will be PTN and PTS who shall bankrupt due to their unpreparedness in facing the attack of universities from other countries when the AEC is forced," he said. He believed that universities in Indonesia must prepare themselves by improving their qualities.[7] ("Facing the 2015 AEC, Many Universities Are Bankrupt")

Based on the phenomenon, PTS improves in many qualities, such as in human resources, capital, research, mastery of science and technology, and others. The aspects can be reflected from how the PTS gives its services to external public. Every organizer of private university shall give excellent service and all its best services to its prospective students who are expected to register and study in the university. It also relates with the continuity of PTS in which most of its income is sourced from the students. Carlzon (Saleh, 2010:2) named this century as the "century of customers", the century when service users are positioned on a noble place.

Prospective students, namely the graduates of high school, who are the main target of PTS Organizer who are positioned as prospective customers, shall certainly be given qualified services. With the good service quality, it is expected to create harmonious mutual understanding to create positive image on the private university. According to Jose M. Pina (2004:8), one of the aspects influencing the creation of organization image is the service quality, which is a global assessment related with superiority of a service.

University image is the impression of an individual or a group which is internal and external public towards universities arising from understanding, opinion, support or knowledge and experience (Armawati Sufa and Riyadi, 2017:170). This means that the image of private university is formed through collective experience, view, stance and belief towards the private university, including the experience in directly and indirectly interacting in the prospective student admission service. Therefore good private university image can be formed with the fulfillment of prospective students' expectation on the good service quality.

Based on the background and phenomenon, the researcher is hereby interested in performing deeper research concerning the quality of service communication of new student admission and its obstructing and supporting factors in the context of new student admission in Private Universities (PTS) in the West Java region. Research object consists of A, B and C-accredited private universities which are purposively selected, namely Gunadarma University, Bandung Islamic University and Cirebon Muhammadiyah University.

II. SERVICE COMMUNICATION

In improving the quality of the administration of private universities, PTS shall prioritize the quality of its service by considering the various demands and needs of its public, in this matter external public, that the public will be well-informed, supportive and cooperative with the institution. Therefore the institution shall be capable to bring all of its internal elements by placing the PTS as a service institution which is capable to "serve" its stakeholders and to meet its necessities well, that it can give impact to the formation of the institution's image.

Service is defined as every activity or benefit given by a party to another party which is fundamentally intangible and also not causing ownership of something (Kotler, 2003). Sinambela (2006:6) in his book entitled *Reformasi Pelayanan Publik* defines quality as "Everything which is capable to meet the wish or needs of customers". Qualified service communication means the capability to satisfy the parties being served, internally and externally, in optimum context in meeting the stakeholders' demands.

Based on the above explanation, quality is defined as the standard to be achieved by an individual, group, or organizational institution concerning the quality of human resources, work methods and the goods and service produced. Quality is also defined as to satisfy those who are served internally and externally, by meeting the requirements and demands of the customers or community. Qualified service means the service which has met the standard to be reached by an organization or institution. Based on the many explanations, quality can be defined as professional performance, which orientation towards the compliance and requirements of the community on its fundamental rights of services.

[7] www.harianterbit.com Thursday, October 23, 2014.

A. Image Formation Process

Image is the impression obtained by an individual based on their knowledge and definition on facts or reality (Soemirat & Ardianto, 2003:114). Image is formed based on the knowledge and information received by an individual. Communication indirectly causes certain behavior, but tends to influence how we organize our images on the environment. The image formation process in cognitive structure which is in compliance with the definition of communication system is defined by John S. Nimpoeno in the research report on Customer's Behavior:

B. Experience on Stimulus

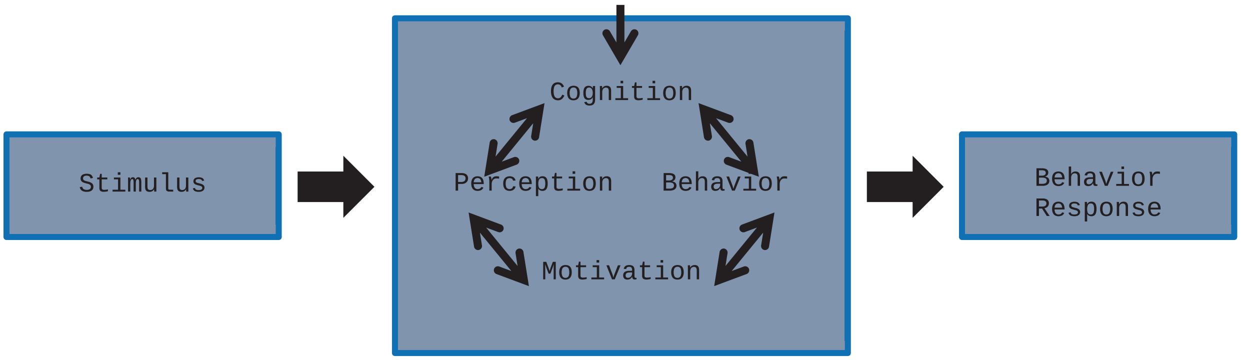

Figure 2. Image Formation Model

Source: Dasar-Dasar Public Relations (Soemirat & Ardianto, 2003:115)

Public Relations is depicted as input-output, external process in this model is the image formation, while the input is the stimulus given and the output is the response or certain behavior. Image is drawn through perception-cognition-motivation-behavior. This image formation model shows how the stimulus originated from the external is organized and influencing the responses. The stimulus given to an individual can be received or rejected. If the stimulus is received by the individual, it means that there is communication and there is interest from the organism, and therefore the next process can take place.

In this research, the stimulus of service quality performed by the university and external stimulus of experience shall be processed in the minds of individuals (public) through the components of perception, cognition, motivation and behavior. The four components are defined as individual's image towards stimulus. This is called the 'picture in our head'.

C. Self-Presentation Theory (Impression Management)

Public Relations has the function as the connecting bridge between an organization and its public, both internal and external. In order for this function to take place effectively, PR practitioners must have communication capability and maintain good relation with the public. PR practitioners must be capable to create positive impression to the party they communicate with towards their organization.

Goffman creates metaphor of social life as a stage, in which this world is like a show or drama in front of an audience. Goffman (Kriyantono, 2014:217) focuses on social interaction in which every individual wishes to display their self-image or self-concept in front of others.

Goffman assumes that when people interact, they want to present a self-image which will be received by others. Goffman names this "impression management", namely the techniques used by actors to build certain impressions in certain situation in order to reach certain objective (Mulyana, 2002:112). This means we "manage" information we give to others, we control the influence which will be caused by our appearance. We realize that others will do the same towards us and we treat them pursuant to the self-image we depict in our minds.

III. RESEARCH METHOD

This research uses case study, which means an exploration of a “bounded system” or a case (or many cases) in certain period through profound data collecting in details, involving rich information sources in context (Creswell, 2012:61). According to Elvinaro (2010:64), case study is a type of approach in a research which reviews a case intensively, profoundly, in detail and comprehensively. According to Stake in Creswell (2012:20), a case study is a research strategy in which researchers meticulously investigate a program, event, activity, process or a group of individuals. Cases are limited by time and activity, and researchers collect information comprehensively by using various data collection procedures based on the stipulated time.

Case Selection: case selection of the new student admission service communication for private universities in West Java is conducted purposively with representation of A, B and C-accredited private universities. The case is selected by researcher by making as objects the individual, environment, program, process and community or social unit. The size and complexity of the case study object shall be rational that it can be completed in the time limit and resource persons may be met in determining the analysis unit.

Data collection: the data collection technique used in this research is interview with informants involved in the new student admission activity, observation towards the communication of new student admission service, literature study and documentation analysis. Researcher as the research instrument adjusts the data collection method to the issue and environment of the research.

Data analysis: after the data is collected, researcher starts to aggregate, organize and classify the data into research units. Aggregation is a process to abstract specific matters into general matters in order to find the general pattern of the data. Data is organized based on category or included in typology.

Refinement: although all data have been collected, in the approach of case study it shall conduct perfection and reinforcement of the new data towards the category found.

Report writing: report is written communicatively, easily read, describing a symptom that it shall ease the readers to understand the entire important information. The report is expected to be able to bring its readers into the situation of service communication cases in Gunadarma University, Bandung Islamic University and Cirebon Muhammadiyah University.

IV. RESULT AND DISCUSSION

Research result is obtained from profound interviews with various sources who become committees in the related new student admission (PMB) activities from three private universities in West Java, namely Cirebon Muhammadiyah University (UMC), Bandung Islamic University (Unisba) and Gunadarma University. The dimension of service communication researched is related to the aspects of human resources, corporate identity, the media used in the admission and the products of the universities.

A. New Student Admission (PMB) Service Communication of Cirebon Muhammadiyah University

New Student Admission (PMB) activity is conducted every year by both state and private universities. For private university (PTS), its largest income is originated from its ‘students’, therefore PTS shall compile a strategy in order to attract prospective students to register and to become students in the private university. One of the community assessments towards an institution is how far the institution can give its best service to its stakeholders; this includes educational institutions.

Cirebon Muhammadiyah University (UMC) is one of the private universities located in Cirebon with C-accreditation. The target of UMC student prospective is originated from Cirebon city, Cirebon regency, Majalengka, Kuningan and Indramayu. UMC has six faculties, namely health, social and politics studies, law, engineering and economy faculties. The new student admission is chaired by the Vice Rector of student affairs who is directly responsible to the Rector. The admission committee takes place during the term of office of the Rector, for 4 years and is permanent every year. One of the strategies performed by the UMC in performing the admission is by One Day Service system, a one-day service for registration, test, interview and announcement. The admission front-liners are given to scholarship awardees and vocational high school students who undergo their field practices, aided by four admission committee members. The admission committee and the front-liners are briefed by the chairperson of committee before performing their admission duties.

The implementation of new student admission still uses manual system, where prospective enrollers must come directly to the campus, because it has not utilized the online system. Online system is not utilized yet after observing enrollers' responses who are more comfortable in utilizing manual system. Based on the interview with the Vice Rector of student affairs, online registration shall only be planned for the 2017-2018 academic year. Social media is not yet used, it is only used individually by officers to give information to prospective students.

In the context of admission service, UMC coordinates with many community-based institutions, *karang taruna* and tutors from A, B and C study groups (*kejar paket*) in Cirebon regency, Majalengka and Kuningan. Service is performed by opening 'premium class' for institutions establishing memorandum of understanding (MOU) with UMC. Premium class is defined as special class with negotiable schedule and tuition under approval of the Rector.

UMC academicians are involved in the new student admission activities. There is a program for students, which is called the triple-M (MMM), *mahasiswa membawa mahasiswa* (student brings student). In this matter, a student who succeeds to invite prospective students shall be rewarded by free graduation fee in the amount of two million rupiahs. The Rector even often visits the regions to promote the university. The evaluation of admission service communication activity has not been conducted formally; it is still in the form of informal evaluation. Usually the evaluation is performed as interview with counseling teachers cooperating with UMC.

The obstacles for admission service activities mostly come from the internal public, where the accreditation score for the university is still C and most of the study programs are still B-accredited. Moreover, the issues blown by the competitors concerning the quality of its lecturers, the small number of professors and political issues concerning the taking sides of UMC towards one of the candidates of Cirebon mayor. The supporting factors of the admission service is the one day service, in which the prospective students register, join the written test, interview and announcement are all performed in one day. Based on interviews with prospective students, the one day service program highly helps them that they only need to come to UMC once to complete the registration.

B. New Student Admission Service Communication in Bandung Islamic University

The new student admission service communication in Unisba has been performed online, but still Unisba prepares admission officers in their campus. Registration can be performed online or by asking for help to the admission officers in Unisba campus. Admission officers are the committee established by the Rector, chaired by the Vice Rector for academic affairs, helped by the public relations, academic, finance, data processing center, personnel and student affairs divisions. There is no specific training performed by the committee to communicate services to the prospective students; there are only briefings performed by Unisba's Public Relations for information.

Unisba's corporate identity such as logo, building, color, are stated in the media used in the service communication and also the uniforms worn by the admission officers. Admission officers positioned as front-liners are young and communicative employees. They don't ask the other students as front-liners because of the numerous amounts of Unisba's employees to be deployed. Moreover, they will master Unisba's product knowledge more than the students. Admission registration is divided into three phases: 1st phase is in January to April, 2nd phase is in April to June and the 3rd phase is in June to August.

The Vice Rector for academic affairs explains that in order to strengthen the admission service communication, in the future they will not only rely on online registration, PMDK and al-Qur'an hafiz scholarship, but also there must be direct registration services in the areas which become the basis or regions of Unisba's students. This means that the admission information center will not only be centralized in Unisba's campus, but also there will be in the regions and even the written tests are performed in the regions as well. In addition to websites and mass media used as the admission information channels, Unisba's Public Relations also uses social media by Unisba's official account, that information will be more interactive with the prospective students.

Unisba's new student admission registration spot is strategic because it is located in the ground floor of the medical faculty building, but the setting is still joined the other parts of the building that the admission officers and the prospective students are sometimes disturbed by people going in and out of the bank or by medical faculty students going to their classes. The obstructing factor of the new student admission service communication activities is the lack of stability of Unisba's internet that the prospective students must face difficulties to log into the registration page. Meanwhile the supporting factors are, among others, comprehensive information channels from mass media to virtual media, cooperation of Unisba's Public Relations with the schools and actively participating in education exhibitions, within and outside the town.

C. New Student Admission Service Communication in Gunadarma University

Gunadarma University does not perform any trainings for service communication in handling the New Student Admission (PMB). "We see directly how our seniors face the enrollers to Gunadarma. However, by observing directly the situation on the field, we directly learn in real experience on how we should do our job as admission officer."

Concerning corporate identity, such as uniforms for admission officers, they state, "We don't have specific uniforms in serving for the new student admission. However, we make our own uniforms on our own initiatives, such as the same batik shirt and we wear it every Friday. As identity from Gunadarma, we are given ID Card of admission officers."

Sufficient, comfortable and clean space becomes part of the service communication which can represent the corporate identity. As stated by the source person, "In every admission registration location in Gunadarma campus, we have our own room. But you said that the room's interior is different than the one in last year, which is true. Last year the walls were darker in color, while this year's color is brighter, neater and we think it is more comfortable to the enrollers. Even we, the officers, feel that way."

The feedback is performed internally in order to acknowledge the effectiveness of the public service quality by performing evaluation every week. "We tell the coordinators originated from fellow student colleagues. Then after that we report it to our counselor in this admission activity."

The communication media used to give service communication for new student admission is performed online. "All admission information media can be downloaded in our website. However, we also prepare some brochures, leaflets and media kit which can be brought by the enrollers. We also prepare forms and other requirements so that the enrollers will not have misperception on the registration rules in Gunadarma."

For new student admission registration, Gunadarma University has four lines, namely Regular, Online Regular, Online PMDK and School PMDK. Moreover, there is also admission by scholarship.

In designing the communication media, all is performed by Rector Secretariat. The committee receives all information media from the head office. Virtual media (web and social media) becomes the main part of distribution of information of Gunadarma University New Student Admission, because Gunadarma is an information technology-based university. "Therefore media such as website is certainly used to give information concerning the admission. However, we don't only specify it through social media. We even have an Instagram account but it is not approved to publish any information concerning new student admission."

On the division handling the web and social media, the source said, "The platform is created by Gunadarma. Meanwhile for admission, we handle it. For example in data input, answering email, sending email; we all handle them." Concerning the favored program of admission service communication, it is said that, "Whatever we do, it must be the best or become the superiority of New Student Admission service in Gunadarma. It means that it is clear we must be nice and make our customers the king."

Tresna Wiwitan and Neni Yulianita in *Mediator* journal state that, "In order to improve the amount of new students of Private Islamic Universities (PTIS) among others, is to improve the academic quality and service quality."[8] It means that if it is related with the CRM concept, improving this service quality shall related to the service quality of people, process and technology. Nowadays it is required that private universities improve the public service communication in order to create good image and build trust to maintain good relation with the public. Positive image and trust shall become the main factor for universities to survive and to be trusted by the people.

D. Impression Management in Service Communication in Private Universities (PTS)

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[8] 'Public Relations Marketing' Strategy of Private Islamic University: Opportunities and Challenges in the AEC Era. *Mediator* Journal Vol. 10 No. 1, June 2017.

Public Relations (PR) has the function as connecting bridge between organization and its public, both internal and external. In this research, the role of PR is conducted by the admission committee. In order for this function to carry out effectively, the admission officers must have communication capability and maintain good relation with the public, be capable in creating positive impression to others communicating with them concerning the organization. Impression is defined as how others see and percept an organization, where the admission officers use verbal and nonverbal symbols to represent their organization, which means that public relations is a self-presentation of an organization. Idea on self-presentation is developed by sociologist Erving Goffman to explain social interaction in *The Presentation of Self in Everyday Life*.

Goffman creates a metaphor of social life as a stage, this world is like a show or drama in front of an audience. Goffman (Kriyantono, 2014:217) is focused on social interaction where everyone wishes to show their self-image or self-concept in front of others. Goffman's idea is highly influenced by other social theories, such as symbolic interaction. When interacting, individuals try to manage certain impressions when presenting their selves in front of the people (Goffman, 1974:29). Therefore, self-presentation is a role played by an individual which is formed from social construction in social interaction.

Goffman assumes that when people interact, they want to show a self-image which will be received by others. Goffman calls it "impression management", namely the techniques used by actors to build certain impressions in certain situation to reach certain objectives (Mulyana, 2002:112). This means we "manage" the information we give to others, we control the influence that will be caused by our appearance. We realize that others will do the same towards us and we treat it pursuant to the self-image we depict in our minds.

Goffman's impression management theory explains that in social interaction, each individual tries to show their self-image or self-concept to other (Goffman, 1974:105). In the context of this research, when Gunadarma University, Unisba and UMC perform service communication activities to the prospective students, they try to show their special and best services which reflect the institutions' identities. This efforst is called the impression management, where the admission committee deliberately uses service communication to create the impression wished by stakeholders (prospective students) towards the institution. Manual and online New Student Admission activities by various communication media is the impression management performed by the universities in order to create positive image. Goffman (1974:109) explains that the communication used is divided into two parts,namely the relatively easy part for individuals to manage and manipulate it by using verbal communication and the relatively difficult part, often occurs unconsciously or unintentionally that it is difficult to control, by nonverbal communication.

Individuals are actors trying to control situation (in scene or setting) and the content of their interaction is also involved (Kriyantono, 2014:218). Contextually, admission committee are actors representing the university which tries to control the situation and content of interaction with prospective students. When admission committee conducts interaction with prospective students, verbal and nonverbal symbols produce two types of message, namely the message deliberately delivered (expression given on) and undelivered message (expression given off). Through expression given on, the admission committee uses verbal and nonverbal symbols to manage positive impression that the prospective students wish to receive and see. Because verbal symbols are easier to manage, the expression given on mostly refers to verbal symbols. Goffman (1974:111) states the expression given on as front region/front stage, while the expression given off is called the back stage/back region. The back stage is the place or event which makes possible for the committee to prepare themselves in order to play the role in the front stage excellently.

V. CONCLUSION

Actors in the new student admission service communication activities in Gunadarma University are final semester students and fresh graduates of the university, while in Unisba and UMC the actors are the admission committee established by their Rectors. New student admission service communication conducted verbally and nonverbally is the impression management performed by the universities to their prospective students. Social interaction in the context of service communication performed by Gunadarma University, Unisba, and UMC tries to show self-image of the institutions to the prospective students. Manual and online new student admission activities by using various communication media are the impression management performed by the universities in order to create positive image.

Obstructing factors in new student admission service communication are, among others: because study program accreditation in UMC is still B and C, and there are issues spread by its competitors. Meanwhile the supporting factors are infrastructure issues, cooperation with counseling teachers and community organizations of Muhammadiyah patronizing the UMC. Unisba's website access which is sometimes unstable that enrollers face difficulties to log-in and issues of registration space which still joins other division. The supporting factors are, among others, registration is performed online and there is interest and academic tracing program (PMDK) for prospective students. The external obstacles are noises in the registration environment and complains from the enrollers. The supporting factors in the service communication is the conducive work atmospherecomfortable, caring and adequate fee.

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Merekabentuk Dan Membangunkan Alat Pengukur Elektronik (*E-Measurer*) Dalam Pengukuran Berjarak Sederhana Bagi Kursus PBS1014 (*Basic Engineering Science 1*)

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***Abstract*—Kajian ini dijalankan bertujuan untuk merekabentuk satu alat pengukur elektronik (*E-Measurer*) berjarak sederhana bagi kegunaan di dalam makmal Sains Politeknik Sultan Mizan Zainal Abidin, Dungun, Terengganu. Alat ini dicipta untuk menyemak bacaan ukuran jarak sederhana yang diambil oleh pelajar tanpa perlu menggunakan alat pengukur konvensional biasa seperti pembaris berjenis tegak dan pita pengukur. Penggunaan alat ini akan dapat mempercepatkan kerja-kerja menyemak bacaan jarak lurus yang diambil oleh pelajar bagi jarak berukuran sederhana antara 2 sentimeter hingga 8 meter. Cara penggunaan alat ini sangat mudah di mana alat ini hanya perlu diletakkan di hadapan objek yang ingin diukur. Alat ini dilengkapi dengan dua pengesan gelombang ultrasonik HC SR04 sebagai sensor bahagian *input* yang berfungsi untuk mengambil maklumat jarak dari sesuatu objek. Maklumat jarak ini kemudian akan disalurkan ke bahagian pemprosesan pusat yang terdiri dari litar asas Arduino Uno untuk dianalisa. Seterusnya hasil dari analisa yang diperolehi akan dipaparkan pada bahagian *output* yang terdiri dari paparan bercecairkan kristal (*Liquid Crystal Display* – LCD). LCD ini akan memaparkan jarak objek yang telah diukur dalam unit cm. Alat ini diciptakan menggunakan dua set pengesan ultrasonik yang diletakkan di bahagian kiri dan kanan bertujuan untuk mengambil bacaan jarak objek pada kedudukan kiri dan kanan secara serentak dalam satu masa yang sama. Selain mengukur jarak, alat ini juga sesuai untuk mengukur ketinggian aras lantai ke paras siling sesuatu ruang.**

Kata Kunci—Pengukur elektronik, Arduino Uno, HC SR04, LCD

I. PENGENALAN

Kementerian Pendidikan Malaysia (KPM) telah memperkenalkan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 yang memberi tumpuan pada kaedah pembelajaran abad ke-21 serta idea berkaitan peranan pendidik sebagai pemudahcara [1]. Di sini KPM menggalakkan para pendidik perlu mencari inisiatif baru dalam meningkatkan pengetahuan dan kemahiran serta mengaplikasikan amalan pengajaran baru yang mampu memenuhi keperluan ini. Dalam menyahut seruan kerajaan para pendidik seharusnya membuat perancangan dan pelaksanaan PdP berasaskan empat prinsip utama iaitu: i) Pembelajaran berpusatkan murid; ii) Pembelajaran kolaboratif; iii) Pembelajaran kontekstual; dan iv) melibatkan komuniti [2]. Dalam mengaplikasikan prinsip ini, para pendidik perlu menyepadukan teknologi dalam rutin bilik pengajaran dan pembelajaran (PdP) [3].

Bagi menyepadukan teknologi pengukuran dalam PdP, satu peralatan baharu berjaya diciptakan untuk memudahkan para pensyarah membuat semakan ukuran menggantikan kaedah konvensional. Alat pengukur elektronik (*E-Measurer*) ini dicipta untuk menyemak bacaan ukuran jarak sederhana yang telah diambil oleh pelajar tanpa perlu menggunakan alat pengukur konvensional seperti pembaris berjenis tegak dan pita pengukur. Di Jabatan Matematik, Sains & Komputer Politeknik Sultan Mizan Zainal Zainal Abidin, Kursus PBS1014 (*Basic Engineering Science 1*) merupakan salah satu kursus yang wajib diambil oleh pelajar Pra Diploma Sains. Dalam kursus ini terdapat tugasan amali iaitu *Physical Quantities & Measurement* melibatkan pengukuran panjang, lebar dan tinggi. Peralatan yang perlu digunakan bagi amali ini adalah pembaris kayu jenis tegak. Walaupun aktiviti mengukur ini sangat mudah dilaksanakan tetapi pelajar sering mendapat bacaan pengukuran yang kurang tepat disebabkan oleh kecuaian dan ralat paralaks. Setelah amali siap dijalankan, pensyarah perlu menyemak jawapan bacaan jarak yang telah diambil oleh pelajar. Dengan terhasilnya *E-Measurer* ini akan memudahkan pensyarah untuk menyemak ketepatan ukuran bacaan pelajar melalui paparan berdigit LCD. Ini akan dapat menjimatkan masa pensyarah untuk menilai bacaan setiap pelajar berbanding penggunaan kaedah konvesional yang mengambil masa yang lama.

A. Objektif Kajian

Aktiviti mengukur merupakan satu perkara biasa yang sering dilakukan oleh semua orang. Walaubagaimanapun ketidaktepatan bacaan sering terjadi akibat kecuaian manusia semasa mengambil bacaan nilai ukuran. Ini mungkin disebabkan kesalahan cara mengambil bacaan dan juga cara penggunaan alat mengukur yang salah. Justeru itu, kajian ini dilaksanakan bertujuan untuk:

i. Menghasilkan alat bantuan semakan pengukuran amali pelajar bagi Kursus PBS1014 (*Basic Engineering Science 1*)
ii. Mempercepatkan kerja-kerja pengukuran jarak berukuran sederhana dalam lingkungan jarak 2 sentimeter hingga 8 meter kurang dari 5 saat
iii. Mengimplimentasikan revolusi perindustrian IR 4.0 dari segi penggunaan teknologi pengesan *(sensor)* ke dalam bidang pembelajaran dan pengajaran.

II. Sorotan Literatur

Dalam menarik minat pelajar untuk belajar, bahan bantuan pengajaran dan pembelajaran (PdP) merupakan satu perkara yang penting pada masa sekarang. Penggunaan alat PdP yang sesuai akan memberikan impak yang besar terhadap kefahaman dan minat pelajar dalam memahami sesuatu perkara. Menurut Shahabuddin Hashim penggunaan bahan PdP yang betul boleh memberi sumbangan yang bermakna dari segi kandungan topik dan dapat memberikan gambaran yang jelas berkenaan idea yang hendak disampaikan [4].

Penggunaan alatan PdP konvensional perlu digabungkan dengan penggunaan teknologi agar pelajar tidak ketinggalan dengan teknologi terkini di zaman revolusi *Education* 4.0. Ini kerana pelajar sekarang lebih tertarik kepada alat dan peranti elektronik yang sinonim dengan diri mereka. Pembelajaran berpusatkan pelajar merupakan pendekatan pembelajaran yang perlu diberikan tumpuan pada masa kini. Selain kaedah pengajaran, alat bantu mengajar juga perlu dinaiktaraf agar sesuai dengan peredaran semasa. Menurut Mohamed Khalid Nordin, pensyarah perlu melakukan penambahbaikan dalam pengajaran mereka dan perlu berinovasi dalam usaha untuk memperbaiki teknik pengajaran [5]. Ini bertepatan dengan kajian pakar pendidikan di mana 75% penerimaan dari pancaindera penglihatan, 13% penerimaan dari pancaindera pendengaran, 6% penerimaan dari pancaindera sentuhan, 3% penerimaan dari pancaindera rasa dan 3% penerimaan dari pancaindera bau [6].

Pendirian yang telah dikemukakan oleh ahli-ahli pendidikan ini cukup membuktikan bahawa teknik pengajaran dan penggunaan alat bantu mengajar terkini mampu menghasilkan pelajar-pelajar yang berkemahiran dan cekap dalam kerja-kerja teknikal. Hal ini disokong lagi oleh pendapat Toth M.J. yang menyatakan bahawa perubahan dari pengajaran tradisional kepada pengajaran yang berasaskan teknologi mampu menghasilakan kesan positif ke atas diri pelajar [7].

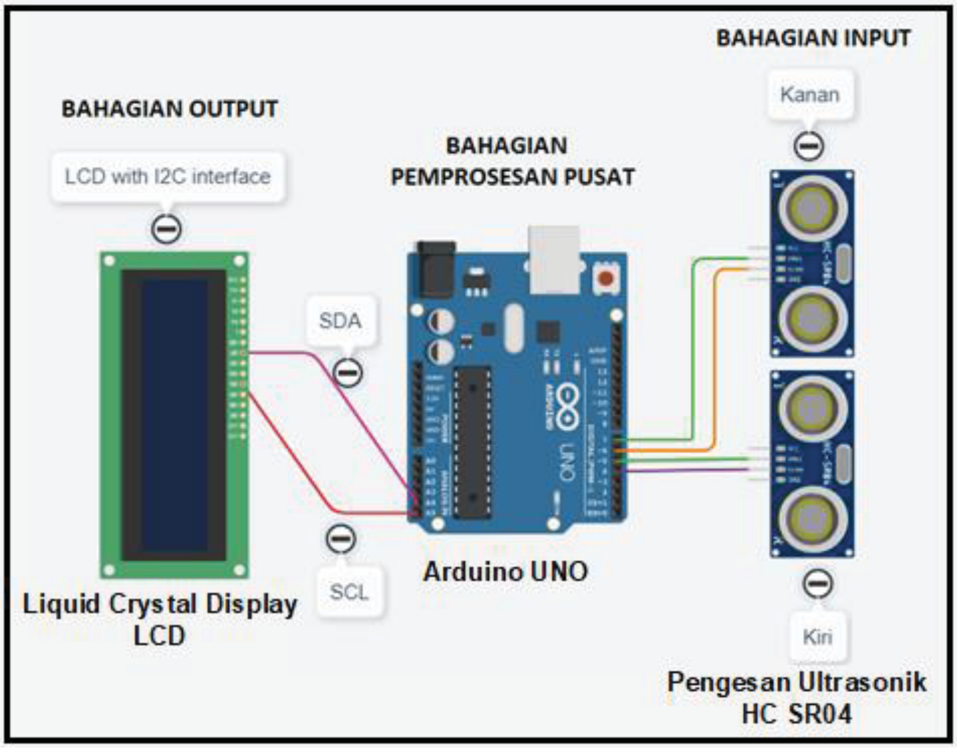
III. Metodologi Kajian

Kaedah perlaksanaan kajian ini terdiri dari dua bahagian utama iaitu:

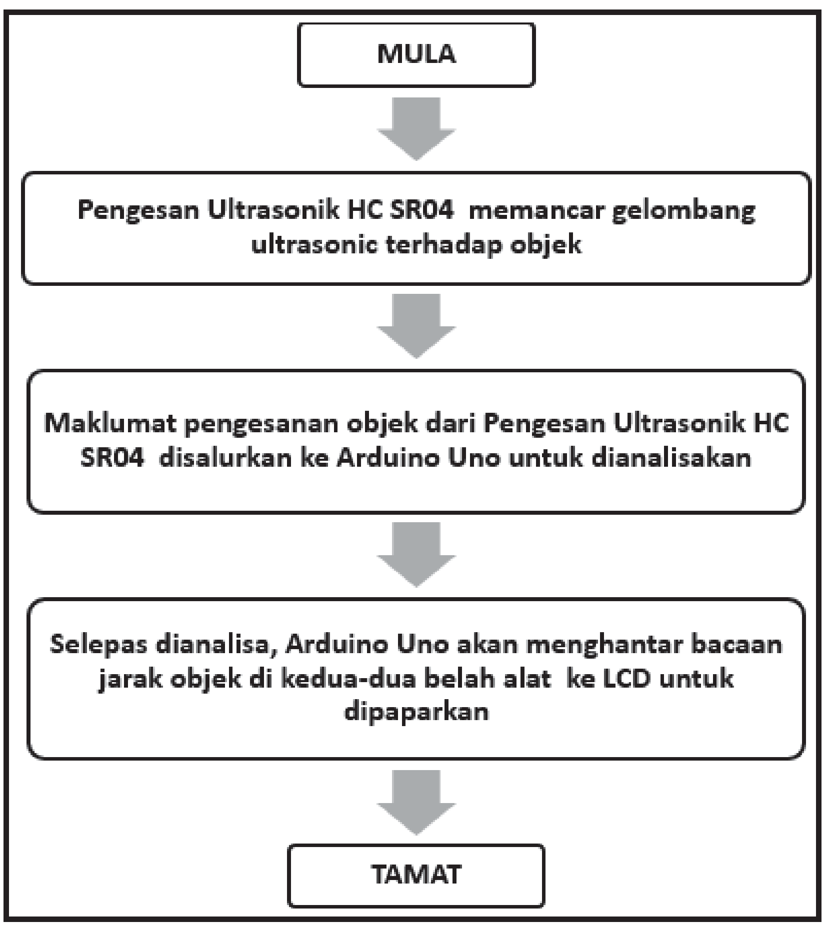
i. Penghasilan litar alat pengukur elektronik (*E-Measurer*)
ii. Pengujian keberkesanan litar ini untuk diaplikasikan dalam kursus PBS1014 (*Basic Engineering Science 1*)

A. Penghasilan Litar E-Measurer

Alat Pengukur Elektronik *(E-Measurer)* ini terdiri dari dua bahagian utama iaitu perkakasan *(hardware)* dan perisian *(software).* Antara perkakasan yang digunakan ialah: i) Dua pengesan ultrasonik HC SR04; ii) Satu set Arduino UNO; dan iii) Satu set paparan bercecairkan kristal (*Liquid Crystal Display* – LCD). Manakala bahagian perisian pula, satu pengaturcaraan ditulis menggunakan perisian Arduino IDE dan dimuat-turunkan ke dalam pemproses Arduino UNO untuk mengendalikan alat *E-Measurer* ini. Pada asasnya sambungan litar dan carta alir fungsi peralatan ini adalah seperti gambarajah berikut:



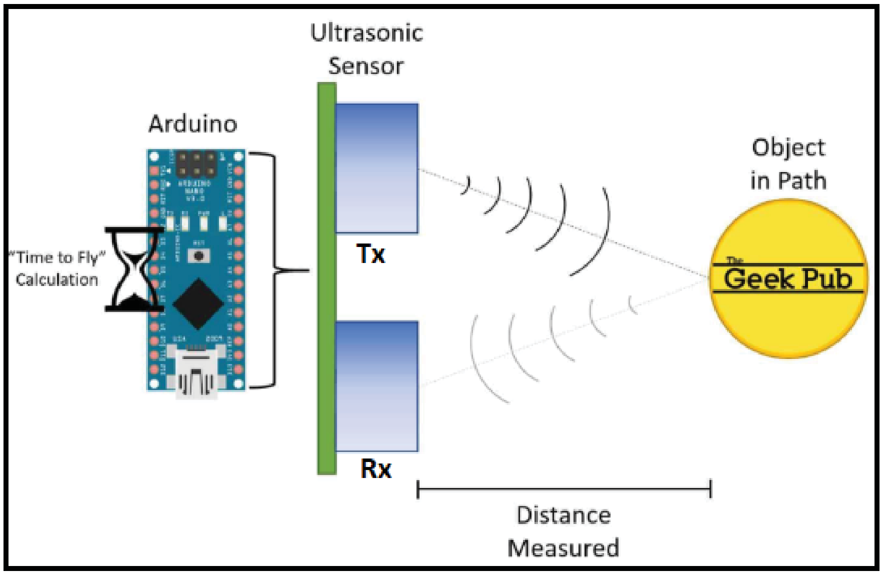
Rajah 1: Sambungan litar *E-Measurer*



Rajah 2: Carta Alir Fungsi E-Measurer

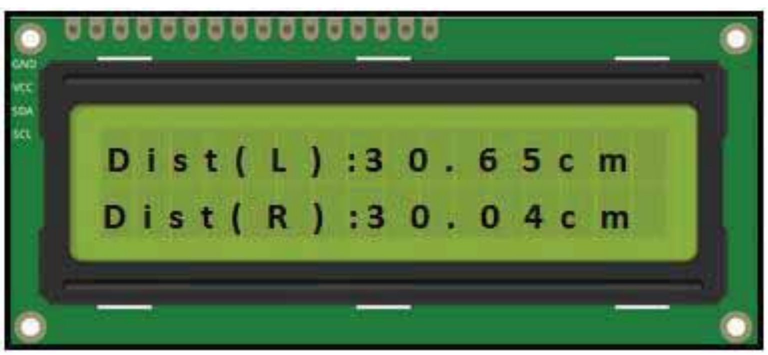
Pengesan Ultrasonik HC SR04 diletakkan di hadapan objek yang hendak diukur. Melalui pemancar (*Transmitter – Tx*) pengesan ultrasonik akan memancarkan gelombang ultrasonik ke objek seterusnya akan terpantul semula untuk diterima oleh pengesan penerima (*Receiver - Rx*). Melalui masa perambatan gelombang ultrasonic dari *Tx* ke *Rx* ini, maka jarak dapat ditentukan.

Di bahagian pemprosesan pusat pula, satu aturcara yang menggunakan perisian Arduino IDE ditulis untuk mendapatkan jarak objek yang diukur melalui isyarat yang diterima dari *Rx* pengesan ultrasonik.



Rajah 3: Perembatan Gelombang dari Tx ke Rx Untuk Mendapatkan Bacaan Jarak

Selepas pemprosesan pusat menganalisa data yang diterima dari pengesan ultrasonic, maka *output* Arduino UNO akan disalurkan ke bahagian Paparan Bercecairkan Kristal (*Liquid Crystal Display* – LCD) untuk dipaparkan. Contoh paparan LCD adalah seperti berikut:



Rajah 4: Paparan Jarak Yang Terhasil

B. Pengujian Keberkesanan Alatan E-Measurer

Bagi mencapai tujuan perlaksanaan kajian ini, pensyarah telah mengaplikasikan alatan *E-Measurer* ini bersama-sama alat pengukuran konvensional iaitu pembaris tegak dan pita pengukur yang digunakan dalam Kursus PBS1014 (*Basic Engineering Science 1*) melalui amali *Physical Quantities & Measurement* yang melibatkan pengukuran panjang, lebar dan tinggi. Seramai 4 orang pensyarah sebagai responden merupakan pengajar Kursus PBS1014 (*Basic Engineering Science 1*) telah telah menguji ketepatan bacaan alatan *E-Measurer* ini. Antara bacaan yang di ambil adalah seperti berikut:

JADUAL 1: JADUAL JARAK YANG DIAMBIL BACAAN

Jarak sebenar dari Point A ke B (cm)	2	10	25	50	100	125	150	200	250	300
Jarak pembaris / Pita pengukur (cm)										
Jarak alatan *E-Measurer* (cm)										

IV. HASIL DAPATAN DAN ANALISA KAJIAN

JADUAL 2: JADUAL BACAAN MENGGUNAKAN ALATAN KONVENSIONAL

Jarak sebenar dari Point A ke B (cm)	Responden 1 Jarak Pembaris Tegak (cm)	Responden 2 Jarak Pembaris Tegak (cm)	Responden 3 Jarak Pita Pengukur (cm)	Responden 4 Jarak Pita Pengukur (cm)
2	2.0	2.0	1.9	2.0
10	10.0	10.0	10.0	10.1
25	249	24.9	24.9	25.1
50	49.8	49.8	49.8	49.9
100	99.8	99.7	99.8	99.8
125	124.6	124.6	125.1	124.8
150	149.7	149.6	149.8	149.8
200	199.5	199.7	199.7	199.6
250	249.4	249.5	249.5	249.6
300	299.5	299.6	299.7	299.6
Jumlah bacaan = 1212	Jumlah bacaan = 1209.2	Jumlah bacaan = 1209.4	Jumlah bacaan = 1210.2	Jumlah bacaan = 1210.3
Jumlah Ralat = | Jumlah Sebenar – Jumlah Bacaan Responden |	2.8	2.6	1.8	1.7

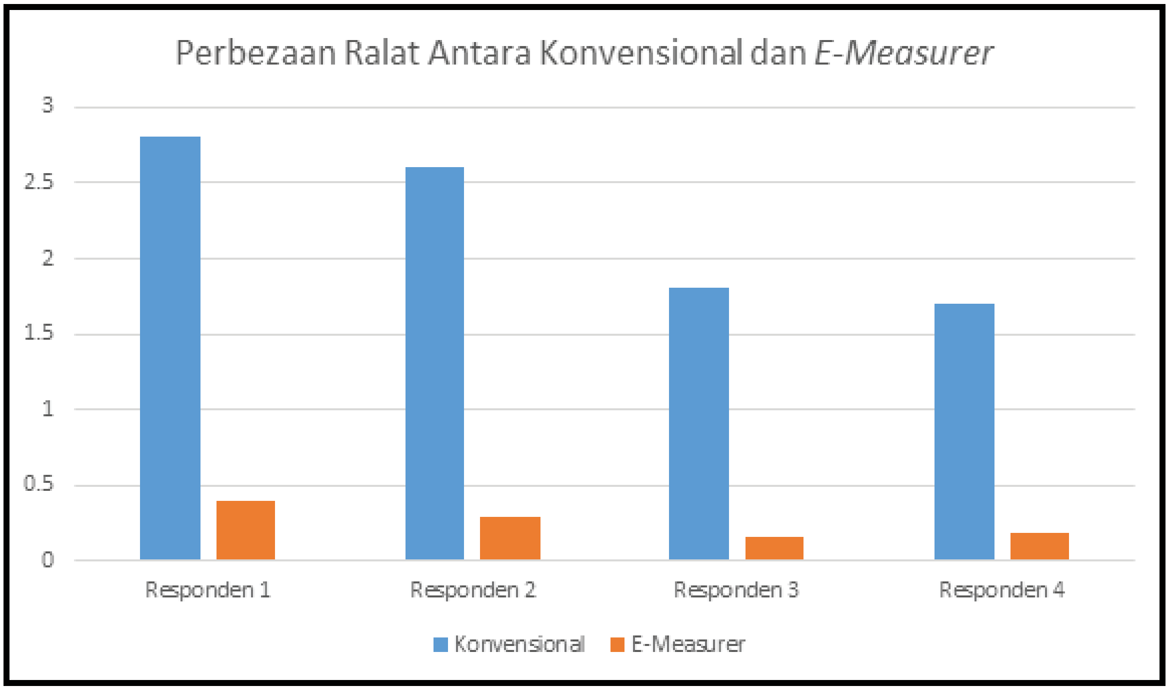
Jadual 2 menunjukkan bacaan yang diambil oleh responden menggunakan alatan konvensional seperti pembaris tegak dan pita pengukur. Dua responden menggunakan pembaris tegak dan dua responden lagi menggunakan pita pengukur.

Jumlah bacaan adalah merujuk kepada jumlah keseluruhan bacaan yang diambil. Manakala jumlah ralat pula diperolehi selepas mengambil kira perbezaan antara jumlah bacaan sebenar dan juga jumlah bacaan responden.

JADUAL 3: JADUAL BACAAN MENGGUNAKAN ALATAN E-MEASURER

Jarak sebenar dari Point A ke B (cm)	Responden 1 *E-Measurer* (cm)	Responden 2 *E-Measurer* (cm)	Responden 3 *E-Measurer* (cm)	Responden 4 *E-Measurer* (cm)
2	2.01	1.99	1.99	2.0
10	9.98	10.03	10.04	9.97
25	24.98	24.97	24.98	25.03
50	49.98	49.98	49.97	49.97
100	99.94	99.97	99.98	99.95
125	124.96	125.02	125.01	124.98
150	149.96	149.97	149.96	150.03
200	199.93	199.94	199.95	200.06
250	249.90	249.92	250.06	249.94
300	299.96	299.92	299.91	299.89
Jumlah bacaan = 1212	Jumlah bacaan = 1211.6	Jumlah bacaan = 1211.71	Jumlah bacaan = 1211.85	Jumlah bacaan = 1211.82
Jumlah Ralat = | Jumlah Sebenar – Jumlah Bacaan Responden |	0.4	0.29	0.15	0.18

Jadual 3 menunjukkan bacaan yang diambil oleh responden menggunakan alatan E-Measurer. Dari data yang diambil, nilai jumlah bacaan dan jumlah ralat telah diperolehi.



Graf 1: Graf Perbezaan Ralat Antara Konvensional dan *E-Measurer*

Berdasarkan Graf 1, didapati penggunaan pembaris tegak mempunyai ralat yang paling tinggi berbanding penggunaan pita pengukur dan alatan *E-Measurer*. Jika dilihat diawal bacaan jarak dekat, ketepatan bacaan pembaris tegak sangat tepat tetapi untuk jarak yang panjang bacaannya menjadi semakin tidak tepat. Ini berkemungkinan disebabkan responden terpaksa membuat ukuran berulang kali kerana panjang pembaris tegak yang pendek untuk diukur sekaligus.

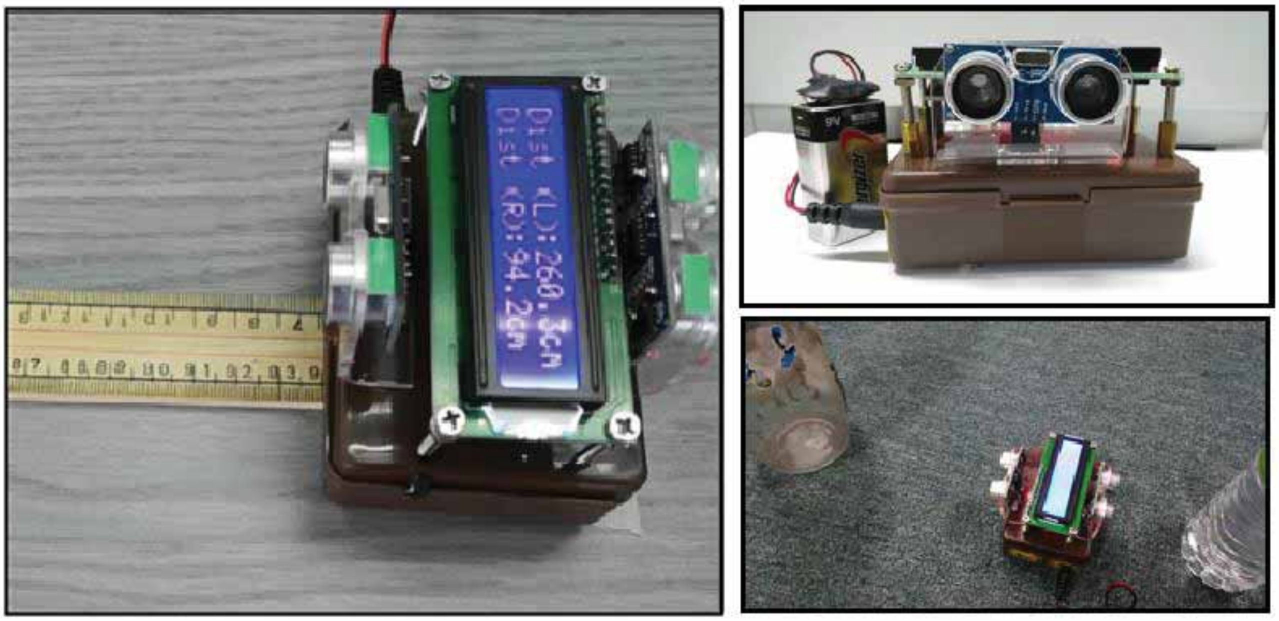
Bagi penggunaan pita pengukur pula, bacaan ralat yang terhasil adalah disebabkan cara pengukuran yang tidak tepat. Ini kerana bagi jarak yang jauh penggunaan pita pengukur perlu dilakukan secara berdua di mana seorang akan memegang di titik mula dan seorang lagi akan memegang dititik akhir. Akibat kesilapan meletak titik ukuran menyebabkan berlakunya ralat pada bacaan ini. Selain itu penggunaan pita pengukur bagi jarak yang jauh juga boleh menyebabkan ketegangan pita menjadi tidak lurus dan condong seterusnya akan menyebabkan bacaan menjadi tidak tepat dan menghasilkan ralat bacaan.

Penggunaan *E-Measurer* pula mempunyai ralat yang paling sedikit. Ralat yang terhasil dari penggunaan alat ini berkemungkinan disebabkan kedudukan alat yang tidak tepat ataupun kedudukan objek yang hendak diukur berada tidak tepat di hadapan pengesan ultrasonik HC SR04.

V. KESIMPULAN

Hasil dari bacaan yang telah dijalankan menunjukkan bahawa Peralatan *E-Measurer* ini mampu membantu pensyarah dalam membuat semakan bacaan amali pelajar bagi Kursus PBS1014 (*Basic Engineering Science 1*) dan mencapai matlamatnya. Pelajar akan dapat melihat bacaan jarak sebenar objek yang diukur dalam bentuk digital. Ini dapat meyakinkan pelajar bahawa berlakunya ralat pada bacaan yang diambil dengan menggunakan kaedah konvensional sekaligus dapat membuktikan bahawa ralat boleh berlaku semasa pengukuran dijalankan.

Diharapkan penggunaan Peralatan *E-Measurer* ini mampu membantu pensyarah dalam membuat semakan bacaan jarak amali pelajar dengan cepat. Ini dapat menjimatkan masa pensyarah untuk meyemak bacaan pelajar dalam kuantiti yang ramai dengan masa yang terhad. Disamping itu diharapkan pelajar juga akan menjadi lebih seronok untuk membuat amali kerana alat ini mampu mengesan kesilapan bacaan pelajar dengan jelas dan tepat.



Rajah 5: Gambar Peralatan *E-Measurer*

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