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THE EFFECTIVENESS OF USING THE SHAREIN APPLICATION AS A MEDIA FOR DONATION OF GOODS IN THE EFFORT TOWARDS A RISING INDONESIA

Fadjrin Diraja Muhammad

Computer Science Education, Faculty of Mathematics and Natural Sciences Education,
Universitas Pendidikan Indonesia
Email: fadjrin@upi.edu

Ayesha Aprilia Sundawati

Computer Science Education, Faculty of Mathematics and Natural Sciences Education,
Universitas Pendidikan Indonesia

M Dzikri Alfarisyi

Computer Science Education, Faculty of Mathematics and Natural Sciences Education,
Universitas Pendidikan Indonesia

Enjun Junaeti

Computer Science Education, Faculty of Mathematics and Natural Sciences Education,
Universitas Pendidikan Indonesia

ABSTRACT

The Covid-19 pandemic, which has occurred for more than 1 year, has not only become a global disease outbreak, but has also increased unemployment and poverty rates, especially in Indonesia, resulting in decreased economic quality and community welfare, due to limited mobility and social interaction, The company's turnover decreases and has the potential to fire its employees. Technology which in this research is optimized to be one of the elements that can contribute to the recovery of the national economy is deemed necessary to play a role. This study aims to analyze the effectiveness of the role of a technology which in this case is a website-based application in becoming a medium for donations and fulfillment of needs. The research approach used is a quantitative approach using survey methods, in which questionnaires are the data collection technique in this study, and data analysis techniques using descriptive analysis are optimized in this study. The results of this study lead to the magnitude of the effectiveness of the ShareIn application as a medium for donating goods through a percentage description with results showing that as many as 33.90% of respondents strongly agree that this application is effective, 33.90% of respondents agree that this application is effective, 30.40% of respondents feel neutral, 1.80% respondents do not agree that this application is effective, as many as 0% of respondents strongly disagree that this application is effective. This shows that this research has at least succeeded in getting perceptions from the public regarding the effectiveness of the role of the ShareIn application to help restore the national economy to realize Indonesia Rise.

Keywords: economy, technology, donation

INTRODUCTION

In March 2020, the Government of the Republic of Indonesia stated that a virus called Coronavirus Disease 2019 or better known as Covid-19 had entered (Berty, 2020). This makes the Indonesian people panic and confusion with the existence of this phenomenon. Plus in the same month, the World Health Organization (WHO) declared that the Covid-19 outbreak had become a global pandemic (Putri, 2020). This is a big challenge for the government to be able to handle the Covid-19 pandemic so that conditions can be controlled.

In fact, the spread of Covid-19 happened so fast that it spread to almost all corners of the country. This is evidenced that on July 28, 2021, the Ministry of Health announced that the number of positive cases in Indonesia had reached 3,287,727 cases, recovered cases had reached 2,640,676 cases, and active cases of Covid-19 were 558,392 cases. (Nuryanti, 2021). This illustrates that the Covid-19 pandemic in Indonesia has not yet been completely overcome. Although, various efforts have been made by the government to suppress the spread of Covid-19, starting from providing education about prevention, limiting mobility and limiting other community activities that are considered to trigger the spread of the virus. However, basically to be able to handle the Covid-19 pandemic is the need for good cooperation and support from all elements of society.

This pandemic, which has lasted more than 1 year, has not only resulted in fatalities and disease outbreaks, but also the economy of the community. With restrictions on mobility and community activities, this hampers the pace of the economy and business, which results in a decrease in the turnover of various companies, so it is not surprising that many companies have decided to lay off their employees. This is evidenced by statistics on the state of Indonesia's employment in February 2021 released by the Central Statistics Agency (BPS), of which 1.62 million people were unemployed due to Covid-19, 1.11 million people were temporarily out of work due to Covid-19, and 15.72 million people work with reduced hours (Marhaeni, 2021).

With the large number of people being laid off, this causes an increase in the unemployment rate in Indonesia, which will reduce people's income, so that the burden of meeting the basic needs of the community tends to be heavier. Gradually, this causes the number of people's poverty to increase, as evidenced by data from BPS in the period March 2020 to March 2021, namely an increase in the number of poverty by 1.12 million people (Marhaeni, 2021).

In detail, BPS explained that several factors that affect the poverty rate during the period September 2020 to March 2021 are (1) the ongoing Covid-19 pandemic has an impact on changes in behavior and economic activity of the population so that it encourages an increase in poverty rates, (2) during the period From September 2020 to March 2021, the general inflation rate was recorded at 1.24%. Meanwhile, core inflation in the same period was recorded at 0.37%; (3) in February 2021, the percentage of underemployed workers is 8.71%. An increase of 6.34% compared to February 2020 (Marhaeni, 2021).

Based on the explanation above, it is proven that the effects of the Covid-19 pandemic in Indonesia are very serious. In addition to the layoffs, one of the other impacts is that the lower middleclass people find it difficult to buy basic commodities. Starting from food to everyday items, the conditions are increasingly impossible to use, due to rising inflation rates, unemployment rates, and changes in people's economic behavior. In addition, with limited mobility, it is also difficult for people who can afford it to donate goods or proper food to people who really need it.

With the limitations that have been described above, the role of the existence of a media to be a bridge for the community in order to meet each other's needs is considered to be important. Therefore, a useful media is needed to help the donors and recipients to make it easier to fulfill their needs.

Technology plays a very important role during this pandemic, because people will spend more time at home. Even though distance is a barrier, with the development of technology, it will be a solution to still be useful for others. The website or better known as the website where Sidik in Arizona (2017, p. 107) explains that the website is an information presentation service that uses the concept of a hyperlink that makes it easy for users to get information, by simply pressing a link in the form of text or images, then the information will be displayed. of the text or image will be displayed in more detail.

With the ease of using the website, this shows that the website can be one of the media that is considered easy and can be developed also used for donation service media, especially in conditions of the Covid-19 pandemic like this. With this website, it is hoped that it can be a solution to reduce poverty levels and improve the quality of the public's economy.

This study was conducted to analyze the effectiveness of the role of a website in becoming a medium for donating and fulfilling needs, so that the rate of donations can be targeted to people in need, which is done as an effort to reduce poverty levels in the context of national economic recovery towards Rising Indonesia.

METHODS

In the process of proving the level of effectiveness of the solution or in this case the website being designed, the thing that needs to be done is to test the solution to the research subject. In general, the research approach used is a quantitative approach using survey methods. Basically this research will see how big the level of effectiveness of the product being tested is and requires general answers, so the quantitative approach is so relevant to be optimized in completing this research. This is reinforced by Iyus Jayusman (2020, p. 15) who argues that a quantitative approach needs to be linked to research variables that focus on problems or phenomena that are happening now in the form of research results in the form of numbers that have meaning. Then, the reality of the quantitative approach tradition that tends to use numbers, starting from data collection, interpretation of the data, and the appearance of the results makes researchers more confident to use a quantitative approach in this study.

Survey is a research method that is optimized in this research, because it is oriented to get opinions from various circles of society and results in the form of statistics and representative conclusions. As stated by Robert Groves (2010), surveys produce information that is by nature statistical and surveys are a basic form of quantitative. Then, technically the survey method is asking several respondents about their beliefs, opinions, characteristics, and current behavior.

With this survey method, researchers hope to get original data according to the conditions and behavior of the community, so that the data and research results can be said to be representative, which is very relevant to the opinion of Sukardi (2003, p. 193) which explains that the survey research method is a model the best way to collect original data to describe the state of the population. Then, the population in this study is society in general, because the topic in this study is the national economy and Sugiyono (2016, p. 117) also explains that the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher. to be studied and then drawn conclusions.

In a study, the sample becomes a representative of the large number of populations, because basically Sugiyono (2008) asserts that the sample is part of the number and characteristics possessed by the population. Then, with regard to sampling techniques, it must be noted that the quality of research is not always determined by the size of the sample, but is determined by the research design and the quality of its implementation and processing (Akdon & Hadi, 2005). This makes researchers more consistent in taking diverse samples from various circles of society and optimally in the process of collecting and processing data. Then, Suharsimi Arikunto (2002, p. 112) explains that in sampling if the number of subjects is less than 100, it is better to take all of them. The sample in this study were 56 people from various circles of society and backgrounds.

Thus, the researcher believes that the questionnaire given to the respondents can be filled out in accordance with the reality in their respective environments and the research conducted can be truly representative.

Broadly speaking, this research is divided into two stages, namely the website creation stage and the data collection stage. In the first stage, the researcher created a research instrument in the form of a website as a benchmark for research success by looking at the complexity of the ease of donors and recipients of donations in transactions. The website-based donation application that we created is called ShareIn which has 4 core interface pages consisting of a form page for donations, a list of donated items, a donation recipient form and a list of donation recipients. Here's a look at the website that was designed:

Figure 1 Page of Goods Requirement Form

Source: Developed by Researchers (2021)

This page is used by recipients of donations to submit items they need. On this page, the prospective recipient of the donation must fill in the identity in the form of name, telephone number, and city of origin. In addition, the recipient of the donation must include the name of the item needed along with a picture.

No	Nama	Nama Barang	Kota Asal	No Handphone	Foto
1	M Dzikri Alfariyi	Beras	Pandeglang	08472124473	
2	Fadjrin Diraja Muhammad	Kompur	Purwakarta	08282462412	
3	Ayesha Aprilia Sundawati	Minyak	Bandung	085156934917	

Figure 2 Pages List of Goods Requirements

Source: Developed by Researchers (2021)

After the recipient of the donation presses the save data button, the data that has been entered will be displayed in a table so that the donor who has the item can easily contact the recipient of the donation.

The screenshot shows a web application interface for 'ShareIn'. On the left is a navigation menu with options: 'Beranda', 'Barang Tersedia' (highlighted), 'Barang Dibutuhkan', and 'Tentang Kami'. The main content area is titled 'Form Donasi' and contains the following fields:

- Nama Lengkap**: A text input field.
- Nama Barang**: A text input field.
- Kota Asal**: A text input field.
- No. Handphone**: A text input field containing the number '08123456789'.
- Foto Barang**: A file upload area with a 'Choose File' button and the text 'No file chosen'.

A blue 'Simpan Data' button is located at the bottom of the form. The breadcrumb trail at the top right reads 'Beranda / Barang Tersedia'.

Figure 3 Item Donation Form Page

Source: Developed by Researchers (2021)

The next page is a form for donations. Just like before, donors also need to enter identification such as full name, phone number, and city of origin. In addition, the donor certainly needs to include the items to be donated along with a picture.

The screenshot shows the 'Barang Tersedia' page in the ShareIn application. It features a navigation menu on the left and a main content area with the following elements:

- A text box with instructions: 'Pada halaman ini, ditampilkan list barang yang siap untuk diterima atau siap untuk diambil. Bagi teman-teman yang membutuhkan, silahkan dapat langsung menghubungi nomor handphone yang tertera. Bagi teman-teman yang ingin mendonasikan silahkan klik tombol Donasi Sekarang!'.
- A blue 'Donasi Sekarang!' button.
- A 'Show 10 entries' dropdown menu and a search bar.
- A table listing available items.

The table data is as follows:

No	Nama	Nama Barang	Kota Asal	No Handphone	Foto
1	Fadjrin Diraja Muhammad	Beras	Purwakarta	08123748213	
2	M Dziki Alfarisyi	Minyak	Pandeglang	0874214234	
3	Ayesha Aprilia Sundawati	Kompur	Bandung	08472124473	

Figure 4 Page List of Available Items

Source: Developed by Researchers (2021)

After the donor presses the save data button, the data that has been entered will be displayed in the table so that the recipient of the donation who needs the item can easily contact the donor.

The next stage is data collection which is carried out by making a questionnaire technique. The subjects are allowed to use several facilities on the ShareIn application that the researchers have provided to test the effectiveness of this website so that it can be used to assist the donation process, then the subject assesses the effectiveness of the website that we created through the questionnaires distributed. Therefore, the method in this quantitative study uses a survey method that focuses on the general results of the current situation to obtain an overview of public opinion.

The research subjects were selected using a simple random sampling method where the subjects were taken at random consisting of several groups and ages. However, we still focus on people who are already working, looking for work and some students and students so that we can get the right data for our research.

Information and data obtained from the survey will be processed and analyzed. Data analysis was carried out after the data collection process was completed using descriptive analysis techniques. According to Sugiyono (2010, p. 29), descriptive analysis is a statistical analysis used to analyze data by describing or describing the data that has been collected. The type of data used in this study is quantitative data expressed in numbers and analyzed by statistical techniques. The data analysis starts from collecting all the data from the questionnaire, the data will be reduced into several categories so that there is a process of selecting, simplifying, abstracting and transforming the raw data generated from the data collection process, which later the data will be adjusted to the needs and focus of research related to the website. already tested on the subject. Furthermore, the data will be presented through several graphs and diagrams from the survey results. After the data is processed and analyzed, conclusions will be drawn how effective the websitebased ShareIn application can help channel donations to people in need.

RESULTS AND DISCUSSION

In the data collection process, researchers have succeeded in collecting 56 respondents from various backgrounds. Then, the researcher divided the respondent's identity category into 3 categories, namely age, occupation, and domicile. This is intended to identify the characteristics of respondents, so that the data is heterogeneous so as to produce representative research.

In fact, the majority of respondents in this study were aged 19-23 years, which amounted to 24 people (42.9%). This proves that the majority of respondents in this study are in the productive age of workers. This is relevant to data from the Central Statistics Agency which states that the productive age of workers is above 15 years (BPS, 2021), because basically this research focuses on the response of productive adults and focuses on their welfare. The age range of other respondents is explained as shown in the picture below:

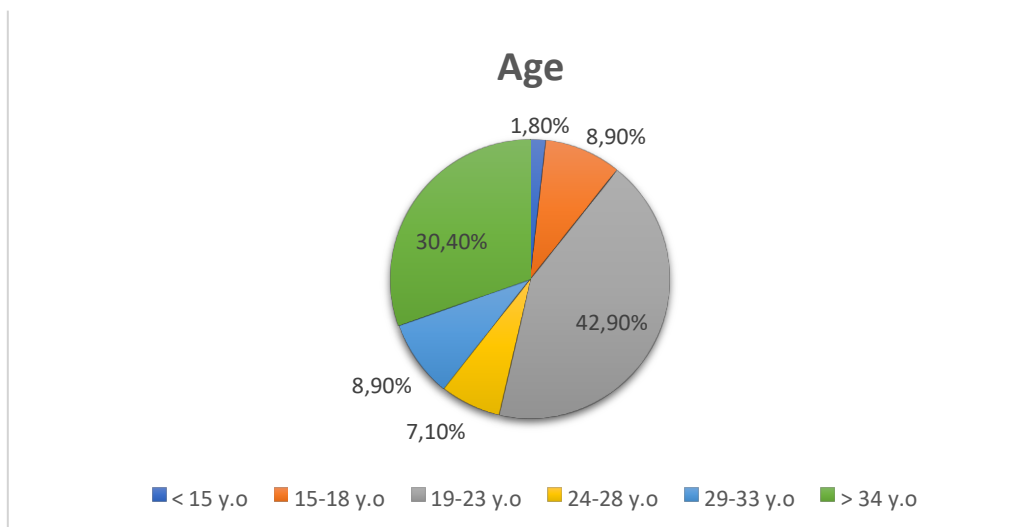


Figure 5 Age Range of Respondents

Source: Developed by Researcher (2021)

This reality explains that not only productive age but also other age ranges are respondents and researchers' consideration. Then, in the occupational category, in this study the majority of respondents did not work which amounted to 13 people (28.57%) and was followed by respondents who worked as civil servants as many as 7 people (14.29%). seen in the image below:

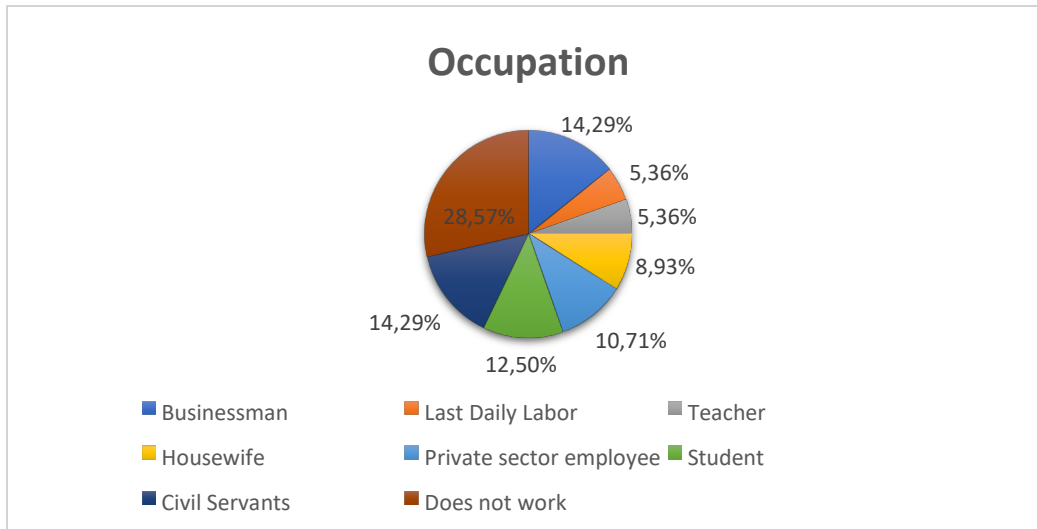


Figure 6 Respondents' Occupation

Source: Developed by Researcher (2021)

This reality explains that respondents in this study are dominated by respondents who do not work and civil servants are also entrepreneurs. This explains that this research has succeeded in getting responses from two groups, namely workers and non-employees, so this research can be said to have diverse respondents because it gets two views or perspectives. Researchers also managed to get data from respondents who came from various domiciles, the data is explained as shown in the picture below:

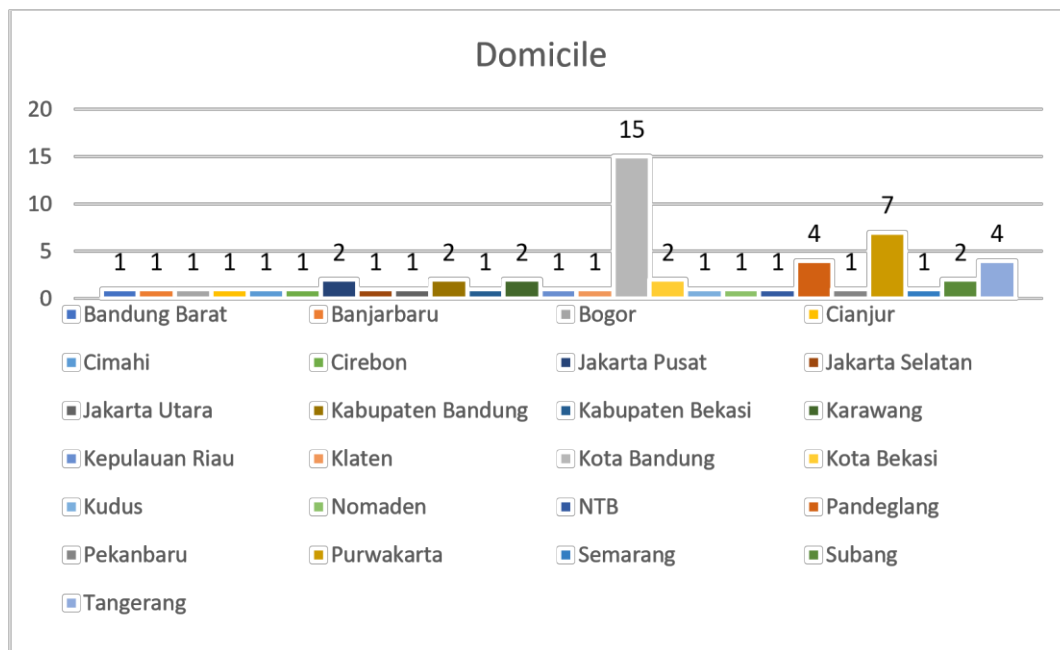


Figure 7 Respondent's Domicile

Source: Developed by Researcher (2021)

This reality explains that respondents are dominated by those from the city of Bandung and other areas, which are quite a lot, namely 23 cities/districts so that it can be said that respondents have various environmental conditions. Then, the majority of respondents in this study experienced an economic decline due to the Covid-19 pandemic, which amounted to 69.60%, which is explained in the image below.:

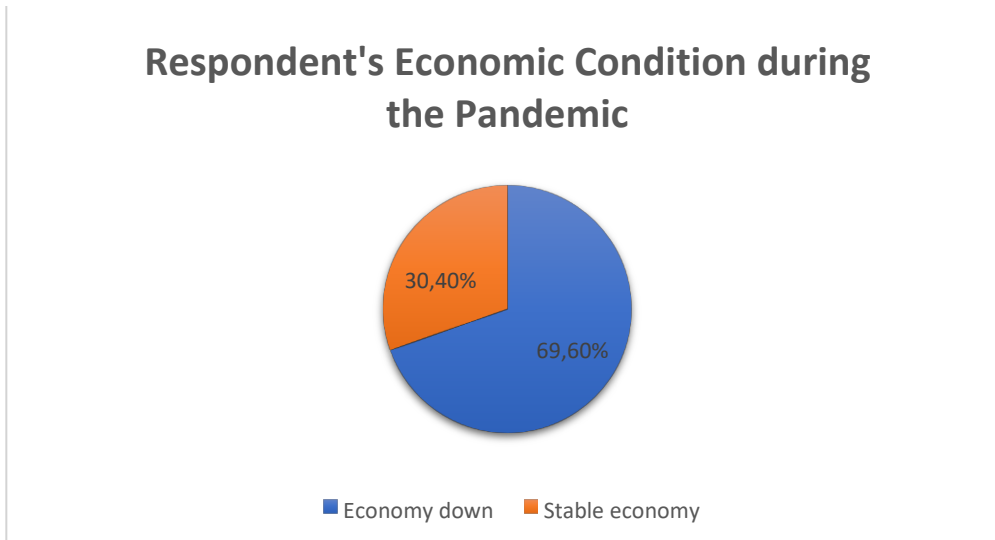


Figure 8 Economic Conditions of Respondents in the Pandemic Period

Source: Developed by Researcher (2021)

This study also found that 53.7% of respondents had difficulty donating during the pandemic and 46.3% of respondents did not have difficulty donating during the pandemic, which means that most of the respondents had difficulty when they wanted to donate during the pandemic. Clearly, the data is presented in the image below:

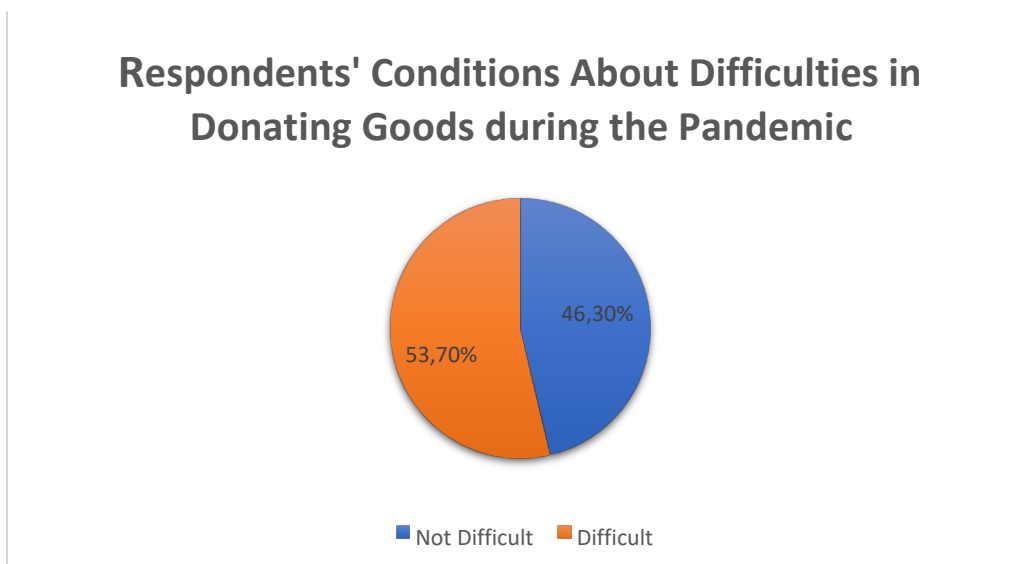


Figure 9 Respondents' Conditions About Difficulties in Donating Goods during the Pandemic

Source: Developed by Researcher (2021)

To test the effectiveness of the website that we made, researchers used a scale of 1– 5, where a scale of 1 which means strongly disagree, a scale of 2 which means disagree, a scale of 3 which means neutral, a scale of 4 which means agree, and a scale of 5 which means strongly agree..

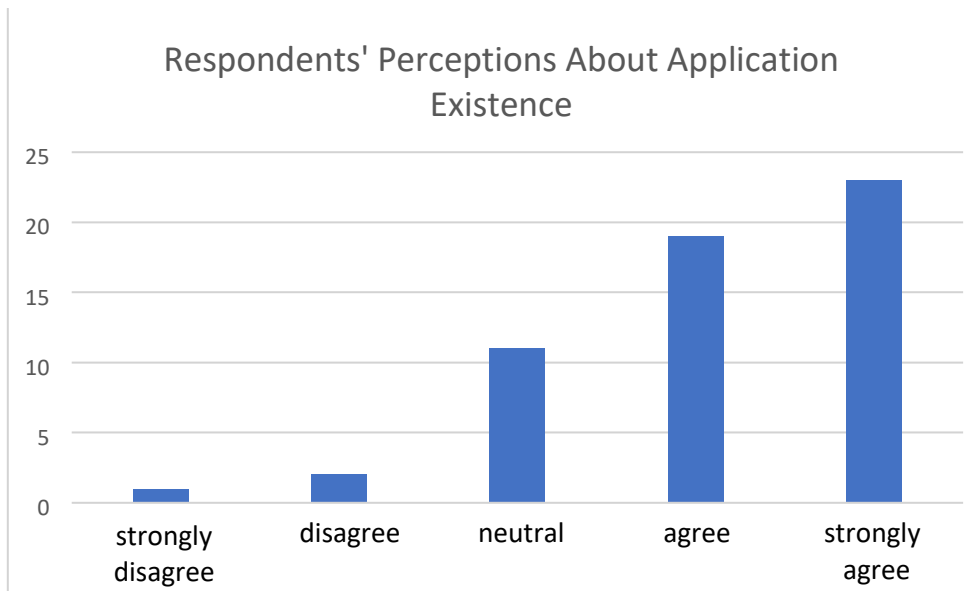


Figure 10 Respondents' Perceptions About the Existence of Applications

Source: Developed by Researcher (2021)

Based on the diagram in Figure 10 shows that as many as 4.1% of respondents strongly agree with the creation of a website-based application as a medium for donating, then as many as 33.9% of respondents agree, 19.6% of respondents are neutral, 3.6% of respondents do not agree, and 1.8% of respondents strongly disagree.

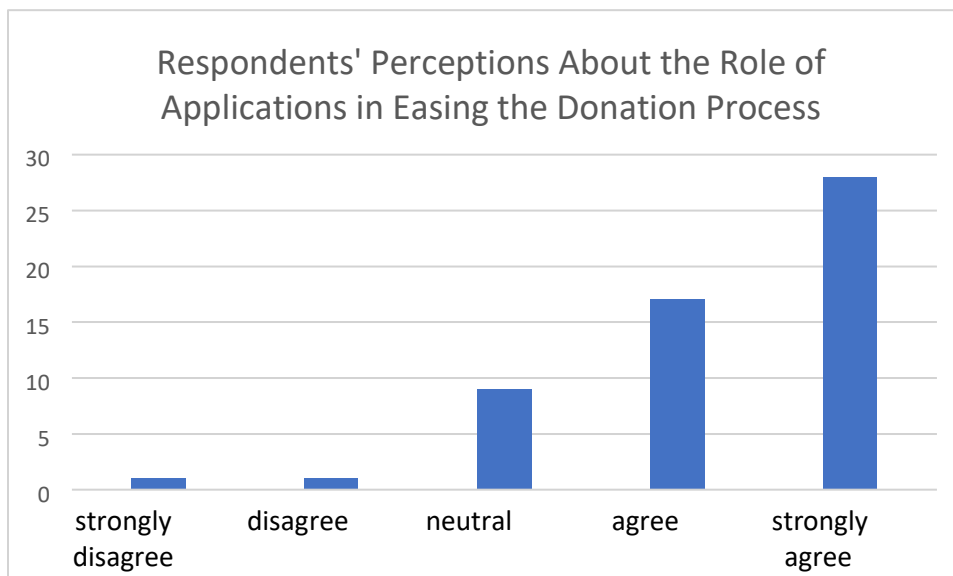


Figure 11 Respondents' Perceptions About the Role of Applications in Easing the Donation Process

Source: Developed by Researcher (2021)

Based on the diagram in Figure 11 shows that as many as 50% of respondents strongly agree that the ShareIn application as a medium for donating makes the donation process easier for recipients and donors, then 30.4% of respondents agree, as many as 16.1% of respondents are neutral, as many as 1.8 % of respondents disagree, and 1.8% of respondents strongly disagree.

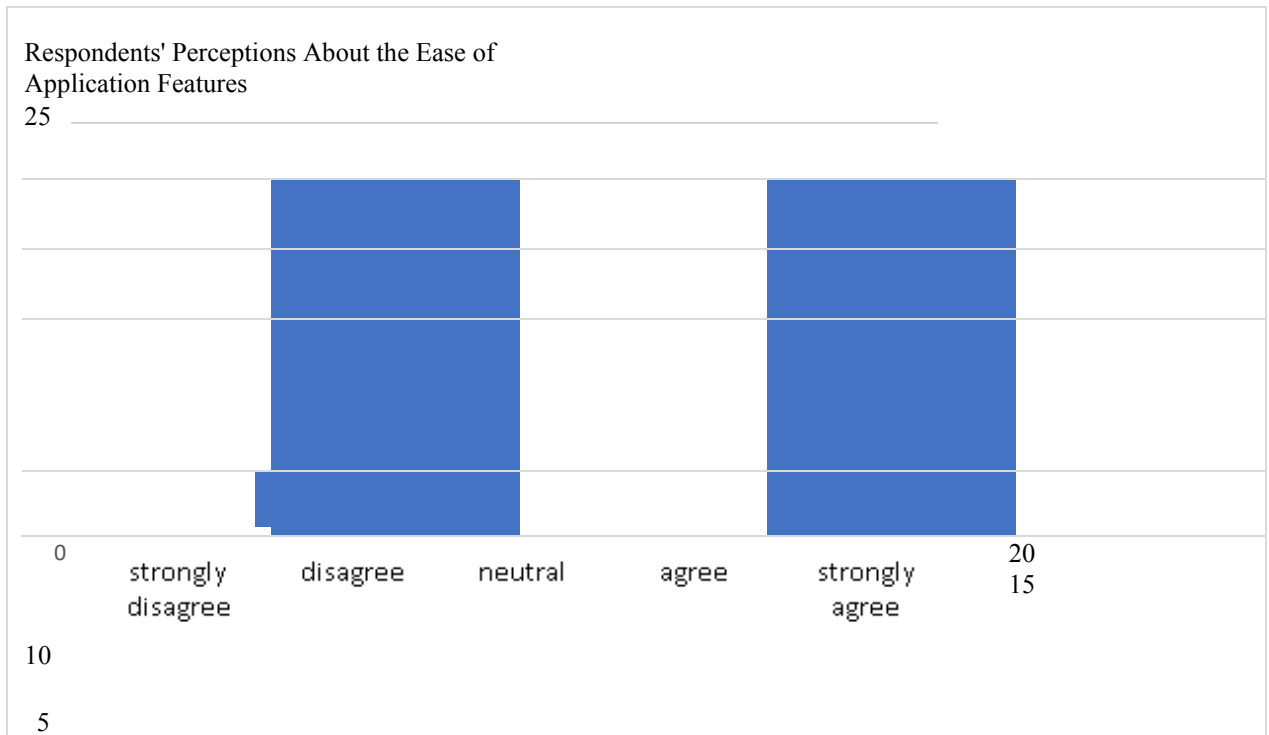


Figure 12 Respondents' Perceptions About the Ease of Application Features

Source: Developed by Researcher (2021)

Based on the diagram in Figure 12 shows that as many as 35.7% of respondents strongly agree that the application features are easy to use, then 35.7% of respondents agree, 19.6% of respondents are neutral, 7.1% of respondents disagree, 1.8% of respondents strongly disagree. This proves that the website-based application that we have designed is quite easy to understand for most of the respondents.

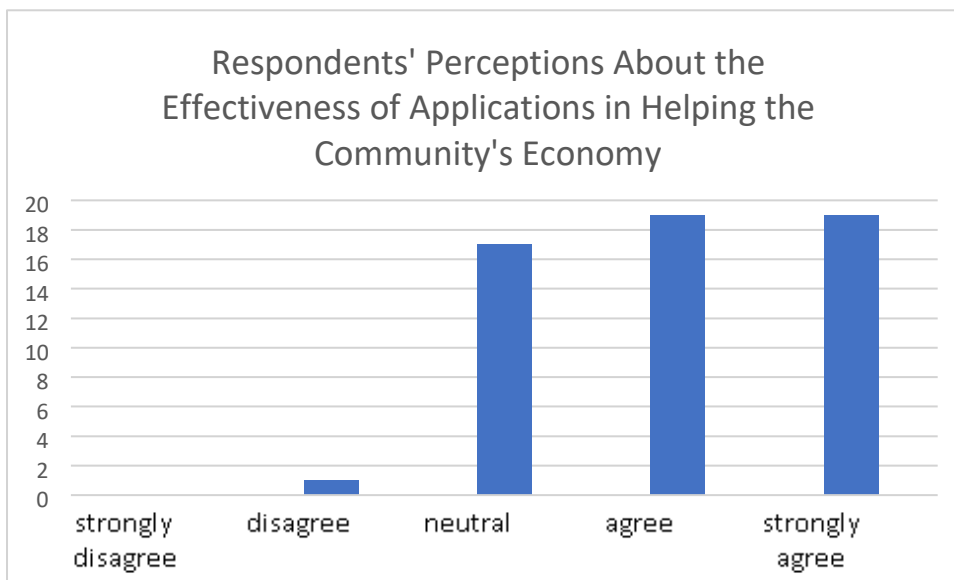


Figure 13 Respondents' Perceptions on the Effectiveness of Applications in Helping the Community's Economy

Source: Developed by Researcher (2021)

Based on the diagram in Figure 13 shows that as many as 33.9% of respondents strongly agree that this application is effective, as many as 33.9% of respondents agree that this application is effective, as many as 30.4% of respondents feel neutral, 1.8% of respondents disagree that This application is effective, as many as 0% of respondents strongly disagree that this application is effective. This proves that most of the respondents agree that the application we have designed is quite effective in helping the community's economy.

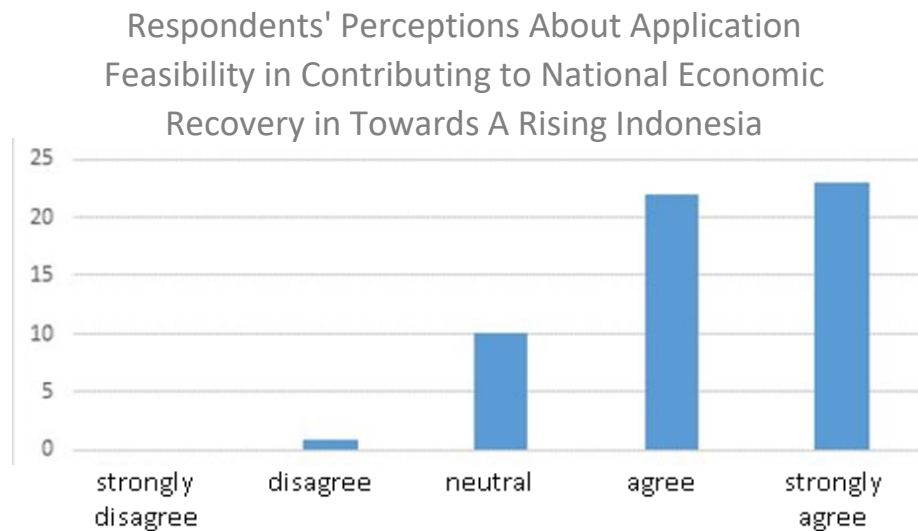


Figure 14 Respondents' Perceptions about Application Feasibility in Contributing to National Economic Recovery towards a Rising Indonesia

Source: Developed by Researcher (2021)

Based on the diagram in Figure 14 shows that 41.1% of respondents strongly agree, 39.3% of respondents agree, 17.9% of respondents are neutral, 1.8% of respondents disagree, and 0% of respondents strongly disagree. This proves that most respondents agree that this website is worthy enough to contribute to the national economic recovery towards a Rising Indonesia.

CONCLUSION

The phenomenon of the Covid-19 pandemic in Indonesia, which has lasted more than a year, has in fact reduced the economy and the welfare of the community. Then, one of the contribution efforts that can be made is by sharing with one another. Then, the researcher's hypothesis was proven through the percentage description, that there were difficulties in donating during the pandemic, with the result that 53.7% of respondents had difficulty donating during the pandemic and 46.3% of respondents did not have difficulty donating during the pandemic.

The role of technology during the pandemic is very much needed, not only optimized for work or socializing, technology can also be used to help the national economic recovery, in which case the researcher tries to take advantage of technology by creating a website-based ShareIn application, through a description of the percentage in this study the level of effectiveness the use of the ShareIn application is so large, with the results showing that as many as 33.9% of respondents strongly agree that this application is effective, as many as 33.9% of respondents agree that this application is effective, as many as 30.4% of respondents feel neutral, as many as 1.8% of respondents disagree that this application is effective, as many as 0% of respondents strongly disagree that this application is effective.

The spirit of the government of the Republic of Indonesia to realize Rising Indonesia makes the existence of this ShareIn application, if disseminated for use by the public, can be said to play a role in the national economic recovery towards Indonesia Rising, through a percentage description which shows that 41.1% of respondents strongly agree, 39.3% respondents agree, 17.9% of respondents are neutral, 1.8% of respondents do not agree, and 0% of respondents strongly disagree. This proves that the ShareIn application has succeeded in convincing respondents to be effective and feasible

because most of the respondents agree that this website is effective and feasible to contribute to the national economic recovery towards Rising Indonesia.

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THE IMPORTANCE OF MILLENNIALS RECEIVING ACCURATE INFORMATION REGARDING SOCIAL ISSUES: AN INVESTIGATIVE STUDY

Carol Sutcliffe

Faculty of Social Sciences & Education

Helderberg College of Higher Education, Annandale Drive, Somerset West, Cape Town, South Africa

Email: sutcliffec@hche.ac.za

Jodi-Mari Adams

Faculty of Social Sciences & Education

Helderberg College of Higher Education, Annandale Drive, Somerset West, Cape Town, South Africa

Email: adamsj@hche.ac.za

ABSTRACT

Goldman Sachs (in Hamilton 2015, p. 35) refers to Generation-Y as “digital natives”, as they are the first generation to have grown up with technology. However, with the growth of social media, any individual is now able to voice their opinion online and it could be passed off as fact. This makes it more difficult to discern between fact and opinion, accurate and inaccurate information. Millennials are the next generation in line to lead the world. The researcher, who is a Millennial herself, observed the dire consequences to friends, family and acquaintances of acting on untrue social media posts during the #BlackLivesMatter campaign of 2020. Since Generation-Y will not only be political leaders, but leaders of their communities, leaders in their work environments and role models to the younger generation, the researcher’s purpose was to investigate the importance of Millennials being exposed to accurate information regarding social issues in the media. As her unit of study, she selected a cluster sample of 13 South African Millennials, between the ages of 23 and 31 who regularly use social media, and who each participated in an in-depth semi-structured interview. After thematic analysis of the results, the researcher concluded that more than half of the participants had taken part in social activism. While only 38% of them had faced negative consequences themselves due to the lack of factual information, 100% of them knew someone else who had. Thus, it was concluded that a lack of factual information may have negative consequences on Millennials’ decision-making on social issues. According to Akpan (2016), these consequences could be as serious as reputations being ruined or even violence. This study is significant since it highlights how the integrity of the information Millennials receive via social media regarding social issues can affect their approach to addressing those issues. The importance of media literacy is strongly emphasised. The study is relevant because it is critical to leverage social media in line with the truth. This will influence how Millennials go about bringing change as the future leaders of this world. The study therefore calls on social media site developers to leverage communication technology to improve the safety and security of vulnerable users.

Keywords: Millennials, social media, social activism, media literacy, leveraging communication technology

INTRODUCTION

We live in a world where information is just a click of a button away. With each minute passing, we are getting closer to the era of a Generation-Y-ruled world. However, being a part of this generation herself, the researcher has seen and experienced first-hand the different ways in which the information which we receive can affect us, both positively and negatively.

We now not only receive news and information from major media conglomerates, but from social media as well (McNair, 2019). The emergence of social media means that we receive news and information as it happens (Evans, 2016). There is no waiting, which can sometimes mean that there is no waiting for the correct information. Unfortunately, social media have also made it exponentially easy to give one's opinion on anything and easily pass that opinion off as fact. This results in incorrect information being posted on public platforms which have thousands or even millions of users. We are all humans who sometimes cannot control how we react to certain information and events, especially if they are emotionally charged.

With the potential rise of inaccurate information, reacting to everything we read, hear or see may have negative consequences. The same information may not be interpreted in the same way by everyone (O'Keefe, 2016). Thus, the researcher has investigated how Millennials feel about the importance of accurate information, and why they feel that way. To do this, a semi-structured interview was utilized. The findings of each interview were later analysed via thematic analysis of five recurring themes.

Even though not many of the participants faced any negative consequences due to the lack of factual information, each of them knew someone who had. Thus, it would appear that the accuracy of information that is spread via the internet, television and other major news outlets which Millennials make use of, needs to improve.

Assuming this to be the case, the following research question was addressed by the researcher: Why is it important for Millennials to have access to accurate information regarding social issues?

PROBLEM STATEMENT AND SUB-PROBLEMS

The problem may be stated thus: The importance of Millennials receiving accurate information regarding social issues.

This problem has been broken down into the following sub-problems:

- What motivates Millennials, specifically the group known as the Y-generation?
- Can Millennials tell the difference between accurate and inaccurate information?
- To what extent have a selected group of Millennials taken part in social activism or movements?
- To what extent have a selected group of Millennials experienced negative consequences owing to a lack of factual information?
- To what degree have a sample of Millennials witnessed another person facing negative consequences owing to a lack of factual information?

The above sub-problems were formulated based on the recurring themes which emerged from the literature review.

OBJECTIVES

The objectives of this study were:

- To establish what motivates Millennials, specifically the group known as the Y-generation
- To discover to what extent Millennials can tell the difference between accurate and inaccurate information
- To explore to what extent a selected group of Millennials have taken part in social activism or movements
- To examine to what extent a selected group of Millennials have experienced negative consequences owing to a lack of factual information
- To find out to what degree a sample of Millennials have witnessed another person facing negative consequences owing to a lack of factual information

- To address the above questions with a view to investigating the importance of Millennials receiving accurate information on social issues

LITERATURE REVIEW

The literature review has been organised under questions which cast light on the main problem and sub-problems. The usefulness of each research study in addressing the problem has been explained.

What motivates Millennials?

Hamilton (2015) cites a study by Nicole Borges which shows that Millennials are more motivated by a desire to improve themselves, build positive relationships and work with others towards the goal of improving society. The study also shows that Millennials feel the need to belong to social groups and share with others, they work well in teams and have tighter peer bonds. They have a great need to achieve and succeed. Millennials are not as cynical or money-focused as their predecessors are. They see the world differently because the world that they grew up in is different - in all respects.

The author also discusses how Millennials grew up with technology and mentions that it was Goldman Sachs who first referred to them as “digital natives” (Hamilton 2015, p. 35). Growing up with technology made it easy for them to discover their identity and find people with common interests, as well as reach out to these people. They do not feel the need to work with people who have higher social status. Because they are “hyper-connected”, it has become increasingly difficult to ignore issues which technology has brought to the surface. Millennials are inheriting a world seen as dysfunctional, making them eager to come up with solutions and more inclined to demand action against the issues that contribute to this world’s dysfunctionality. They are faced with these pressing issues daily due to technology. Thus, they are more eager to find purpose in everything that they do. It is also the reason why they try to stay true to their values, embrace diversity and demand fairness and respect for their environment.

This study is useful addressing the sub-problem of what motivates Millennials, because it takes a look at some of the characteristics and driving forces of the population being researched. According to Borges (in Hamilton, 2015), Millennials are more inclined to stick to their values and principles. This means that they are more likely to stand up against people and situations that they don’t agree with or that they view as wrong. They not only wish to improve themselves, but society as well. Hamilton (2015) points out that because Millennials are faced with social issues daily via social media, it is easy to share pressing matters via the same means. The causes promoted on these platforms makes their natural need to bring about change even more urgent to them. However, Borges does not state how they go about bringing this change, which is what the researcher has focused on in this study, in order to discover why it is important for them to have access to accurate information. There is a focus on how Millennials positively try and bring about change, for example, buying from companies that produce more sustainable products. However, because of their urgent need to change the world and society they live in, their approaches to bringing about change are not always that peaceful. Borges’ study (in Hamilton, 2015) is a good source for taking a deeper look at what Millennials stand for and what they expect from the world they live in, as they are the next generation to lead it.

In “The Millennials” by Erickson (2012), we explore some characteristics which are specific to Generation-Y, and how these characteristics influence them, particularly in the workplace.

Due to shared experiences, Millennials have three common perspectives. The first perspective is the sense of immediacy. They focus on making the most out of the moment and enjoying every moment to the full. There is no longer emphasis on long-term strategy in the workplace. Long-term planning is not as equipped to deal with the fast paced and ever-changing world we live in today. There needs to be a sense of immediacy when dealing with issues and coming up with new ideas.

The second perspective is the way Millennials use technology to approach work. Millennials use technology in everything they do, including work. Technology has made sharing information much easier. Thus, Generation-Y relies heavily of collaborative work and effort. They network with peers to make sure that the information which they are receiving or using is accurate. They also believe that information should be easily accessible.

The last perspective that Generation-Y has in common is tolerance and understanding. They are willing to listen to multiple versions of the truth since there are so many now with the growth of technology. Everyone is able to share their version of the truth, many more people than in previous generations. They know that everyone comes from different

walks of life, so we will not all view everything the same way. There are other influences that play a role in how you view certain experiences and issues. This is why not everyone's 'truth' will be the same (Erickson, 2012). This perspective aligns well with Social Judgement Theory which suggests that everybody has a different social perspective.

Although Erickson (2012) does mention certain characteristics of Millennials, these are characteristics which are a result of growing up with technology. We are not shown who Millennials are at their core, without the influence of technology. However, as we can gather from the study, technology plays a big role in their lives, and it is not going anywhere any time soon. Thus, it is important to know how they have been shaped by it. Erickson (2012) also mentions how Millennials share a perspective of immediacy. This is useful to the current research as it confirms that Millennials do not always think things through thoroughly before they act or say something, which is important to do when one is presented with so many opinions and factual information in the media and in social media, as they might not always be able to discern between the two. We once again are faced with the sense that Millennials are more inclined to work together and rely on collaborative work. This suggests that they will work together to bring about the change they want to see. This can have both pros and cons since Millennials might not always think their approach to certain issues through thoroughly. Thus, if they all fail to think it through, the outcome might be negative.

How do Millennials discern between accurate and inaccurate information?

Sample (2019) explores how to determine whether news or information which you are receiving is fake or inaccurate. Trust needs to be verified. However, earlier methods of placing trust in reporters and news organizations are no longer reliable. This is due to the rise of social media as another source of information and news. Fake news, deceptive data and propaganda have been a part of our lives for a very long time. People use it to play on the audiences'/readers' emotions-

We take a closer look at what propaganda is in Sample's (2019) study. Propaganda is spread when a group aims to influence another group or person's opinion by omitting facts or emphasizing only one narrative of the facts. By doing this, they do not give the audience the full story and therefore, they have to rely on cognitive biases to complete the story. In order for propaganda to be successful, the source needs to really understand their targets values. They need to be able to play on their values, as well as their morals, needs or fears. Propagandists used spoken word, as well as imagery to accomplish their goal. Music was also an effective transmitter of propaganda, as well as movies. When a moviegoer watches a movie, they become vulnerable to the suggestions presented to them in the film. We see that fake news spreads much easier than the truth. This is because the truth you still need to research to make sure what the facts are. The rise of social media has turned these sites into a trustworthy source for the target market. Since social media allow for information to be spread quickly and reach the target audience quickly as well, it has made it easy for propagandists to spread false news. They can time the release of this false information so that there is not a lot of time to research the truth. Thus, the audience will rely on their cognitive bias to discern whether the information is true or not (Sample, 2019).

Sample (2019) gives valuable advice on how to counter propaganda. One way to counter propaganda is to do research on the information which is presented to one, but that is time consuming, and we live in a time intensive world. This leads to the target not being able to do enough research to counter what is being said. Therefore, people need to rely on mental shortcuts and the reputation of the publisher. There are two ways in which one can debunk the reliance on reputation. The first is by using social media applications. These platforms are known to spread fake news because the content on these platforms is seen as accurate or true news stories. Therefore, one now needs to research the information found on social media as well - making it less reliable. The second way is by discrediting reporters. Recent reports show that people can have journalists discredited, as well as have a news event staged if they want to. This once again makes it difficult to rely on them.

Continuing on the question of how Millennials might discern between accurate and inaccurate information, Waldrop (2017) explains why and how fake news reaches us, as well as suggesting a few measures to stop it. Fake news and the spread of fake news has grown over the past few years. People are making money from sharing fake news and clickbait on social media sites. Today's technology has made the spread of misinformation that much easier, making it more difficult to spread or share any type of truth. Waldrop (2017) believes that even if today's artificial intelligence algorithms were good enough to filter out all the lies, falsehoods are still in the eye of the beholder. It is not easy for platforms to decide what is and is not acceptable because everyone is entitled to free speech. Platforms are now experimenting with different ways to filter out false news and with making sure that only reputable information appears on everyone's timelines. A team has developed a system called Truthy which looks at information that has went viral and tries to distinguish whether it was spread by humans or by bots, in an effort to fight the problem of spreading false information.

Waldrop (2017) informs that people like to consume information which agrees with or reinforces beliefs that they already have and tend to forget about the information which does not fit the narrative that they prefer. This is known as confirmation bias.

It is quite difficult for platforms to get rid of all the fake information because spreading, sharing and receiving information is exactly what has made the platforms so popular. They are also reluctant to put the responsibility of determining what is true and what is not on themselves, as this could open the door to severe political backlash. However, if a lot of misinformation continues to be published on these platforms, people might not deem them as credible anymore. Therefore, there is a lot of pressure on them to do something about the problem. They have already put certain measures in place to help with it, such as minimizing rewards for profiles and pages that promote false information, as well as lowering the rank of newsfeeds that have low-quality information (Waldrop, 2017).

Another measure which these platforms could take is educating users on how to evaluate the information they are taking in. The Trust Project, with funding from Google, have developed a series of things that publishers could do to enhance trust. The goal of the series is to merge the factors included in it into a trust ranking. However, a study shows that this could backfire because when presented with information that is ‘disputed’, users tend to think that any other information without that label is true, even information that clearly is not (Waldrop, 2017).

Directly confronting confirmation bias is another measure that could be taken. This can be done by filling users’ newsfeeds with stories which does not necessarily agree with their views and biases that they may have. This will lead to users having to become more savvy media users, and having to really become media literate, in order for them to confront the contradictory news which is presented to them. Users need to learn be able to slow down and check things before sharing them. Teaching people to become more media literate is becoming a huge priority to these platforms. If people are taught how to think more carefully, they will be able to tell the difference between fake news and accurate information (Waldrop, 2017).

Waldrops’ (2017) research is useful because it suggests ways that people, including Millennials, can discern between accurate and inaccurate information. It indicates that just because one receives information that supports a certain argument does not necessarily mean that it is true, especially if it supports views that were already held. Waldrop (2017) implies that Millennials really need to do thorough research on a topic before they share it with anyone else, which essentially could lessen the need to discern whether information they receive is false or not. The author does not only explore ways in which individuals can combat the spread of fake news and discern between accurate and inaccurate information, but explains how technological companies are doing this as well. Waldrop (2017) shows us how we can work together with these companies and platforms to lessen the spread of fake news and inaccurate information.

Vasu, et al (2018) helps to answer the question of how Millennials can make themselves less susceptible to receiving inaccurate or manipulative information, by explaining how different countries have different mechanisms to help them combat fake news and stop the spread of it. We are informed that strategic communications efforts have progressed in order to counter fake news that constitutes disinformation, such as Europe’s EastStrat Com Task Force. The task force runs a website that releases a weekly disinformation review. Think tanks work in unison with Europe’s strategic communication efforts. They work together to publicly challenge supporters of Russian-sponsored false information, expose disinformation vehicles and build a social resilience (Vasu, 2018).

Technological companies have introduced some user-based and algorithmic-based initiatives for self-regulation, following pressures from several governments, since social media majorly contribute to the spread of fake news. Facebook has enabled users to ‘flag’ false reports or fake news. Similarly, WeChat has enabled users to report individuals and groups spreading fake news (Vasu, 2018).

Facebook has since decided to delete thousands of fake accounts, and by doing this, they created an algorithm that targets fake accounts, and “bots”. Another method employed by social media companies in order to reduce fake news, is targeting and reviewing political advertisement purchases. The aim is to reduce the spread of fake news via advertisements, by no longer providing financing for their creation (Vasu, 2018).

Governments are also making an effort to decrease the spread of fake news by implementing new laws, as existing laws are inadequate. Vasu (2018) elucidates that there are many different laws in place that hold social media companies accountable for the spread of fake and harmful news. Similar laws hold social media users accountable as well.

However, countries attempting to criminalize the distribution of fake news and information will face many challenges. There is a minefield of legal issues, political constraints, and, while legislation can hold technological companies and users accountable, there can be nothing done about ‘bots’, meaning that the spread of fake news and information will never be fully dealt with or erased. These types of laws still have a long way to go before we can consider them efficient in the long run, according to Vasu (2018).

Perhaps the most important measure taken to curb the spread of fake news is teaching social media users to become critical thinkers, as well as teach them to become more media literate. People need to become more inclined to fact-check news before sharing it. Children are being taught critical thinking in schools, and there are even apps to help people recognize their associated biases and preferences, Vasu (2018) continues.

In addressing the question, how can Millennials discern between genuine and fake information, Vasu (2018) has provided valuable ways in which certain countries have made themselves less susceptible to receiving inaccurate information, as well as how we can make ourselves less susceptible. It also offers us ways in which we can work with social media companies to lessen the spread of false and inaccurate information. The best long-term solution which is offered is that we should teach ourselves to become more media literate and fact-check our source before sharing certain news or information.

Seidenberg (2017) enlightens us that the majority of fake news is found on social media, which is where the majority of the population get their news from. This gives social media the power to change one’s perception of someone or something, because of the fake news that one might read about them or it.

One of the effects of spreading fake news is to harm people’s knowledge on important matters. It also confuses people about what they should believe and who they should deem trustworthy. Lastly, it has the ability to widen a nation’s partisan divide, as we have recently seen with the #BlackLivesMatter campaign (2020). If people mainly read and believe news which supports their views, this in turn widens the divide even more (Seidenberg, 2017).

A reason why it is better not to sue someone for false accusations or false information spread about you is because by doing so, you might attract even more attention, and this may be harmful to your reputation, according to Seidenberg (2017).

Other routes taken to prevent the spread of fake news include no longer paying sites that promote fake news, which is what Google has started doing. They have also started revising their software so that sites which are less reliable appear further down the list when one searches for information on Google. Facebook has started banning fake news sites from promoting ads on the site. It now also labels stories that are found to be false as ‘disputed’, Users will be warned that the story might be inaccurate before they share it (Seidenberg, 2017).

Lastly, Seidenberg (2017) agrees with Sample (2019) and Vasu (2018) that the best way to make sure the spread of fake news decreases in by making sure people are more media literate and they need to become more active in their support of the truth.

How important is accurate information to Millennials in terms of social change?

McNair (2019) takes a look at how black expression has changed significantly with the growth of social media. Twitter in particular is used as a platform to spread information about social movements to black people everywhere. Social media can actually be used as a political tool. By using certain hashtags, users can attract attention to movements or incidents to gain the support of people around the world (for example the recent #BlackLivesMatter movement). In many incidents where someone was killed or died in police custody in the United States of America, there was little to no evidence of what had happened. Now, with social media, people can post about it, especially people who were close to the victims. They can share the real story about what happened, as opposed to the sometimes-misleading mainstream news.

McNair (2019) goes on to explain that social media can be used to communicate with black people (or people in general) from different countries and backgrounds, who all have a common goal. It has the power to unite many different people through a movement by communicating about certain incidents that have happened, organising marches or movements, increasing visibility, etc. If this kind of information was not disseminated via social media, the movements would not have had as many followers and supporters as they do.

Being able to share certain things online has increased black political participation, since mainstream media does not always publish the truth about these types of movements or incidents. They might omit truth, tell lies, and sometimes, not publish anything about it at all. Now, with Twitter, Facebook, and other social media platforms, black people are able to share their own truths. This encourages them to participate in politics and raise awareness on social issues, as they see now that they can make a difference (McNair, 2019).

McNair (2019) effectively brings to light how social media can be used efficiently to connect people with similar interests and goals. We are able to see how social media, and media in general, can bring about change. This supports the current research because it illustrates the importance of having factual information about situations and movements like these, before taking action. McNair (2019) explains that black people (and other people) are able to share their truths on social media which is different to what is published in mainstream media. However, this might not always be as useful as one would think. Not everyone experiences things the same way, so how one incident is viewed or experienced, might not be how another person views or experiences the same incident. This could cause some of the ‘truths’ published on social media to be strongly biased. Once again, the responsibility rests upon the receivers of the information to go and do thorough research on the incident or movement before sharing the news. McNair (2019) has usefully shared both negative and positive results of having access to fast information and having social media as a tool that allows us to spread our own truths.

In which ways do social media play a role in Millennials’ participation/lack of participation in social activism?

Brennan (2018) considers how mass protests, social mobilization and civic engagement are influenced by social media. The author explores how social media have influenced individuals to do certain things such as show support for a certain cause and how interactions take place between different individuals who discuss politics on social media.

Brennan’s (2018) study is useful in explaining how the information exchanged on social media can cause people to take action, or take a stand against things that they may disagree with, as well as things or movements that they may support. Thus, it is important for users to have correct facts before doing so. Brennan (2018) provides a view on what information on social media can influence individuals to take a stand. This is valuable information for the research being conducted in terms of the social causes which the participants are naturally attracted to.

Petray (2015) enlightens us as to how we can use social media as a tool to help with activism. Social media, if used correctly, can encourage people to take part in certain movements or encourage them to take part in political, or social activism. In her research, the author found that activism on social media tend to be more successful if the cause has a clear target, clear and easy actions that people can take, as well as being able to move beyond single-issue campaigns, on to longer-term social movements.

The information shared by Petray (2015) is useful as it tells us exactly how social media can influence people to bring about social change. We are also provided with some insight into different techniques people can use to bring about this change.

How has the fact that information can now so easily be spread and obtained, had an effect on the type of information Millennials are receiving?

To address the above sub-problem, Evans (2016) looks at how new media - mainly social media, influence the way people receive their news, as well as how receiving their news from these platforms could influence their opinion on certain issues. Consumers of news prefer to use new media when receiving their news, as these platforms are less likely to have gatekeepers as with traditional media. They also view new media as likely to alter their information due to certain individuals having a say in what is published. Facebook, Twitter and YouTube are the three main platforms discussed. Individuals appreciate the fact that the content on YouTube is not pre-recorded or altered by anyone. They feel as if they are experiencing an event in real-time. The research showed that the videos on the Israeli-Palestinian conflict, for example, reflected the methods used to frame the events in the video and also reflected the narratives of the uploader. The findings also show that uploaders of the videos would not necessarily be people who solely focus on this topic or are solely invested in this topic. The videos of either pro-Palestinian or pro-Israeli nature, did not only reach an audience that agreed with either side.

Evans' (2016) study is useful to the current research because it speaks about how social media users can receive news in real time or moments after an event has happened. We see that users enjoy this and do not want the information which they receive changed or have to deal with gatekeepers of information. They want to receive all the facts so that they may make their own conclusions.

THEORETICAL FRAMEWORK: SOCIAL JUDGEMENT THEORY

The Social Judgement Theory was created by Muzafer Sherif, Carolyn Sherif, and Carl Hovland (O'Keefe, 2016), and has been used as the conceptual framework of this study. Social Judgement Theory helps one understand how to persuade a certain target, whether it is one person, or a group of people. The Social Judgement Theory can help one understand why certain people react differently to the same issue or topic. This is especially important to the current research since how Millennials receive or perceive certain information makes a difference in the way they will react to that information. This understanding can help determine if the information received will persuade them to do good or bad. Not everyone is going to react the same to certain issues, and with the Social Judgement theory, this crucial fact is explained. It is important for Millennials to know how they can be persuaded so that if they react negatively towards an issue, they will be able to take a step back and look at why they feel that way. If they react to the information in a positive way, they will be able to persuade others (who might not have an opinion on the issue, or those for whom the issue falls under their latitude of rejection) to change their viewpoint on the issue.

SAMPLING OF PARTICIPANTS

The study focussed on the Generation-Y category of Millennials, since they are most active on social media. Thus, 13 participants who were born between the year 1980 and the year 2000 were used to gather information for this research project, using a purposive approach. The subjects of this study live in many different places and come from all walks of life, but were selected on the basis of their frequent use of social media and their South African nationality. Thus, the standards of living for each individual participating differed. Some core values that can be used to define the participants are; They value family, as well as personal connection (Fromm 2021). They honour loyalty. They do not like anything or anyone that is phony. They value genuineness. Change is something that they always strive for, as their generation is optimistic. They protect the environment and support social justice. The majority of the participants receive their news from social media, in agreement with Fromm (2021).

CREDIBILITY, TRANSPARENCY AND REFLEXIVITY OF THE DATA COLLECTION

The credibility and validity of the study is bolstered by a mixture of quantitative and qualitative primary data, as well as by the quality of the secondary data which was collected in the literature review. Triangulation of the data was accomplished by the use of closed-ended and open ended questions in the semi-structured interviews, as well as the agreement of the body of literature with the findings which emerged from the in-depth interviews. The researcher was completely transparent with the interviewees about the purpose of the study, assuring them of the confidentiality of their responses and getting them to sign an ethical clearance form. She took a reflexive stance throughout the study, and did all in her power not to bias the results from her own stance as a Millennial. Furthermore, the research report is under the careful review of the Research Coordinating Committee from Helderberg College of Higher Education.

DATA COLLECTION PROCEDURE

In order to collect the primary data for this study, an environment which the interviewee as well as the researcher were both comfortable with, was chosen. As not everyone was able to, or willing to do an interview in person during the Covid-19 pandemic, the researcher opted to conduct the interviews over a video call as opposed to meeting up in person. The researcher started by introducing herself and what the reason for the semi-structured interview was. It was then explained to the participant that their identity would remain confidential and that they would be able to withdraw from the interview at any time. Permission was asked to record the interview. The final step was to ask them to sign a consent form. Once the interviewee felt comfortable and had agreed to recording the interview and signed the consent form, the researcher started with a few basic and background questions. Thereafter, factual questions which relate more closely to the study were asked.

The responses of all 13 participants were transcribed, carefully recorded and tabulated according to the following categories:

Age, main source of information; changes noticed in the dissemination of information; encountering of false information; ability to tell the difference between accurate and inaccurate information; participation in social movements/activism; role social media played in participation/lack of participation; personally faced negative consequences owing to participation; witnessing of others facing negative consequences due to participation; reasons for these negative consequences.

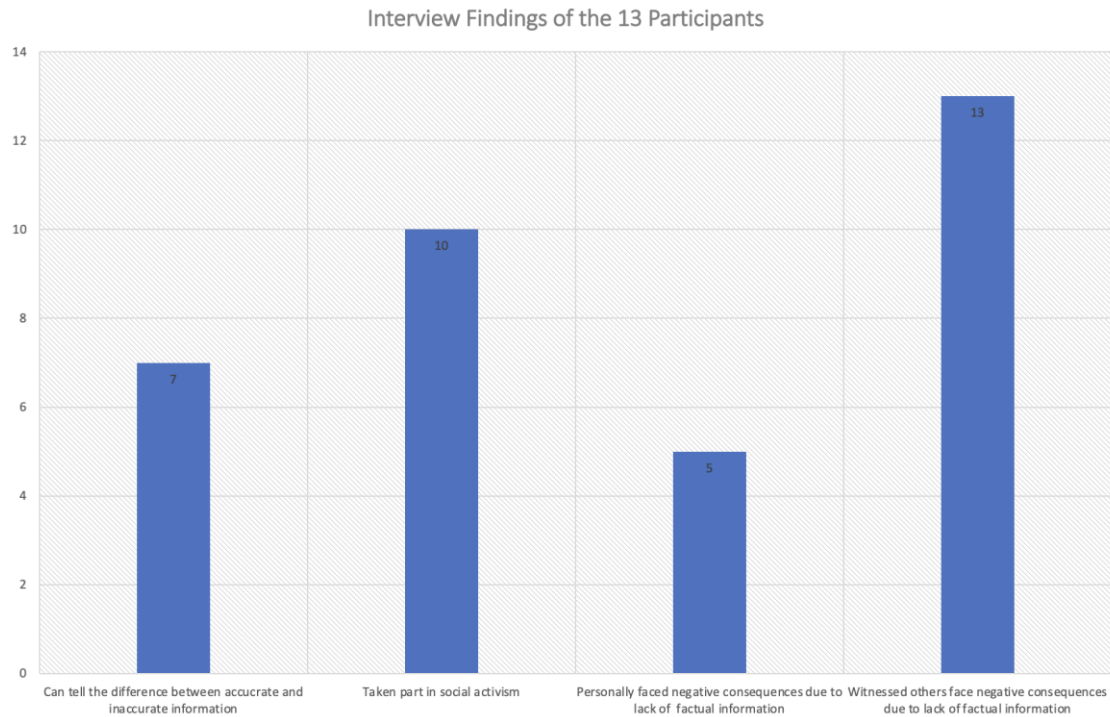
ANALYSIS OF RESULTS

The findings of the 13 semi-structured interviews held with 13 participants aged between 21 and 31, are as follows:

- The main source of information for 100% of the respondents was social media or digital news platforms
- In terms of changes noticed in the dissemination of information, the respondents were in complete agreement that much more information is available as a result of 21st century digital transformation; it is more accessible and instantly available; opinion and own knowledge can be passed off as factual information; information is spread much faster and is less accurate today; there is “less credibility because of pay-per-click advertising”; more platforms spread information which reaches more people; “hurtful information may be published” and “experiences can be shared in real time”
- 76.9% (10) of the respondents had encountered false information often as opposed to not often
- Only 53% (7) were able to tell the difference between accurate and inaccurate information
- 76.9% (10) had taken part in social activism themselves
- Some of ways in which social media played a role in participation/lack of participation in social activism were: social media was the main source of information; “played a role in growing the movement and making it bigger than what it was”; “played a role in voicing my opinion”; “social media helps the cause spread like wildfire”; makes it “possible to be flooded with alerts and notifications, even from people that you don’t know”; creates “social pressure to take a stand”; social media “made me aware of the movements in the first place”; “made sure that the movement was seen and spoken about constantly”
- 38% had personally faced negative consequences due to the lack of factual information
- 100% of the participants reported having witnessed another person/people face negative consequences due to having taken part in social activism or movements
- The main reasons given for these negative consequences were the following: “lack of general knowledge, information is filtered”; news caters to your prejudices; “not fact checking or getting information from reliable sources”; hidden agendas (political alignments in news); “spread of fake information can create a panic”; no media literacy; “because of the fast-paced information... not a lot of thought goes into what information is being spread”; “inaccurate information spread (WhatsApp chain messages)”; “pay-per-click or click baiting”; “people can be naïve; misinterpretation of what was said; not making educated statements”; “people are crucified if others do not like or agree with their opinions”

The bar graph below represents the findings from the 13 interviews in graphic format, according to the four main themes which emerged:

Figure 1: Bar graph with key reasons as to why it is important for Millennials to have access to accurate information



DISCUSSION

The four main themes that have guided the study are: Whether the participants can tell the difference between accurate and inaccurate information; whether the participants have taken part in social activism or movements; whether they have negative consequences owing to a lack of factual information, and whether they have witnessed another person face negative consequences owing to a lack of factual information. These themes help us answer the research question: Why is it important for Millennials to have access to accurate information regarding social issues?

The fact that all of the participants receive their information either from social media or digital news platforms (which 76.9% agree is often false), strongly suggests that Millennials receive false or inaccurate news regularly. This finding is in agreement with Evans' (2016) explanation that young people prefer receiving their news from social media, since this occurs in real time, with no gatekeepers to monitor its accuracy.

It is apparent that just more than 50% of the participants can tell the difference between accurate and inaccurate information. Being able to tell the difference between the two determines how the participant will react to the information which they are hearing or seeing. In other words, if Millennials believe false information about a social cause, this could encourage them to become involved and face negative consequences. This would occur as a result of poor judgement (according to the Social Judgement Theory, O'Keefe, 2016). If the Millennial sees the false information for what it is and practices good judgement, they would not become involved in social activism with its resultant negative consequences.

We see that a relatively small percentage of this group has gotten into trouble for reacting to false or inaccurate information (38%). However, every single participant has witnessed someone else face negative consequences due to reacting to false or inaccurate information. This indicates that there is a significantly higher percentage of people who do face negative consequences than people who do not.

Within the sample population that was chosen to participate, very few people experienced negative consequences from the lack of accurate information (even with just over 50 percent of them being able to tell the difference between accurate and inaccurate information). However, it is significant that each of the participants had witnessed someone else face negative consequences owing to a lack of accurate information. This suggests that the number of Millennials who face

negative consequences owing to having received inaccurate information could prove to be higher if a random probability sample were to be used.

Since this is a qualitative study, using a non-probability cluster sample based on the judgement of the researcher, the results are not generalizable to all Millennials. Although this study affords excellent context, additional quantitative research is advisable. Nonetheless, the objectives of this study have been achieved, namely to highlight the importance of Millennials receiving accurate information on social issues, as well as to alert media writers and users to the importance of posting accurate information on social media especially, and of the responsibility of educators to teach young people to be media literate. The findings of this study are in complete agreement with the literature in terms of how social media play a role in Millennials' decisions to participate in activism (Brennan, 2018); how the immediacy of information affects the accuracy of information Millennials are receiving (Evans, 2016), and the critical importance of media literacy (Sample, 2019; Waldrop, 2017; Vasu, 2018).

LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER RESEARCH

Since the non-probability sample used for this study was small, the results of this investigation are not generalizable. Future researchers could perform a quantitative study to address the topic, using a larger probability sample. Researchers could also investigate how social media platforms can better manage and track the accuracy of social media posts. Research could be done in the area of how best to educate learners and students in media literacy. Further research is needed in how Millennials react to certain social issues and what the effects thereof are, using a randomly selected sample. A quantitative study could be performed on how many people react negatively when standing up for social issues which they believe in, as opposed to issues which they do not believe in. Furthermore, it would be interesting to gain light on the ways in which Millennials go about bringing social change, as a result of exposure to social media posts.

CONCLUSION

It is important for more accurate information to be at Millennials' disposal, since so many of them are motivated to take part in movements or activism which they stand for and believe in, via social media (Brennan, 2018). Manipulation of facts is a mark of social media (Sample, 2019). Millennials find it easy to share social causes because of their hyper-connectivity (Hamilton, 2015). The real-time spreading of information (without gatekeepers), could influence their opinions negatively (Evans, 2016). If Millennials do not receive accurate information about causes, they might well spread the false information further, or choose a side. This could cause them to fight for or believe in something which might not align with their fundamental morals, values and beliefs. They might also bear negative consequences for themselves, such as losing friends, their reputation or their jobs or being subjected to violence. Perhaps worse, their spreading of the false information they have received, could do damage to many other vulnerable, illiterate or naïve social media users.

A significant percentage (76.9%) of the sample group had taken part in social activism. Young people should therefore be taught that when having an opinion or standing up for a cause which one believes in, there will always be people or entities that oppose one's views (in accordance with the Social Judgement Theory). Just because one believes in a cause or stands strongly for one's personal views, does not always mean that they or the cause they espouse, is correct.

It would be profitable if social media platforms could continue finding innovative ways to control and monitor the posting of information to ensure that more accurate information is spread. Facebook and WeChat have already done great work in this respect (Vasu, 2018). Media users should continue to put pressure on social media sites and work with them to ensure the accuracy of information, according to Waldrop (2017). Then fewer people would face negative consequences through being exposed to inaccurate information. Teaching social media literacy and critical thinking at school and university level is a must. It is hoped that the call to action will be heard by the developers of social media platforms to better monitor the accuracy of the content being posted on their sites, and that users will work with and put pressure on them to protect the public from fake news. Finally, this paper is significant in this age of unprecedented communication technology development, since is a call for the innovative leveraging of technology and social media platforms in particular, to promote truth and the spread of accurate information. In this way, young people can be protected from the awful social consequences which the author has witnessed first-hand.

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A LITERATURE REVIEW ON THE ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS

Zhou Zheng

Infrastructure University Kuala Lumpur

Siti Maziha Mustapha

Infrastructure University Kuala Lumpur

ABSTRACT

The development of higher education in the world has experienced the era of elitism, the era of popularization and the era of universalization. China is moving towards universal access to higher education, a strategic choice in line with international trends. The study of academic achievement of college students is an effective way to promote the quality of higher education process. Through a literature review related to academic achievement of college students, it is revealed that the measurement indexes of academic achievement tend to be diversified and the measurement tools are more perfect. Based on this, this study aims to present the shortcomings of existing studies in order to provide a reference for the future research direction of college students' academic achievement.

Keywords: college students; academic achievement; literature review

INTRODUCTION

Academic achievement of college students is an important factor affecting the achievement of higher education goals (Zhu, 2016). Academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education in higher education as well as the overall development of students. Academic achievement of college students is influenced by various factors, and researchers have done a lot of research. In this paper, we review the relevant studies at home and abroad and comment on them accordingly.

The analysis of academic achievement has gradually become the focus of research by scholars and experts, but the definition of the concept is still controversial. In this paper, academic achievement is used as an outcome variable to investigate how to motivate higher vocational college students to learn while promoting academic achievement. Therefore, a literature review of the concept of academic achievement and its influencing factors is conducted to provide theoretical support for this study.

Academic is explained as "academic work, school work" (Pandey et al., 1996). The term "academic work" refers to the results achieved by students as a result of the accumulation of learning, while "school work" refers to the learning tasks set by the school and is characterized by stages. Achievement refers to the completion and attainment of a certain level that a student can achieve after a series of education or training, while performance refers to the result of an examination in a subject or a whole course (Lamas, 2015). However, some scholars consider achievement to be equivalent to grades, and it is on the basis of the different understandings of achievement and grades that scholars have differed in their definitions of academic achievement (Brookhart et al., 2016).

In general, academic achievement can be divided into two broad and narrow definitions, in which academic achievement in a broad sense refers to the improvement of students' overall quality during their school years. Astin (1984) believes that academic achievement includes cognitive and non-cognitive outcomes, as well as psychological and behavioral outcomes. Bloom (1956) argues that academic achievement includes: knowledge, values and attitudes, and skills or appropriate behaviors. The National Leadership Council on Liberal Education and America's Promise believes that student academic achievement cannot simply mean admission rates and the percentage of degrees earned, as it once did, but that the more important question is whether students have acquired the knowledge and competencies that are essential to their future life, work, and civic activities. Cai and Cao (2019) argue that academic achievement is not only about students' academic performance in school, but should also include all aspects of their knowledge, competence and literacy development. Academic achievement in a narrow sense refers to the measured performance of students through examinations at a certain study stage. In empirical studies of academic achievement, a considerable number of researchers adopt such definitions of academic achievement, especially in empirical studies of primary and secondary school students, researchers often define academic achievement as students' examination results, for example, Bao (2008), Ye (2013), Chen (2015), Li (2016), Li and Chai (2018) all define academic achievement as a definition of a learner's the performance of teaching and learning assessments, such as final examination results, achieved by the person in school.

CONNOTATION OF ACADEMIC ACHIEVEMENT

The term "academic" can be expressed as the result of school work, such as academic achievement. "Achievement" is explained as: (1) victory, establishment; (2) cultivation; (3) the result of a career. Academic achievement is defined as: (1) learned effort. (2) schoolwork.

Achievement is defined as: the result obtained through study. The English translations of academic achievement are related to "academic learning", "educational attainment", etc. Academic simply refers to the performance of learning that is ultimately achieved through teaching, development and learning, which is obtained through achievement tests.

The desire of the country and society for excellent talents not only requires higher education with higher quality of talent cultivation, but also puts forward higher requirements on the academic performance of college students. The purpose of academic achievement survey is to improve the quality of education, promote social equity and improve the overall quality of students. Through the relevant survey, the society can understand the current situation of education more clearly, which is conducive to timely monitoring and promoting the development of education (Quality Assurance & School-based Support Division Education Bureau, 2016). Taylor (2019)'s concept of "educational assessment" and the "goal-oriented" assessment theory have laid an important theoretical and technical foundation for educational assessment. Since the 1980s, organizations and countries around the world have been committed to developing and improving

academic achievement survey systems and actively expanding the scale of academic achievement surveys in order to better achieve large-scale academic achievement evaluation (Kuh et al., 2006).

The development of the concept of college student academic achievement can be traced back to 1966, when the Cooperative Institution Research Program (CIRP) was created by the American Council on Education. After the 1960s, the emphasis on the academic achievement of college students led to the expansion of the CIRP beyond the academic outcomes of students to the learning process of students (Jury et al., 2018).

In the early 1980s, the National Survey of Student Engagement (NSSE) emerged in the United States. This survey, created by Indiana University, focused on the process and outcomes of college students' learning engagement and academic achievement. Until the 1990s, surveys on academic achievement gained focus worldwide, and academic achievement became a key element in measuring the growth of the amount of value in colleges and universities (OECD, 2016).

The definition of academic achievement of college students has the following representative views.

Firstly, academic achievement is considered to be equal to academic performance, and the common measure of academic achievement of college students is GPA (credit point average), which can be accurately calculated from the marks of each course to measure students' academic achievement. "Academic" means the result of school work. For example, test scores. When "achievement" is used as a noun, it refers to the results obtained in a career. Wang (2021) believed that academic achievement can be equated with academic performance. In a study of personality traits and academic achievement of secondary school students, Zhao and Guo (2012) measured academic achievement using students' midterm and final grades in language, mathematics, and foreign language subjects. Through an empirical study, Tang (2016) found that preschool education can improve students' future academic achievement (in the case of mathematical literacy) and can also promote educational equity.

Secondly, academic achievement contains cognitive, behavioral, and psychological connotations, and Astin (1974) argued that academic achievement can be divided into two aspects: namely, cognitive and non-cognitive outcomes; and psychological and behavioral outcomes. Pascarella (1991) and other scholars argued that in addition to cognitive ability, academic achievement also includes psychological factors such as intelligence, psychological change, perseverance. Bloom (1956) believes that it can be divided into the following areas: knowledge, attitudes, values, skills, or appropriate behavior.

Thirdly, emphasizing the manifestation of competencies, Minkowski (2015) believes that it contains values, analytical problem solving and social skills, among others, and Bowie (2015) believes that academic achievement value added is divided into three dimensions: core competencies, citizenship, and professionalism possessed. The study by Cheng (2015) explored the factors influencing the academic achievement of college students using cross-year data on variables such as academic achievement and social engagement, and found that "the higher the level of the student's institution, the more academic achievement is influenced by the student's personal input (including factors such as academic engagement, social engagement, and learning goals).

Wu and Li (2019) found that there were inter-school differences in academic achievement among graduating seniors in the "Top of the Class" program, but the differences were not more pronounced with better schools, and factors such as motivation and creativity had a significant positive effect on academic achievement. Fan and Wang (2018) predicted academic achievement and academic risk based on the field of learning analytics, which lies in constructing meaning from data. Li (2016) and other scholars conducted an empirical analysis of academic achievement of students in general higher education institutions through a survey of a sample of 939 college students, and the results showed that the academic achievement of students in general higher education institutions in general is to be improved, and in terms of gender, the academic achievement of female university students is higher than that of male university students.

Fourthly, the category of responsibility consciousness was added. Academic achievement is considered to include not only intelligence and practical ability, but also the mastery of knowledge of human society and nature, in addition to the examination of comprehensive learning ability, and responsibility consciousness (McKeown & Rosalyn, 2009). Academic achievement includes the emotional development of students in addition to their own cognitive and practical abilities.

It is easy to see that there is a wealth of research on the concept of academic achievement in China and abroad, but the most commonly accepted one is that proposed by the National Leadership Council for Liberal Education and America's Promise, which states that academic achievement of college students is not equal to the admission rate and the percentage of those who can earn a degree, but more important: whether students have acquired the essential knowledge and ability to face work and life (Bok et al., 2007).

FACTORS RELATED TO ACADEMIC ACHIEVEMENT

Intellectual factors used to be the focus of research on factors influencing academic achievement, and then with the development of related research, more non-intellectual factors, environmental factors, have received the attention of scholars.

In terms of intelligence, the study by Shao and Pi (1998) showed that intelligence factors were moderately positively related to students' academic achievement. Wang (2000) came to the same conclusion, finding a positive correlation between students' intelligence and academic achievement. Xing (1999) made a statement about the non-intellectual influences in foreign countries: motivational factors, emotional factors, and personality factors.

Alexander (1935) believes that non-intellectual factors should be valued and have the same effect on learners' academic achievement as intellectual factors. In contrast to this view, Wechsle (1950) argued that non-intellectual factors include both temperament and personality, and focused more on personality factors in between; Li (1997) developed the Non-Intellectual Factors Questionnaire for Primary and Secondary School Students, which the content includes 11 diagnostic measures of non-intellectual factors, such as achievement motivation, interaction motivation, cognitive interest, and motivation to win. The factors of achievement motivation and motivation to win have more influence on students' learning activities than other non-intellectual factors.

A review of the relevant literature reveals that scholars' research on the factors influencing academic achievement can generally be divided into two main areas: individual student characteristics and external environmental factors. Studies on students' individual characteristics such as Wang (2000), Zhang (2005) and Wang (2013) argue that students' internal motivation has a significant impact on students' academic achievement.

Zeng (2009) explored the influence of self-efficacy on students' academic achievement based on self-efficacy theory. Wu and Li (2010) found that students' intrinsic motivation, gender and creative tendencies have significant positive effects on academic achievement, and a few scholars have explored the influence of personality on students' academic achievement.

Research on the external environment can be divided into two main aspects: the family environment and the school environment. For example, Zhang and Zhao (2012), Wang Nyan (2017) and Yu and Yu (2020) explored the influence of parents' investment in their children's education, parent-child interaction and family economic status on students' academic achievement from the perspective of family environment and cultural capital, and Chen (2015) argued that teachers are always an important factor influencing students' academic achievement, specifically, teacher expectations, teacher efficacy, some teaching behaviours, teacher professional development practices, some personal characteristics of teachers, teacher styles, and teacher-student relationships all have significant effects on students' academic achievement. In another study on teacher-student relationships, it was found that both positive and negative teacher-student relationships affected students' engagement and academic achievement, and that negative teacher-student relationships even had a significant positive predictive effect when students struggled with learning. In contrast, studies on the influencing factors of postgraduate academic achievement focus on mentorship, financial support policies, study motivation, and family background. For example, Wang (2015) analysed the influence of mentoring style, frequency and content of mentoring on graduate students' academic performance from the perspective of mentoring, while some other researchers explored its relationship with graduate students' academic achievement based on the perspective of financial aid policy. For example, Liu (2016) used the structural-functional model as the theoretical basis to explore the influence paths of grant-based funding, self-help funding and deferred payment funding on graduate students' academic achievement, Li (2017) studied the influence mechanism of graduate student funding policies on graduate students' academic achievement by constructing a relationship model between graduate students' academic achievement and funding policies, in addition, Ling and Wang (2018), based on a qualitative study verified that graduate student motivation, mentor guidance, peer effects and family background jointly act on graduate students' academic achievement. A small number of scholars have also explored the impact of mode of entry on postgraduate academic achievement.

Individual external influences:

(1) Social network factors, including peer, interpersonal, and social interaction factors. Wang (2020) found that there is a significant difference in academic achievement among small groups of university students, that is, there is some degree of consistency in academic achievement within small groups of university students.

In other words, there is a certain degree of consistency in academic achievement within small groups of university students, and students with good academic performance will interact closely with their peers who also have good academic performance, forming a small group within the class with higher academic achievement; and vice versa. Zhang (2020) found that peers influence each other's learning attitudes, motivation and engagement behaviour, and that similarity in intrinsic motivation and behaviour for learning also leads to similarity in academic achievement between peers, with close friends are important influences on an individual's academic development.

(2) Family factors, including parental involvement, family interaction styles, family cultural capital, and the environment of the community in which they live. According to Liu (2018), parenting practices of families are inextricably linked to students' academic achievement. Liu (2018) found that the community environment in which students' families live affects students' academic achievement, that children in rural communities have lower language application skills than those in urban communities, and that the nature of the community significantly and positively influences parental involvement in education and parents' educational expectations.

(3) School factors, including teacher delivery style, teacher-student relationship, school support, and school information technology level. Gong (2019) found that the level of information technology in schools was not fully linearly related to students' academic achievement, i.e. low to medium levels of information technology could promote students' academic achievement, and while high levels of information technology had a hindering effect on students' academic achievement.

STUDIES ON ACADEMIC ACHIEVEMENT

Broadly speaking, academic achievement is a result of the subjective and objective assessment of learners through school teaching or self-study, which is a more permanent behavioural outcome, but which can also accumulate over time. In a narrower sense, academic achievement is defined as a record of learning in school subjects or the average academic performance in each subject studied (Zhang, 2010). It is a reflection of the learning outcomes achieved during the schooling period, and it is also a goal to be achieved by the student in learning education. For teachers, academic achievement enables them to identify their own shortcomings in the teaching process, to improve the quality of their teaching, to improve their teaching methods, and to make appropriate adjustments to their teaching methods (Stabback & Philip, 2016).

They can also make appropriate adjustments to their teaching style. The assessment of student achievement is therefore an essential part of the teaching and learning process in schools (Fisher & Bandy, 2019). It measures the specific results of teachers' teaching as well as the learning outcomes of students. Therefore, for many disciplines such as psychology, society and education, the study of academic achievement and the factors that influence it has always been an important proposition in their research (Leicht et al., 2018).

A review of previous literature on topics such as factors influencing differences in academic achievement has been identified:

In terms of subjects, the main subjects of research on the influences of academic achievement include low achievers and all students with different levels of academic achievement; in addition, there are many different types of research on high achievers, and the types of research on the influences of academic achievement can be divided into correlational, causal, descriptive and exploratory studies. The studies focus on analysing and aggregating survey data, and then carefully describing a phenomenon or theme that causes an impact on academic achievement, further attempting to identify the causal and correlational relationships that exist between variables and variables, using research methods that include both non-empirical and empirical studies (Loeb et al., 2017). As far as research methods are concerned, they can be divided into two types: quantitative research and qualitative research. The discursive approach also falls under the category of qualitative research. In terms of research content, there are many different starting points for studying the factors influencing academic achievement, including intervention studies and surveys of current conditions. In terms of the detailed classification of influencing factors, they can also be divided into social and individual factors. Individual factors

include, firstly, cognitive factors, such as the use of learning strategies and methods, the accumulation of knowledge and individual intelligence, and secondly, non-cognitive factors, such as learning efficacy, self-concept, motivation and individual traits. Social factors include, firstly, family factors such as parental expectations, parental involvement and educational style, but also parental literacy, economic status and family structure; secondly, school factors such as peer relationships, classroom climate, teaching style and teacher expectations; and finally, regional factors such as community resources, religious beliefs and ethnicity.

STUDIES ON ACADEMIC ACHIEVEMENT OUTSIDE CHINA

The concept of "academic achievement of students in higher education" first emerged in the United States in the evaluation of students' abilities at Stanford University, dating back to around 1930, and then began to be widely used in higher education institutions around the world ((Kuh et al., 2006)). The I-E-O model was developed by Astin after 1960, which considered the relationship between the "environment", "inputs" and "outputs" of higher education to be interactive (Astin, 1993). Since then, Astin has developed the concept of student engagement, in which students are expected to actively participate in school activities in order to achieve better learning outcomes, and student learning is the total process of student engagement. The more energy students put into meaningful activities, the more knowledge they will gain. The effectiveness of student engagement is an important indicator of the quality of university education (Coates, 2005). The American scholar J. Coleman, in 1966, surveyed and studied nearly 4,000 colleges and universities and noted that student academic achievement was up to 70 per cent of the total quality of education. This report, known in educational history as the Coleman Report, caused a public outcry, leading the public to question the quality of higher education and to rethink the important role that student achievement plays in the assessment of higher education activities (Coleman, 1966). In terms of the actual factors influencing the academic achievement of university students, it is still common for scholars abroad to study this area, with institutional influence theory being a typical representative. Early on, institutional influence theory suggested that two of the more important factors influencing individual students were student behavior and institutional characteristics (Jabeen & Rafiuddin, 2015). McLean and Saunders' (1983) work emphasized that academic achievement should be defined in strict legal terms and that it should be integrated into the effectiveness of higher education. Pace (1982) argues that universities have an important responsibility for student development, such as providing adequate resources and facilities for student learning and development, as well as more incentives for students.

Smart and Toutkoushian (2001) show that the effect on student achievement varies according to the type of school, with schools own doctoral programmers having a greater impact on student achievement than schools with ordinary programs. Pike et al. (2003), based on a model of the relationship between academic achievement, individual student characteristics and the creation of a school level, showed that individual student characteristics had a more significant effect on academic achievement than the school level, such as evaluation, classroom behavior and academic achievement. In her doctoral dissertation, Flynt (2008) scrutinizes the relationship between teacher evaluation, classroom behavior and academic achievement.

In terms of academic achievement assessment mechanisms, in recent years, international instruments for assessing the academic achievement of university students have been diversified, with more than twenty-seven instruments developed by researchers in various countries, depending on the target population and the content of the assessment. The National Survey of Student Engagement (NSSE) is now the most commonly used questionnaire in the United States to assess the specific effects of students' college experiences on different skills (Tendhar et al., 2013). The results of the survey show that there is a correlation between individual student learning gains indicators and student academic achievement, and that this is process-based, so there are some interventions that are important for institutional improvement (NSSE, 2013). The study of the factors influencing academic achievement shows that the individual student has a greater influence on his or her development than the school, and that the institutional factors are usually more influential than the student's own characteristics (Rugutt, 2005).

STUDIES ON ACADEMIC ACHIEVEMENT IN CHINA

From the perspective of conducting research on factors that influence students' academic achievement, Chinese scholars have conducted multifaceted research in this area, drawing on relevant measures from abroad. Zhu and Arnold (2014) de examined the direct and indirect effects of various types of student engagement such as after-school activities, social-emotional, learning emotions and learning behaviors on students' growth and development. From Ma and Wang (2002) research, it is known that maintaining a positive interpersonal relationship between teachers and students can help students to improve their academic achievement. In general, students with high academic achievement are more likely

to receive encouragement and praise from their teachers and to gain the admiration of their peers, which helps them in their studies. Conversely, students with low academic achievement are often belittled by their peers and teachers do not have high expectations of them, and are harsher or more indifferent to them, which seriously undermines their motivation to learn. The results of Sun and Ding (2011) show that there is a moderate range of extra-curricular engagement in terms of self-learning and extracurricular activity participation, and that the impact on students' overall development is marginal, with extra-curricular activity participation, active classroom participation and extra-curricular self-learning having different impacts on all aspects of students' development, mainly in terms of direction and degree of impact. Moreover, the impact of extracurricular self-learning and extracurricular participation on students' development varies by school type.

According to Zhou and Zhang (2006), whether it is the neurological type, the general ability complex, or the specific ability-reasoning, which tends to be physiological, the general ability complex tends to be more efficient, these all have a direct impact on the academic achievement of junior high school students. In terms of the overall academic performance of junior secondary students in the three main subjects, whether in terms of individual subject scores or total scores, students in the higher grouping have significantly higher academic performance than those in the lower grouping. They also scored significantly higher than students in the lower subgroups at the beginning and at the end of their junior year. Wang (2008) summarized the research findings on the academic achievement of primary and secondary school students in China, dividing them into different types of studies, namely descriptive studies, exploratory studies and causal or correlational studies.

The studies are classified according to the type of research: descriptive, exploratory and causal or correlational, and according to the method of research: quantitative research, qualitative research and "discursive" research, which is classified by the authors. The study population includes all pupils, including those with special needs, such as academically gifted children, intellectually disadvantaged children, children with learning difficulties and underachievers.

Special groups of students, such as academically gifted children, mentally retarded children, children with learning difficulties and academically underachieving children, have received much attention (Ford, 1994).

Most of the research has been conducted on individual factors, with non-cognitive factors accounting for the majority of the research. Zhang and Zhu (2009) study the financial situation of university students, showing that students who spend more on daily living expenses are less successful in school. Students from well-off families are always optimistic about employment and survival after graduation, so they do not spend much time on their studies, and therefore their academic achievement is lower.

Liu (2010) conducted a study on university students and found that students' self-efficacy is closely related to academic achievement and that parenting styles have a corresponding impact on students' self-efficacy, which in turn affects their academic achievement. Feng and Xu (2015) conducted a study on left-behind junior high school students and found that school environment can significantly affect students' academic achievement, and at the same time, school environment also affects students' psychological state, thus indirectly affecting students' academic achievement. Bao (2010) found that the academic qualifications, learning commitment, learning behavior and family economic background of university students are diverse and heterogeneous; the academic achievement of university students is not only determined by the organizational attributes of the university they live in, but also influenced by their own learning commitment, communication and interaction with teachers and peers, the quality of teaching and learning in the university, and the basic characteristics of students.

Pan and Gao (2017) conducted a survey on college students in a university in Henan Province by random sampling, and the survey results showed that college students' learning adaptation and dormitory interpersonal relationship could positively predict academic achievement, while the learning adaptation factor played a mediating role in the interaction between dormitory interpersonal relationship and academic achievement. Zhang (2013) conducted a questionnaire survey on 531 university students in Wuhan University, and found that academic goals and autonomy were closely related to academic achievement, and that clear academic goals could effectively improve academic achievement. Bowie (2010) used SEM structural equation modelling to model the influence of student engagement in Chinese universities. The results demonstrated that students' active participation in academic engagement can effectively improve academic achievement.

Most of the existing research has looked at family reasons and aspects of student development, but there is little research on the school environment and there is a lack of comprehensive research on the school environment in general.

To sum up, as far as the current research situation is concerned, the evaluation standards of students' academic achievement in Chinese universities are too simple, lacking a diversified and comprehensive evaluation system, and some universities even directly copy and adopt foreign academic achievement evaluation methods, lacking academic achievement evaluation standards. The current studies are mainly in the following aspects: The current studies are mainly in the following aspects: in terms of research content, most of the studies are focused on the factors influencing the academic achievement of university students, and there are few studies that consider in depth the factors influencing the academic achievement of postgraduates and provide reference for the development of higher education and higher vocational education in China.

MEASUREMENT OF ACADEMIC ACHIEVEMENT

Academic achievement is an enduringly popular area of research worldwide, which has led to a rich body of structural constructs and research findings (Tremblay et al., 2012). PISA (Program for International Student Assessment), run by the Organization for International Economic Cooperation and Development, and TIMSS (Trends in International Measurement in Mathematics and Science) and PIRLS (Progress in International Reading Literacy Study), run by the International Association for the Evaluation of Educational Achievement, are some of the better known large-scale academic achievement assessment programmes (Eivers, 2010). TIMSS and PIRLS focus on students' understanding, application and reasoning skills, with TIMSS measuring academic achievement in mathematics, initially in three dimensions: content, performance expectations and opinion (Mullis & Martin, 2012). The TIMSS measures students' academic achievement in mathematics, initially in three dimensions: content, performance expectations and opinions, but later in two dimensions: content and cognition; and the PIRLS measures students' reading literacy in three dimensions: purpose, process and behavior and attitudes (Mullis & Martin, 2019). In addition to international organizations, countries around the world have developed systems to measure academic achievement in order to better promote the development of students' abilities and literacy, such as the National Assessment of Educational Progress (NAEP) in the USA and the Compulsory Education Quality Analysis and Evaluation Feedback System project in China (Alexander, 2018).

However, most of these systems focus on students at primary and secondary school levels, and very few specifically investigate the academic achievement of higher vocational college students. In practice, some studies have directly measured the academic achievement of college students using academic performance as an indicator. However, more studies have constructed multidimensional and multi-level structural models to investigate students' academic achievement. Based on the three dimensions of academic achievement, competence development and self-concept, Jia (2019) further subdivides academic achievement into major grades, study attitudes, general studies grades, overall grade ranking, professional skills, study methods, study habits and academic future planning; while competence development refers to various qualities beyond academic achievement and is divided into five dimensions, including problem solving, communication and coordination, information technology use, organizational leadership and Self-concept refers to the experience and perception of one's own existence, including the correct understanding of oneself, satisfaction with the current situation of life, satisfaction with family happiness and attribution of achievement, etc. From these aspects, the academic achievement level of university students is measured comprehensively. Li et al., (2019) measured the academic achievement level of university students through four dimensions: interpersonal facilitation, cognitive ability to learn, self-management ability and communication ability.

College and graduate students are assessed differently from elementary and junior high schools because of the diversity of content and assessment methods. For example, in the United States, standardized tests such as the CLA (Collegiate Learning Assessment) are mainly used to measure the critical thinking skills, problem-solving skills and analytical reasoning skills of university students, and the SERU-S self-assessment report of the University of California is able to obtain a broader range of academic achievement measures by using a method that allows students to self-assess (Douglass, 2012). Chinese scholars Li and Yang (2016) developed a college student academic achievement measurement scale with high reliability and validity from five components: college students' learning cognitive ability, communication ability, interpersonal facilitation, problem-solving ability and self-management ability. Cai and Cao (2019) measured "students' academic experience before enrollment, university-level coursework, university after-school activities, evaluation of institutional courses and teaching services, student development and basic information" to study the performance and variance analysis of college students' academic value-added, and Wu and Li (2019) measured

"knowledge and ability" from two dimensions. This scale consists of four subscales measuring four dimensions: academic contribution, task performance, interpersonal facilitation and social comparison.

SIGNIFICANT CONTRIBUTION

For Policy-makers: this research would provide them with a new perspective on quality assessment in higher education, which is student-centered and focused on students' learning experience, thus improving students' academic achievement and promoting the harmonious development of colleges, teachers, and college students in China.

For administrators: academic achievement is an indicator through which the faculty can provide better services to college students that meet their needs. The finding of this research would help the colleges to identify areas where students' academic achievement is lacking, and upgrade them so that the colleges can provide a high-level education.

For teachers: by using the results of the research, the teachers in colleges could adjust their teaching contents and method to enhance the academic self-efficacy and learning experience of college students to reduce their delayed behaviors and promote their academic achievement.

For college students: the findings of this research may help college students have a better understanding of themselves in terms of academic achievement. In this way, they may realize the importance of these elements, and try to increase their learning motivation level, promote their academic self-efficacy, and finally increase their academic achievement in the learning process during college life.

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CHALLENGES OF LEARNING ENGLISH IN COASTAL SCHOOLS: STUDENTS' PERSPECTIVES

M.S.Muhaimi Saifuddin,
Universiti Teknikal Melaka

ABSTRACT

This study aims to look at challenges faced by students of coastal schools in learning English. 12 students of Form 4 have taken part in the study from one of the secondary schools which participate in IPG Kota Bharu Coastal School Program. The students were interviewed and their performance in English had been analyzed to determine how they had performed in the subject. Also, school administrators and English teachers who taught them were also consulted to triangulate the earlier data. The study attempts to answer three main questions. First, what are students' view about teachers' teaching techniques? Second, what are general challenges faced by students in learning English? Third, how do students expect English to be taught to them? The results show that students believe them teachers still rely on traditional methods of teaching and are very much teacher-centered. Third, students expect the teachers to engage them more in meaningful learning.

Keywords: Learning English, Coastal Schools

INTRODUCTION

There are 1.2 billion people in the world living within 100 KM of coastal area and this is almost 23% of the whole world population and by the year 2030, it is estimated that, the coastal community would be 50% of the world population (Small & Nicholas, 2003) as quoted by Isahaque (2020). In Malaysia, there are 9.4 million Malaysians living in coastal community (Norhayati, 2010). This is almost one third of the of the whole Malaysian's population. Anything related to education concerning coastal communities would definitely bring major impact to our country.

LITERATURE REVIEW

One of the books that best describes a challenging reality of education in a coastal community is "Learning to leave; the irony of schooling in a coastal community. The book was written based on the writer's case study in Nova Scotia. (Corbett, 2007). The writer argues that, one the reasons why education does not seem to sync well with local learners is because the designed curriculum does not seem to tally with "local life". Thus, could not be accepted by the locals and lead to either student do not gain success in education or they may leave the system earlier. Adaptation to the real needs of the "locals" is the answer to democratization of education as argues by Corbett (2007). In another article he argues that, to these local people, education is too expensive to "uncertain future" (Corbett, 2003). He concludes that, unless an "alignment" is made to "formal schooling", then it is possible for our education to just play the role of producing students for economic needs rather than actively contributing to their society. A study by a group of lecturers from St. Mark and St. John University, UK on schools of "disadvantaged" in coastal of England, is interesting. They came out with a few suggestions that, in order to improve 'unfairness' and offer a better deal to coastal schools, three things should be done. One is to "expand" the standard curriculum and it should be more suitable to local context, second, quality of teachers in coastal schools should be improved and third, expose students to entrepreneurship. (Hope, 2019). In an earlier report (2016), the same group of researchers reported coastal schools studied, practices three levels of strategies to improve students' behavior- "school level, classroom level and individual's level". Both of the reports clearly suggest that, students of coastal schools need a special kind of treatment and not be treated like other normal mainstream learners. This involves curriculum as well as daily approaches in classrooms.

In Indonesia, there are plenty of studies concerning education for coastal school learners. A study by Amiruddin Masri (2017), in Donggala, Indonesia found that, the community is generally facing problems of poverty and poor education. He further suggests that coastal learners need different kinds of education approaches which are more suitable to their needs and surroundings. (Masri, 2017). A study by Joko Rahardjo (2015), on a coastal community in Wedung Damak, Indonesia reveals that low level of education among the community members is one of the factors leading to poverty (Rahardjo,2015). One way to overcome the issue is by empowering the community with many programs to develop their areas. (Rahardjo,2015). A study by a group of researchers from Gorontalo University in Indonesia on students in coastal area of Tomimi Bay, Indonesia reveals that using "environmentally based science learning" is very efficient in molding students' characters to value their environment. All these studies show that, education for coastal learners should be reviewed and local contexts should be "manipulated positively" to ensure maximum benefits for learners.

In our local context, issues of education among coastal learners are not new. Many studies have been done on this. Among them, a study by Siti Masayu Rosliah and Narimah (2018) on how family's poverty affecting coastal learners' education. Poverty hinders them from getting many important supports in education especially financial. They later conclude that there is a very high probability of these coastal learners to follow the footsteps of their parents, inheriting poverty as family's influence is so dominant (Siti Masayu, 2018). A study by TH Subra and friends (2019) on how family' socio-economic factors influence dropouts' issues among Indian students in Kedah, reveals that family's socio-economic background and parents who do not really care about children's education are major factors leading to dropouts (Subra, 2019). These group of researchers suggest that, to curb the issue of dropouts, our education system should emulate special approaches practiced in other countries to attend to these students' special needs (Subra, 2019)

Many other studies highlight on how poverty among fishermen and coastal communities have indirectly affected education among their children. Poverty is generally linked to inadequate house facilities, poor nutrition, lack of food and many other negative elements. A study done by Murni, Alias, and others (2020) shows that poor family backgrounds among coastal communities in Kelantan lead to their children's inability to excel in education. Another study, done in Pulau Beluru, one of the coastal areas in Kelantan found that demographic factors and parents' socio-economic status strongly influenced their children education performance. (Norasikhin, Wan Afizi, Zaini and others). Both studies suggest that learners of coastal schools need to be treated in many "special" ways due to their "inadequacy" and challenges faced.

The message which can be induced here is that, coastal community and more specifically, learners in coastal schools need a special attention or be guided with a more comprehensive educational guide and not be treated just like other mainstream learners.

In terms of learning English, many factors may contribute to students' success or failures in the subject. Rany, et al (2013) highlights factors that lead to students' poor performance in the subject. Among the factors are having predetermined idea that English is difficult, teachers are considered the sole source of English learning, lack of support from community and the environment, students limited vocabulary and low motivation among learners. A study by Khalijah et al (2019) on the challenges in learning English among students of UiTM Malacca concludes that in learning English, students should be given optimum support by teachers or lecturers and provided with conducive environment to learn the language.

METHODOLOGY

This research focuses on identifying challenges faced by learners learning English in coastal schools in Kelantan. The focus is on the secondary schools. Also, instead of asking teachers and administrators, this research places students' perspectives as the main source of study.

This is a case study of one secondary school participating in IPG Kota Bharu Coastal School Program. The aim is to know challenges of learning English in coastal schools from students' perspectives. Twelve students of Form Four had been chosen as respondents for the study using a purposive sampling. Data is gathered from interviews conducted with students, administrators and teachers of the school. Apart from interviews, students' previous performance in examinations were also reviewed to triangulate the findings.

OBJECTIVES OF THE STUDY

The study will analyze challenges faced by students in coastal schools in Kelantan in learning English. The main question would be "How students in coastal schools in Kelantan feel about learning English?" The sub questions are

1. What are students' view about teachers' teaching techniques?
2. What are general challenges faced by students in learning English?
3. How do students expect English to be taught?

ANALYSIS OF DATA

The data will be used to answer three objectives of the study, which are students' views on their teachers teaching techniques, challenges that they faced in learning English and how do they expect English to be taught in the classroom.

1. What are students' views about teachers teaching techniques?

All students who had been interviewed claimed that their teachers still practiced traditional methods of teaching where most of the time "chalk and talk" took place in English classes. Teachers also practiced teacher –centered kind of learning where students just listen passively and followed all the instructions given. In answering the question of "How does your teacher teach English?" Among the responses given are;

"Our teacher will write on the blackboard and later asks us to copy"

"Our teacher, just read from textbooks and instructs us to copy from the book"

"Learning English is writing", "Same like, read and copy..."

All the comments given by students indicate that teachers still prefer traditional methods of teaching where teachers dominate the class and lessons will follow pace set up by teachers. Generally, it is a teacher-centered classroom. Students are expected to just follow instructions given by teachers and their ability in following the instructions given would be taken as a sign that they learn. Sadly, those who may not be able to follow the class pace would then be regarded as not learning. Some of the respondents associate learning of English to writing activities as that is how they experienced in the class.

"English is making sentences"

"Learning English is writing"

“English is difficult because we have to write”.

The finding reaffirms what Rany et al (2013) highlight that among two factors which lead to students’ poor achievement in English are the believe that English is difficult and only teachers are the source of knowledge. In this case, as it is a teacher-centered classroom and writing is associated to English learning, then learners are facing tough time in learning the subject. When asked to compare their experiences in learning English in primary and secondary schools, all 12 respondents claim that, they enjoyed learning English more in primary schools.

“Primary more fun”

“In primary more activities”

“Primary ...English is fun”

In a way, the findings suggest that, students enjoyed learning English more in primary schools. Among reasons given are in primary schools’ teachers prepared more activities and learning was fun.

2. What are challenges that you faced in learning English?

Mostly, all respondents’ claim that English is difficult but it is interesting to learn. Only one out of 12 respondents believe that, English is not interesting to learn. And the reason that he gave because, it is too challenging to be studied. Some of the challenges given are

“I do not understand the words”

“Writing is difficult” [The respondent associates English learning to writing]

“I do not know how to read (in English)”

Basically, the respondents equate the challenges that they face in learning English to their inability in understanding words of English or vocabulary. Again, the finding reasserts Rany et al (2013) that lack of vocabulary leads to student’s poor performance in English. As a result of their incapacity to understand the language, they cannot keep up with their friends’ pace of learning. Finally, they become demotivated to learn the language (Rany, et al 2013).

3. How do you expect English to be taught? Among the answers given by the respondents

“Teacher should explain the meanings before asking us to write” [Meaningful tasks]

“Not too long’ (the essay)

“Not just writing” (during English lesson)

Generally, based on the answers provided by the respondents, they expect other activities to be included during English classes and not just asking them to write or copy. Though, they are weak in English but, they expect exposure to other English activities like speaking or listening which suit their level of performance. Also many believe that the writing tasks assigned to them would be more interesting and motivating if they understand the piece of writing that they are asked to copy. Here, the issue of low motivation among learners as highlighted by Rany et al (2013) could be relevant.

DISCUSSION AND IMPLICATIONS OF THE STUDY

The findings of the study disclose interesting issues related to classroom instructions. All respondents believe that their teachers still practice traditional methods of teaching where communication is still dominated by teachers and students do not have much room to express themselves. When this issue was raised during interviews with teachers, they shared a different side of the story of the issue. Their students are so weak and barely able to express themselves in English. Waiting for them to respond would take much of the instructional time. Therefore, the best option that the teachers have chosen is by just exposing them to English words via teachers’ demonstrating use of English and asking them to copy English texts. By doing this, teachers are able to complete the required curriculum within the stipulated time. Both groups have their own rationales. So, maybe, to make English lesson effective for both students and teachers, an alternative that combines the interests of both should be initiated. As Rany et al (2013) suggest, learners of English should have motivation to learn the subject, and provided with opportunities to jointly contribute to the lesson, instead of just accepting teachers’ sole contribution, more rooms for students’ participation should be provided. Teachers should effectively design their lesson plans to allow students to effectively participate in classroom discourse. For the beginning, as they are weak, initiating one- or two-words responses or short phrases would be enough. This would motivate them to join more actively in future.

Students also raised issues of lack of activities during English lessons. Mostly, just involving writing. Here, teachers' creativity in coming out with short speaking activities or short role plays would really help boosting students' motivation and level of confidence. Making them involved in these kinds of authentic activities would interest them. On the suggestions given by students to ensure that writing activities assigned to them are meaningful and texts are understood by them, teachers should design writing activities based on the earlier speaking and listening tasks designed earlier. Repeating similar activities on somewhat identical tasks would enrich their vocabulary and bring meaning to their learning. At the same time, teachers should revisit and practice Krashen's (i + 1), input hypothesis, which stresses on the needs to design lesson which is within the "reach" and just one step beyond students' current knowledge.

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

This study is an early effort to understand challenges of learning English from coastal students' perspectives. Having more input like this would give us better insights to this issue. A more in-depth studies of various perspectives would definitely help to better understand challenges of learning English in coastal schools.

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FACULTY PARTICIPATION IN INTERNATIONAL ACTIVITIES: DIFFERENCES BETWEEN FOREIGN AND LOCAL EDUCATION BACKGROUND IN LOCAL UNDERGRADUATE UNIVERSITIES IN WESTERN CHINA

Lyu Yongxin

School of Business, Information and Human Sciences
Infrastructure University Kuala Lumpur, 54000 Kuala Lumpur, Malaysia
Email: 172375905@qq.com

Siti Maziha Mustapha

School of Business, Information and Human Sciences
Infrastructure University Kuala Lumpur, 54000 Kuala Lumpur, Malaysia
Email: maziha@iukl.edu.my

ABSTRACT

The internationalization of higher education has developed into a global trend. Faculty members, the main stakeholder of the university, play an vital role in the promotion of the internationalization degree of the universities. However, they have been ignored in higher education literature, notably the absence of empirical studies exploring the impact of different education background on their participation in international activities. The purpose of this study is to explore faculty participation in international activities and compare the differences between faculty participation with foreign and local education background. And also determine the factors that contribute to their participation in university international activities. To achieve the purpose, a quantitative approach is used. Data are collected from 23 undergraduate local universities of Guizhou province in Western China through questionnaire using a systematic random sampling method. A total of 234 questionnaires (foreign education background(117) and local education background (117), respectively) will be distributed and used for analysis. This research is expected to suggest that the institutional support and foreign education background significantly influence faculty participation in international activities in local undergraduate universities in Western China. Therefore, the policy-makers and administrators will learn what influence the faculty members engagement in the international activities, which can help them identify gaps in the strategies of internationalization and assist them to develop strategies or policies to improve the internationalization process on HEIs. This study further contributes by providing comprehensive overview on faculty participation in international activities in Western China, particularly in Guizhou province of China that were previously under researched.

Keywords: International activities, faculty participation, faculty with local education background, faculty with foreign education background, Differences, local undergraduate universities in Western China.

THE SUSTAINABILITY OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN PREVIOUSLY DISADVANTAGED PUBLIC SCHOOLS IN GAUTENG, SOUTH AFRICA

Kharoon Nisha Rasool
University of Johannesburg, South Africa
Email: Khairoonrasool5@gmail.com

Parvathy Naidoo
University of Johannesburg, South Africa
Email: pnaidoo@uj.ac.za

ABSTRACT

The Member of Executive (MEC) of the Gauteng legislative, South Africa initiated the “classroom of the future initiative,” in 2015 in previously disadvantaged schools, giving schools the opportunity to integrate Information Communication Technology (ICT) into their classrooms with the aim of improving education through advanced technology. Historically disadvantaged schools in South Africa often face enormous challenges relating to resource allocation and acquisition that ensures effective education delivery. Most of these schools are located in poverty-stricken areas, low-income townships, rural and farm areas.

We provide a discussion around the sustainability of ICT in previously disadvantaged schools in Gauteng, South Africa. We define sustainability as “meeting one’s needs without compromising the ability of future generations to meet their own needs. Hence, in this regard, this paper wishes to argue that without the correct implementation and integration, ICT resources may become depleted, and the implementation thereof may not be sustainable in previously disadvantaged schools for future generations. Adopting sustainable practices, whether large or small, can have significant impacts in the long term. This study was directed by three research questions, namely: What influence does teacher professional development have on ICT sustainability in schools? How did the ICT Phasing-in approach affect its sustainability in schools? How does the rate of responsiveness from the GDE technicians affect the ICT sustainability in schools?

Eighteen research participants selected from six disadvantaged schools who are a part of the “classroom of the future initiative” were selected as the sample. Semi-structured interviews, consisting of both face-to-face and telephonic engagements were used as a means of data collection. The study assumed symbolic interactionism as its paradigm and adopted content analysis as the analytical tool to analyze the data.

Our results exemplified ineffective ICT teacher professional development, the lack of sufficient service delivery from GDE (Gauteng Department of Education) technicians/teacher trainers as a major deterrent to effective ICT implementation in these schools. Additionally, the study argues that a phasing-in approach to the rollout of ICT in previously disadvantaged South African schools as a serious challenge to ICT sustainability in schools. We recommend improved teacher professional development initiatives pertaining to ICT be instituted in schools. In addition, departmental heads within schools should take responsibility for empowering their respective post-level one educators on the effective use of ICT for improved classroom learning. We also advocate for GDE technicians/ teacher trainers to provide better service delivery and be held accountable for not fulfilling their mandates. Lastly, pertaining to the phasing-in approach – government should call on investors to provide resources to empower the entire school, not just some classrooms.

Keywords: sustainability; information communication technology; public schools;

INTRODUCTION AND BACKGROUND TO THIS STUDY

Literature on ICT implementation highlights the importance of effective ICT integration in South African classrooms – given its benefits to improving the teaching and learning process as well as enabling South African learners to fit into a global ICT society. The *eEducation White paper* (Department of Education, RSA, 2004) was articulated as an indispensable document to validate the government’s strong views of enabling South African education through ICT. The e-Education White paper (Department of Education, RSA, 2004) is a specific policy articulated in support of ICTs in Education, principally, in schools.

The South African Department of Education outlined the following as a significant goal in its *e-Education white paper policy document* (Department of Education, RSA, 2004): “*All South African learners from grades 1-12 would be ICT-capable by 2013*”. Even though these ambitions were not fully realized by 2013, the number of schools with improved ICT resources has improved speedily (Chisango, & Marongwe, 2021; Minty & Moll, 2020; Zhong 2011).

The above-mentioned draws one to the discourse that South African Education leaders aim at transforming teaching and learning through the appropriate use of ICT. This may be seen mainly in Gauteng and the Western Cape wherein large-scale rollouts of computer provision occurred (Bialobrzeska & Cohen, 2005; Isaacs, 2007; Van Wyk, 2012; Writer, 2015) namely:

- The *Khanya project* of the Western Cape Department of Education in 2011.
- The *Gauteng-on-line project* in 2012,
- *Operation Phakisa* in Gauteng in 2016.

THE CLASSROOM OF THE FUTURE INITIATIVE

The ‘classroom of the future initiative’ aimed to guarantee all schools gaining access to the internet through state infrastructure at the classroom level. (White Paper on eEducation, 2004). The employment of ICT in schools aims to improve communication, inspire learner engagement, save teachers time, and prepare both teachers and learners with the skill of becoming cyber citizens (Jamieson-Proctor, 2018; Van Wyk, 2012; Pholotho & Mtsweni, 2016).

The fifth Political Administration in 2014 merged all ICT stand-alone projects for a massive rollout. By 2015, the ICT/eLearning was approved. The ICT agenda for the massive rollout was aligned to the strategic vision of the: National Development Plan for 2030 (NDP); Department of Basic Education (DBE) ICT Strategy; Gauteng Provincial Government (GPG) strategic pillars; Transformation, Modernization, and Re-industrialization (TMR); GDE strategic objective (Pillar 6, ICT in education) as well as the Gauteng City Region (GCR) Delivery Targets. The purpose of the massive rollout of ICT was to enhance educational outcomes and learner attainment speedily and at scale.

Since, the Department of Education in Gauteng did not have the available finances to roll out ICTs to all Gauteng classrooms, the only way to facilitate a useful ICT rollout in Gauteng was to focus on public ordinary schools, starting with township schools from Grade 12 down to Grade 8 on a phased-in approach. This meant that not all classrooms received ICT devices. It is important to mention that the rollout of ICT entails more than the literal handing out of ICT devices. Security measures to ensure the devices are protected; revamp of the schools’ current infrastructure, service delivery from GDE technicians/ teacher trainers, as well as the effective training of teachers, are all involved in the effective rollout of ICT devices. However, for this paper, we only focus on the *effective training of teachers*, the *phased-in approach* to the rollout of ICT as well as the *service delivery from GDE technicians/ teacher trainers* on the technical as well as pedagogical workshops pertaining to ICT.

TOWARDS AN ICT SCHOOLING SYSTEM IN SOUTH AFRICA

During the 2019 State of the Nation Address, the president of South Africa, Mr. Cyril

Ramaphosa, affirmed that SA’s education system would advance, when every child in schools will be given digital workbooks and textbooks on a tablet device over a period of six years. This assertion demonstrated that South Africa’s leaders are making a concerted effort to improve education - using ICT, thus trying to bridge the inequality gaps caused by the previous Apartheid regime. Nevertheless, Meyer & Gent (2016) offer criticism of South Africa’s initiatives for

integrating ICT successfully into the classroom. They point out that even though policy and strategies to use ICT do exist, the implementation was sluggish, and human capacity was limited. Access to technology was limited and unequal across provinces and the schools in different quintiles. Consequently, equitable initiatives, which are fair to all learners across the country, needed to be carefully discussed, and well thought through, and room for improvement should be considered.

The procuring of computing devices for teacher education in South Africa is on the rise according to Belland, (2009) and Ibrahim-Dasuki, Abbott, & Kashefi, (2012). The contestation of teachers receiving useful teacher ICT professional training seems to be a persistent crisis in other developing countries such as Kenya, Nigeria, and Ethiopia as well as South Africa (Afemikhe, 2004; Makhanu, 2010; Seyoum, 2004; Dlamini & Mbatha, 2018; Olofsson, Lindberg, Fransson, & Hauge, 2011; Majumdar, 2015).

THE NEED FOR PROFESSIONAL DEVELOPMENT PROGRAMMES ON ICT IMPLEMENTATION AND CAPACITATION OF TEACHERS

Professional development programs should enable teachers to move towards becoming specialists in their practice with continuous professional development opportunities, as opposed to irregular, once-off workshops that provide the slightest benefit toward enriched classroom practice (Guskey, 2002; Wirch, 2021; UNESCO, 2004). ICT professional development should be content-specific to permit teachers to adjust their pedagogy to allow maximum learning through the proper use of technological devices (Chan & Chan, 2011; Gonzalez-Sanmamed, Sangra & Munoz-Carril, 2017; Mingaine, 2013; Cox, Webb, Abbott, Blakeley, Beauchamp, & Rhodes, 2004).

This paper argues that for educational outcomes relevant to ICT implementation to be reached, the GDE officials should train teachers, as well as departmental heads, to develop the capacities of teachers to enable them to use the technological devices in conjunction with the contents of their respective subjects. Technological training without content/pedagogical training is futile for the sustainable use of ICT according to Hennessy, Onguko, Ang'ondi, Harrison, Namalefe, Naseem, & Wamakote, (2010) Chen, (2013), Chen and Chen, (2008) and Herring, Koehler and Mishra, (2016).

CONCEPTUAL FRAMEWORK: Cultural-Historical Activity Theory (CHAT) that underpinned our research study

We grounded this research study using Cultural Historical Activity Theory (CHAT) as a lens to examine various social interactions in the implementation of ICT in classrooms (Engestrom, 1999; Kaptelinin, 2018; Hasan & Kazlauskas, 2014; Jonassen & RohrerMurphy, 1999). CHAT-centered inquiry proposes that a system exists where people from diverse situations construct meanings, learning occurs from those meanings, and change may transpire from them (Capper & Williams, 2004; Foot, 2014). As our lens, we recognized that the interactions between various stakeholders: departmental heads, PL1 educators, and GDE technicians/ teacher trainers are crucial interactions. These interactions are important because, they may enable effective sustainable integration of ICT in the classroom. Similarly, we were interested in the activity that occurs in different places: first, during the interactions between departmental heads and their respective PL 1 educators and secondly, interactions between schools and GDE technicians/teacher trainers, and lastly, interactions between schools and GDE when it came to the phasing-in approach. The occurrence during an outcome of one activity affects the other. CHAT may assist the GDE (pertaining to their technicians and the phasing-in approach) in understanding their own and others' work contexts to bring about change (Wilson, 2014; Kolokouri, Theodoraki, & Plakitsi, 2012). Hence, this theory is relevant, as the interaction between schools and GDE encompasses the notion of activity, and learning cannot occur without activity. We provide a synthesis of the CHAT theory as perceived by the researchers, relevant to the study.

THE COMPONENTS OF THE CHAT THEORY

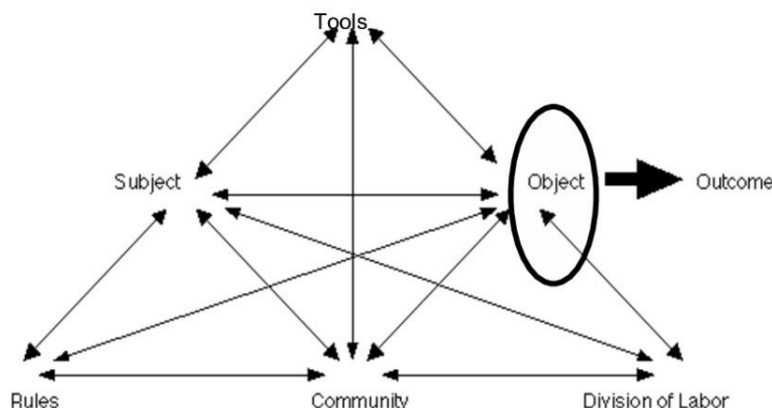


Figure 1: Activity Theory Framework (Engestrom, 2007)

The above figure demonstrates that to reach the *outcome* of any activity, aspects such as *subject*, *object*, *community*, *division of labour*, *rules*, and *instruments* are important considerations. These crucial aspects play a role in enabling or disabling the intended outcome of an activity. Each factor will be discussed in detail below, and their links to the research paper will be clarified (Bertelsen & Bodker, 2003). The *subject* was viewed as a person or group engaged in the activity, working toward achieving goals (Wilson, 2014) and is moulded by social factors such as collaborative experiences with those whom they consider significant (Stetsenko

& Arievitch, 2010; Stetsenko, 2013). The *object* offers awareness of why people perform diverse actions, highlights that its object determines an activity. The object of the activity system encourages the actions of the subject. The object of activity encompasses the activity's focus and purpose with the intent of change or growth taking place (Engestrom, 1999; Wilson, 2014; Sezen-Barrie, Tran, McDonald, & Kelly, 2014). Therefore, without an object, there is no activity (Lewin, Cranmer, & Mc Nicol, 2018; Foot, 2014). *Community* refers to all people who share the same goals (Capper & Williams, 2004; Postholm, 2008). The human systems – social, cultural, and organizational – within which we work, also mediate the ways in which we conduct our activities (Capper & Williams, 2004). Humans, therefore, work together, learn by doing, and communicate through their actions (Foot, 2014). In respect of this paper, the *subject* and *community* may be seen as the departmental heads/GDE offering long-term support and effective courses to teachers, enabling them to enhance their pedagogy of teaching by ICT. *Instruments* (also known as tools and artefacts) refer to internal or external mediating items which help to achieve the outcomes of the activity (De Beer, 2019). A tool is anything we use to help us manipulate the environment to meet our needs (Capper & Williams, 2004; Miettinen, 2006). These tools affect the overall shape and direction of an activity system and act to mobilize participants for improving collaborative activity and instructional processes (Foot, 2014; Lee, 2011).

Within CHAT, *rules* standardize actions and interactions within the activity system. The various rules are set in place in the school generally, and the classroom itself, and this is bound to affect the activity of classroom learning and the way teachers are trained within the school (Engeström, 1999 and De Beer, 2019; Van der Walt, 2019). Through the *subject's* partaking in the activities of the community, the individual begins to recognize the rules of acceptable behavior within the community, and how diverse tasks need to be achieved in that community.

The *division of labour* involves work being distributed between people belonging to the community (Tsui & Law, 2007; Van der Walt & Wolhuter, 2018) as an activity system implores interrelatedness (De Beer, 2019 and Van der Walt & Wolhuter, 2018). Pertaining to the *outcome* of an activity, the object goes through numerous changes involving subjects and their experiences, artifacts, and the activity at hand, until it stabilizes as a complete outcome. To attain an outcome, subjects need to work together (Engestrom, 1999). The outcomes of the activity can be the intended goal, or an unintended outcome may arise. The CHAT paradigm, therefore, undertakes that outcomes are built by interaction within an activity amongst subjects, and environmental factors within a context (Koszalka & Wu, 2004; Al Khader, 2018).

The association between the various components of CHAT

We utilized Figure 1 to illustrate how all aspects in an activity system relate to each other and exemplifies the basic unit of an activity system and depicts that the subject(s) acts on the object in order to aspire toward change through the use of mediating artefacts in order to attain specific outcomes. The subjects' position is influenced by the rules of the system, the community, and division of labour (Engestrom, 1999; Hardman, 2015). Moreover, Figure 1 highlights that the association between the subject and the object are not direct; rather, they are mediated by various components, including artefacts, rules, community and division of labour. The arrows between the components highlight that they are not fixed components existing in isolation from each other, but are instead dynamic and always interacting with other components through which they define the activity system as a whole (Gronn, 2002; Barab, Barnett, YamagataLynch, Squire & Keating, 2002). The upper section of the triangle illustrates individuals and collective actions rooted in an activity system. The bottom section pertains to the division of labour between members of the community and the rules that govern the activity itself. The overall depiction of the object is used to signify that the object-orientated actions are characterised by interpretation and potential for change (Engestrom, 1999; Leontiev, Mostinsky, Polonsky, Styrikovich, & Chernika, 1981).

METHODOLOGY

We provide the research paradigm, research methodology and research design adopted for this study. A **paradigm** guides the action of conducting research (Babbie, 2011; Creswell, 2012; Babbie & Rubin, 2010) and this study took on **symbolic interactionism** as its paradigm which is a vital framework of sociological theory (Blumer, 1986; Stryker, 2017; Denzin, 2016; QuistAdade, 2019). Symbolic interaction theory tries to understand the subjective meanings that people present on objects, events, and behaviors. Subjective meanings are deemed significant as it is assumed that people behave based on what they believe and not just on what is objectively true. Consequently, if a school seems to be functioning well in the implementation, integration, and use of ICT / or not, the interactionist is keen to discover the reasoning around it. Concerning symbolic interaction, action is not simply a result of psychological qualities or regulated by social structures, rather, it results from an ongoing process of meaning making, which is always evolving, and subject to change. Throughout this process, the person builds and adjusts pieces and can weigh up positives and negatives (Altheide, 2004; Babbie, Mouton, & Strydom, 2011; Williams & Copes, 2005) Symbolic interactionists direct their attention to the nature of the interaction. Hence, its link to these studies conceptual framework as they both sought to understand the different interactions in various activity systems and posit that the activity and interaction between participants may lead to change in a system. Hence, change is continually happening contexts (Babbie, Mouton & Strydom, 2011; Benzies & Allen, 2001; Carter & Fuller, 2015).

Research Design

We viewed the research design as the various steps that we needed to take to reach a good quality product (Babbie & Mouton, 2007; Bless, Higson-Smith & Kagee, 2006). A '*multiple case study*' approach was used for this research, Yin (2003), in Baxter and Jack (2008), to explore and report the intricate moving and unfolding interactions of events, human relationships (Creswell, 2012; Mohajan, 2018, Yin, (2008) cited in Klassen et al. (2012). A purposeful sampling approach was adopted, where selected individuals and research sites were chosen to learn or understand the central phenomenon (Mc Millan and Schumacher, 2010; Thomas, 2003). All six secondary schools are in Gauteng province, South Africa, and formed part of 'the classroom of the future initiative'. The sample involved post-level one educators and departmental heads as they played a significant role in the training of their respective post-level one teachers in their respective departments (Simons, 2009). Moreover, bearing in mind that more than one research site was used; we delved into the differences and similarities within and between cases (Creswell, Hanson, Clark Plano & Morales, 2007, Creswell, 2009).

Research Approach

The qualitative research approach allowed the researchers to interact with participants to recognize their insights and experiences (Bricki & Green, 2007). Semi-structured individual interviews were used to collect data. The use of a qualitative research approach linked well with the case study research **design**, as we focused on a detailed exploration of the actual cases in their real-life context (Babbie & Mouton, 2007; Creswell, 2012).

The analysis of data

We adopted **content analysis** as an analytical tool to evaluate large quantities of text. This involved the examination of transcribed text to code, categorize, compare, and draw theoretical conclusions from the text (Cohen et al, 2007; Mohajan, 2018). Content analysis follows a systemic set of processes for the precise analysis, examination, and corroboration of the contents of written data (Lyons, 2010 and Mayring, 2004; Bricki & Green, 2007; Cohen et al, 2007; Glesne, 2016). This form of data analysis served as relevant for this research paper as it allowed us to interrogate various text to draw conclusions.

FINDINGS AND DISCUSSION

We focus on the findings and discussions in this section, where we attempt to answer the three research questions pertaining to ICT sustainability in public secondary schools through the responses from the participants. Findings in the form of excerpts from research participants and a discussion around each question are presented in this section. The answers to all three questions will assist readers to understand the different stakeholder's involvement in effective ICT implementation, departmental heads, GDE technicians, and teacher trainers as well as the way ICTs are rolled-out in schools, affect the sustainability of ICT in South African classrooms.

Teachers alerted the need for professional teacher development to include both, educator needs pertaining to the mere technical usage of the device, as well as its integration to their respective teaching subject, supported by various authors who corroborate the same need (Semeri & Aydin, 2018; Hokanson & Hooper, 2000; Maholwana-Sotashe, 2007; UNESCO, 2004; Wilson-Strydom, Thomson & Hodgkinson-Williams, 2005). Given the data collected, it is apparent that the quality of teacher professional development (PD), training and support in South African schools are disputed and this poses a contributing factor to effective ICT integration and sustainability in South African classrooms. Teacher professional development, training, and support on behalf of the Department of Education (GDE stakeholders involved in teacher professional development) and the departmental heads within schools should perform the crux of teacher professional development and training pertaining to ICT (Sims & Fletcher-Wood, 2021; Pharis, Wu & Moore, 2019; Hu, Yuan, Luo & Wang, 2021)

1. What influence does teacher professional development have on ICT sustainability in schools?

1.1 Professional Development for teachers to be offered by their respective departmental heads

The data brings to the fore, the insight that only school one in research area A, had a fully functional ICT committee that promotes effective ICT training so that valuable integration in the classroom could follow. The departmental heads from school 1 make use of their knowledge received from GDE teacher trainers during training to inspire post-level one educators to integrate ICT effectively in the classroom. At the same school, once a week, educators complete a survey indicating their needs pertaining to ICT and the School Management Team then organizes professional development training for those educators to address those needs.

Departmental Head 1 at the same school validates this claim, as she states: *“In ICT committee meetings, we plan to initiate the training if teachers ask for assistance”*. I inquired from Departmental Head 2, at the same school, how the Departmental Head's ascertained whether educators have achieved the anticipated outcomes of their training, and he said: *“We do a pre-test, and then we do a post-test”* I further asked: *“if the posttest tells you that teachers have not reached the intended outcomes, then what do you do about it?”* and he replied *“We sit down and request more training from the GDE, we also consult with the respective subject facilitators and then the SMT sits down and creates a training.”* These conclusions from school one, Research area A is remarkable as departmental heads take the lead in identifying educator challenges and addressing them through constant professional development. This is admirable for a previously disadvantaged South African School.

In line with this discussion, the data illuminates that Departmental Head 6 in research area B, school five works hard at offering support and training to her PL1 educators. She states *“In my department, I've trained Mr. Grey on his interactive smartboard, I loaded a lot of resources for him on his board, I've shown him how to do functions on his board, how to use the ruler, a compass, and a protractor. I did the same thing with Mrs. King. My department couldn't even type a question paper on the laptop, I had to train them, and they sit in my class during break and after school and in the computer room”*. T6 confirms this Departmental Head's claim and states that she has trained and supported him in both

the technological and pedagogical aspects of ICT for classroom learning. This is creditable given that she herself was not sufficiently trained by GDE and she wants to learn more. Beneficial leadership is realized in the excerpts above.

On the other hand, the data highlights a cause for concern in the remaining five research sites, bar Departmental Head 6. Departmental heads are not being accountable for dynamically training the PL1 educators in their respective departments. Departmental heads attend the workshops presented by GDE contractors; however, they do not spread the information to their PL1 educators. Departmental Head 5 affirms the above and stated: *“We have never had a conversation about training”*. Departmental Head four shares the same attitude and stated: *“I admit that I do not support or train my PL1 educators in any way.”*

1.2 Teacher professional Development offered by GDE contractors/ teacher trainers

Aside from departmental heads having the responsibility of training their respective educators on the integration of ICT discussed above, GDE contractors/ teacher trainers have been hired by the GDE to train teachers as well on the effective integration of ICT.

Given this, both PL1 educators and departmental heads advocated quite strongly the concern around training offered by GDE contractors as their one-off workshops left them with no knowledge or skill to incorporate the ICT into their teaching. The following quotation emphasizes a participant’s response in line with the aforementioned; numerous other educators shared the same opinions. T6 was asked how often he was trained by GDE, and he stated that: *“It was basically a once-off thing.”* Hence, teachers leave training sessions feeling as if their time has been wasted and they haven’t gained enough knowledge and skill to integrate the ICT device into their teaching (Sedova, Sedlacek & Svaricek, 2016; Tondeur, Forkosh-Baruch, Presridge, Albion & Edirisinghe, 2016; McChesney & Alridge, 2021).

Teachers are vocalizing that their GDE training experiences were futile and are pleading for ICT training from the GDE to be content-specific and continuous. The following excerpts highlight teacher experiences and expectations pertaining to GDE ICT training programs.

“The training was useless because she showed us how to colour, and how to copy and paste, etc. It was useless to me as I am a mathematics teacher, and her training did not properly equip me to integrate the device into my mathematics classroom. I learned on my own”. Departmental Head 6

“The training was general, it wasn’t specifically for my subject, and I’d really like to have training that’s specific to my subject. There are so many resources on these smart boards, we do not know how to search for them, or how to use them....” Departmental Head 3

“The trainers should target where there are needs, not only what the trainee feels she wants to give, that’s the problem with the outside trainers”. Departmental Head 6

Many educators advocate for professional development and training that are specific to their needs. They do not wish for standardized professional development that does not fulfil their classroom needs. Mere ICT proficiency or technical knowledge of ICT resources are unhelpful in achieving effective ICT integration in teaching and learning. (Fischer, Fishman, Dede, Eisenkraft, Frumin, Foster & McCoy, 2018; Chen, 2016; DarlingHammond, Hyler, Madelyn Gardner & Espinoza, 2017; Mishra & Koehler & 2016).

Consequently, to answer the question above - when teachers are not trained and supported by their respective departmental heads and GDE stakeholders pertaining to both technical and pedagogical (content) training, it affects ICT sustainability negatively. Educators lose the motivation to integrate ICT in their classrooms. When teachers are not effectively trained, they may lose confidence in effectively integrating ICT in lessons – hence, the need for school management, GDE contractors, and post level one educators to work collaboratively to empower each other to improve the sustainability of ICT within their classrooms. Continuous relevant teacher professional development is needed. Onetime workshops omitting content, only focusing on the technicality of the device, leave teachers defeated and hampers ICT sustainability

2. How did the ICT Phasing-in approach affect its sustainability in schools?

In a perfect society, the intent of South African leaders relating to ICT initiatives is delightful; however, because of the financial standing of our country, the intention may have been to roll out ICTs to all South African schools. Yet, the reality is that a phasing-in approach had to ensue for schools to gain access to ICT and only a select few became full ICT schools. This phasing-in approach came with several challenges. Full ICT Schools were initially identified schools using the following criteria: Schools achieving 100% matric pass rates, Schools approved for twinning, Schools of specialization, and Special intervention schools. Within full ICT schools, all classrooms have interactive smartboards, teachers have laptops, and learners have tablet devices. In contrast, the phasing-in approach encompasses only certain grades receiving ICT depending on the phase-in approach for that school.

Research area A school 1, is a full ICT school as it is a school of specialization, whereas the five other schools for this paper, fall under the phased-in approach. At the outset, GDE began with the rollout of full ICT schools, however, due to the financial constraints; the attention shifted toward equipping grade 12 learners because of the needs identified for those specific learners as nothing brings the country to a standstill like the country's matric results. Hence, a phased-in approach was espoused which started with the Grade 12s and they are presently busy with the Grade 10 and Grade 9 rollout. In the schools where a phased-in approach was employed, all the classrooms identified have interactive smartboards, and some teachers have laptops. Not all learners have tablet devices.

We contend that even though the GDE has worthy intentions for improving educational outcomes through ICT, it was apparent that research area A school 1, as a school of specialization with full ICT, benefits more than the educators and learners who are at schools where a phased-in approach has been implemented. The following expressions by teachers who work at Research area A school 1 draw attention to the advantage of being a full ICT school

Teacher 1, school 1, research area A revealed that while teaching the topic of GIS in geography, she doesn't just stand in front and explain to learners what GIS is, she connects them to the Wi-Fi and they search for the locations of places on their tablets in real-time, this gives them an enhanced understanding of what GIS is. This example highlights that when a school has a good internet line; it enables opportunities for learning in creative ways. In the same line of discussion, Departmental Head 2 at the same school highlighted that: *"you'll find at times, learners are responsible for their own learning, you give them an activity and they quickly do it before you can even ask them to do it"*. Hence, elucidating the influence of ICT on independent learning.

Moreover, Departmental Head 2 mentioned: *"I use the smartboard as an interactive board for them, I can reflect the lesson on their tablets, we mark in class on their tablets as well and the feedback from their assessments reflect onto my device rather than taking books home to mark, it makes things easier."* This demonstrates that the use of these devices functions as a tool with the ability to make the educator's lives easier. Learners are also at an advantage with their tablets as they can receive feedback on their tasks in real-time.

On the contrary, in another school where the phasing-in approach ensued: T8 voiced her concerns and stated that: *"If they need to do research in my class, they'll be able to if they had their tablets and an internet connection; unfortunately, our learners haven't received tablets yet, nor do we have a good internet line."* This illustrates the drawback of learners not receiving tablets; furthermore, this school does not have a proper internet line, hence, hampering the ICT learning experience. At T8's school, only grade 10 classrooms are allocated smartboards, so when she teaches grade 9 learners, she moves to a grade 9 classroom, and then she is forced to teach in a traditional manner even though she sees the educational advantage of the use of ICT in the classroom. Consequently, unearthing the inequality divide in South African schools due to a lack of finances to furnish every classroom with a full ICT capacity.

Within research area A school 1, Departmental Head 1, posits: *"Our learners don't have physical textbooks; their textbooks are loaded into the tablets"*. This is favorable to learners, as they are saved from carrying heavy textbooks while walking to and from school. Conversely, T9 raised her concern by affirming: *"The phasing-in approach is discriminatory, our learners don't have tablets, we don't have smartboards in all classrooms, here we are with smartboards, but our kids are still carrying heavy bags every day. They should have rolled it out to all classrooms"*. In addition, Departmental Head 6 stated: *"Unfortunately, only myself and T6 have a smartboard in the math's department, the others cannot use it because they don't have access to it in their classrooms. The challenge that we're facing is the*

rollout of the ICTs, some teachers are lagging and some are moving forward.” Various other educators also raised their distress pertaining to not having interactive smartboards in all of their classrooms and learners not having tablets at all.

Consequently, to answer the question above, it is apparent that at schools deemed ‘full ICT’, both teachers and learners within the entire school benefit. However, in schools where ICTs were rolled out in a phased-in fashion; only in certain classrooms, to certain grades, both educators and learners are at a disadvantage. A cause for concern is that educators who have received ICT training are not able to use the knowledge and skills gained - given that there are no interactive smartboards in their classrooms. Furthermore, most schools where a phased-in approach has ensued do not have a good internet line and force educators not to make use of their interactive devices to their full capacity while teaching. Where ICT sustainability is concerned, South African Education leadership needs to call on investors to assist in the rollout of ICT as where schools are full ICT schools, the ICT integration, and successful implementation is the business of all staff. Whereas a phased-in approach leads to a hampered buy-in from all educators. This affects ICT sustainability adversely.

3. How does the responsiveness of the GDE technicians affect ICT sustainability in schools?

Numerous schools from this paper’s sample share the same opinions when it came to the technical support from GDE being intolerable. Owing to GDE’s sluggish turnaround time, pertaining to mending devices or software installation - teaching and learning gets affected negatively. The inadequate behavior from GDE technicians leaves teachers and learners feeling frustrated and defeated and affects ICT integration and sustainability in the classroom negatively.

The emanating data demonstrates that teachers received subpar service pertaining to the technological and pedagogical use of their ICT devices (Colby, Bradshaw & Joyner, 2002; Xie, Kim, Cheng & Luthy, 2017; Williams & Copes, 2005). These actions from GDE technicians pertaining to the support of educators on the installation, training, and maintenance of the devices are a grave cause for concern and illuminate a notion of ‘empty promises’ by the GDE in effectively supporting educators in the effective integration of ICT (Kganyago, 2018; Mooketsi, 2020).

Educators stated that there was unsatisfactory maintenance of malfunctioning resources and the turnaround time for assistance from GDE was inadmissibly long. This is seen by the words of Departmental Head 4, who advocates that: *“we sometimes must log a challenge and then they send someone out to assist with that. But nothing is happening, we wait for them to respond to our challenges for a very long time.”*

Departmental Head 7 corroborates the above and affirms:

“In terms of technical assistance, we need to call the GDE help desk and they need to send out a technician for us, but the turnaround time is huge. They employed interns at one point to assist us, however, these technicians at times know less than what the teachers know, so they cannot really help us.”

Furthermore, it must be noted that it is an enormous setback for South African education when educators are eager to make use of the devices offered to them, but they cannot use the device to its full capacity due to GDE’s uninterested response rate. T5 states: *“I use my smartboard often; however, I can’t access the smart note now because it says that the subscription is over.”* On the same line of discussion, the following excerpts by the research participants further portray the abovementioned. T4 posits: *“the lack of support from GDE technicians is a challenge - when I am prepared with my lesson and there’s a broken or non-existent smartboard in the venue”.*

Moreover, T5 suggests: *“On the technical side, the admin passwords restrict me from accessing certain things, the tablets just shut down when learners are busy, some learners were given tablets that aren’t even working, and even our teacher laptops don’t work.”* Another experience that corroborates these claims is that of T8. She states: *“My laptop from the time I got it, it was like something was wrong with it, so I had to send it back - I’m currently waiting for them to give me another one.”*

Consequently, to answer the question above, the data exemplifies that the insupportable turnaround time from GDE hinders ICT sustainability pertaining to teaching and learning. Moreover, the data also highlights that GDE technicians need to address the issue of ICT devices being of a subpar/ unusable quality as it causes frustration and disruption to teaching and learning. Hence, affecting ICT sustainability negatively.

The study recommends that professional development should be subject-specific, not merely technical; departmental heads within schools take responsibility for enabling their respective post-level one educators on the effective use of ICT for improved classroom learning through training and support initiatives. Furthermore, we advocate for GDE technicians/ teacher trainers to provide better service delivery and be held accountable for achieving their respective duties, and a phasing-in approach from the department of education should secure external investors to provide resources to empower the entire school, not just some classrooms.

CONCLUDING REMARKS

This study uncovered the significance of each stakeholder playing their role for ICT to be sustainable in previously disadvantaged government schools in South African classrooms. Content and pedagogical training are vital for effective ICT integration. Pertaining to teacher training initiatives – whether held by departmental heads or GDE stakeholders, it poses a concern; hence, there is room for improvement in the scope of teacher training. The GDE should find a way to hold departmental heads accountable for poor ICT implementation, support, and training.

Additionally, GDE technicians/ teacher trainers need to improve on service delivery and be held accountable for a lack thereof. Full-service ICT schools are at an advantage compared to schools where a phased-in approach was employed. Teachers and learners are facing various challenges at phased-in schools, and this is cause for concern pertaining to ICT sustainability.

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EXPLORATION AND PRACTICE OF ONLINE TEACHING QUALITY ASSURANCE FOR DESIGN ART COURSES

Fengmei Zhang
Infrastructure University Kuala Lumpur
43000 Kajang, Selangor Darul Ehsan, Malaysia
Guangdong Polytechnic Normal University
510665 Guangzhou, China
Email: zfm@gpnu.edu.cn

Shariffah Bahyah Binti Syed Ahmad
Infrastructure University Kuala Lumpur
43000 Kajang, Selangor Darul Ehsan, Malaysia
Email: shariffahbahyah@iukl.edu.my

ABSTRACT

Many countries have adopted online teaching due to the COVID-19 pandemic. How to effectively ensure the quality of online teaching has been discussed in depth in current teaching research. There are many related studies due to the characteristics of different disciplines. Design art courses are comprehensive courses that combine theory and practice, with strong practicality and interaction. However, there is limited research that explores online teaching for this type of course. This paper explores the practice of online teaching for a font design course. In view of the difficulties faced in the practice of online teaching of design art courses, such as limited time, difficulties in communication between teachers and students, lack of concentration of students, and inadequate learning evaluation, this paper proposes the online teaching principles of early intervention, multiinteraction, stimulation of interest, and emphasis on process. This includes the implementation of pre-class surveys and tasks, the conduct of various teaching activities to stimulate learning interest during class, multi-dimensional interaction and process of evaluation during and after class. This paper also further explores the path to carrying out effective online teaching to assure the quality of teaching.

Keywords: Online teaching, teaching quality, teaching design, process evaluation.

INTRODUCTION

Online teaching is a teaching method that uses modern information technology such as the Internet and artificial intelligence to deliver lessons in an interactive manner. So, it is an important part of educational services. Online teaching has evolved from distance learning, mainly through recorded classrooms, to the rapid development of the MOOC (Massive Open Online Course) model, and then to the SPOC (Small Private Online Course). SPOC was first proposed by Professor Armand Fox of UC Berkeley (Kop, 2011; Fox, 2013). In China, online teaching platforms available include Xue Tang Online, China University MOOC, Good University Online.

The issue of online teaching quality has been of concern to domestic and international research scholars, and researchers usually use different evaluation index systems to judge the quality of online teaching. Lynette Gillis proposed the E-Learning Certification Standards accreditation criteria of the Professional Council for Instructional Design and Application, which evaluated online learning from three perspectives of usability, technicality and pedagogicality, highlighting the pedagogical evaluation of online courses (Gillis, 2002). CM Stracke, based on the existing quality of MOOC methods and quality indicators literature review and analysis, proposed a reference framework (QRF) with quality indicators (Stracke & Tan, 2018). Jianian Zhang used webometrics to explore studies related to learner learning process analysis and proposed a web course evaluation method based on webometrics (Yang, 2015). Yongping Chen set several indicators in terms of course design quality, utilization quality, teaching quality, learning quality, and management quality (Chen, 2019).

Some studies have found that there are some problems with online education, such as lack of interaction between students and teachers, and between students, students are not familiar with technology when participating in online courses, and students have weak learning motivation (Rovai & Downey, 2010).

From the current situation of domestic and international research, most studies explore the issue of online teaching quality from the macro level and lack the analysis of online teaching quality assurance from the micro perspective. This paper explores the practice of online teaching of font design course as an example, proposes the online teaching principles of "early intervention, more interaction, stimulating interest, and emphasizing the process", and explores the path of online teaching effectiveness and teaching quality assurance. The research used a quasi-experimental design, implementing the proposed approach on three classes comprising 88 students who were taking the font design course.

1. BASIC INFORMATION ON THE COURSE

Font design course is a basic design course that sets to explore modeling theory and visual laws of text. So, it is an important part of the basic design course for visual communication majors, which mainly allows students to learn and master font design thinking and methods, master and apply the design rules of visual elements, explore the morphological structure, spatial arrangement and combination of text. The course content is divided into two parts: font application and creative font design, mainly addressing the basic design theory and application of library fonts and creative font design methods. Through the course, students can broaden their horizons, understand the development of today's typeface design, arouse aesthetic awareness of typeface design, cultivate interest in typeface design creation, master the basic theories and methods of typeface design, and view the future development of the typeface design industry and Chinese character typeface design with a broader academic perspective. The classes involved in this are Visual Communication Design Class 1, 2 and 3 in the second semester of the first year of undergraduate studies, with a total of 88 students and 30 total course hours (3 weeks).

2. IMPLEMENTATION OF PROPOSED TEACHING PRINCIPLES

2.1 EARLY INTERVENTION - PRE-CLASS INVESTIGATION AND PRE-CLASS WARM-UP

There is a need to investigate the online learning conditions of students before class, be familiar with the platform, software and hardware conditions, and make preparations before class. Through the establishment of the study committee WeChat group, a thorough investigation of three classes was conducted to understand the students' habits of using online learning and communication platforms, and to understand the conditions and guarantees of students' online learning. Based on the investigation, it was finally decided to use the combination of Chaoxing Learningtong course platform + enterprise WeChat for online teaching of the font design course. As a teaching resource and a teaching activity platform, Superstar Learning Pass provides online teaching activities such as reading of learning materials, video viewing, signing-in, discussion, and testing. The official WeChat designation platform for teachers and students was used for daily reports,

covering all the communication of teachers and students, providing convenience for teacher-student interaction and student-student interaction related to teaching and learning requirements.

It is also necessary to conduct a pre-course warm-up. In the usual online teaching format, teachers and students can only communicate through the Internet. With the teacher facing dozens of students through the screen, the communication process, especially the accuracy of information transmission and acceptance, is affected. To minimize the impact of online communication, a pre-class warm-up was designed with a group task of collecting and summarizing ideas before class, so that students would pay attention and take more interest in the relevant learning materials and the application of font design in their life, thus mobilizing students' interest in learning and to enter the professional course more prepared with this advanced preparation. They were able to enter the atmosphere of professional exploration of font design fully prepared, achieving the purpose of a pre-course warmup.

2.2 USE OF MULTI-INTERACTION - MULTI-PLATFORM AND MULTI-CHANNEL TO ACHIEVE COMMUNICATION AND INTERACTION

In the course teaching process, the multi-platform combination of "live broadcast + recording + superstar course + enterprise WeChat group" is adopted to realize multiple exchanges and interactions.

The course teaching is in the form of live broadcast. The live broadcast can be used for screen sharing or video live broadcast according to the topic being covered. Students can ask questions in the live broadcast at any time when they encounter problems. This eliminates interaction barriers as much as possible to achieve an offline classroom learning atmosphere.

During the live teaching, the screen recording software is used to record the screen synchronously and upload it to the Superstar course platform after class. During online teaching, students may be affected by various uncontrollable factors such as network problems and sudden equipment failure which led them to be unable to complete their learning tasks during class. To overcome this problem, students are able to view the recording an unlimited number of times at any time they wish. Live + recording thus can solve the situation when individual students are not able to complete their learning tasks due to network or equipment problems in the process of live learning. Students who have difficulties in understanding the lessons are able to watch the lecture video repeatedly.

At present, the network interactive platforms applicable to online teaching are roughly divided into three major categories: one is the digital cloud curriculum construction platform, such as Super Star Learning Pass, Cloud Classroom, and Xue Tang Online. This kind of teaching resources and teaching activities platform provides online teaching activities such as learning materials reading, uploading and downloading, video watching, signing in, discussing and testing. The advantage is that the teaching work process chain is complete, but the disadvantage is that it lacks the fun factor and students' active participation is not high. The second type is live and recorded interactive platforms, such as Tencent Classroom, Beeping, Jitterbug, YY Live and Tiger. These platforms provide video pop-ups, real-time graphic discussion and interactions, and playback functions. The advantage is that students are familiar with the platform and communication methods, and are highly motivated to participate in the interaction, but the disadvantage is that the form is single and insufficient to achieve complete teaching activities. The third category is the after-school communication platform, such as WeChat group, QQ group and, microblog. These platforms provide group interaction space. The advantage is that it is able to provide a good atmosphere for group interaction and discussions, but the disadvantage is that the interaction theme is timesensitive and easy to be covered. Therefore, according to the actual needs of teaching, this course adopts the Super Star course platform + enterprise WeChat live broadcast + recording + enterprise WeChat group to achieve multiple interactive communication.

2.3 STIMULATION OF INTEREST--MOBILIZING STUDENTS' INTEREST IN LEARNING IN MANY WAYS TO IMPROVE THE LEARNING EFFECT

In online teaching, the biggest reason for the variability of students' online learning results comes from the individual variability of students' learning initiatives. In the online teaching process, teachers cannot monitor students' learning process in real time. So, students would have to learn actively and independently by making full use of the teaching materials provided by the online platform. Here they are able to learn, and actively interact with teachers in the live lectures to achieve quality learning results better than by just using offline teaching method. However, students who lack independent learning traits and are accustomed to passive learning are prone to miss class or attend 'false online classes' due to the lack of learning supervision. To solve the related problems and better stimulate students' interest in learning,

the following aspects are adopted in the course teaching practice to promote students' active learning and improve the learning effect.

2.3.1 FUN SIGN-IN AND INTEGRATION

The construction of the online course platform provides a variety of sign-in methods, such as ordinary sign-in, gesture sign-in, and QR code sign-in. In the teaching process, both ordinary sign-in and gesture sign-in are used. The special sign-in pattern will stimulate students' interest in participating and actively completing the sign-in session, while the ordinary sign-in is only released on the course platform, and some students may miss the sign-in session if they do not pay attention to it in time. In the teaching practice of the font design course, the teacher used the sign-in gesture pattern combined with the knowledge of the font design course itself to create a set of 'sign-in body' Latin alphabet font design (See Figure 1), thus stimulating students' interest in learning. This leads to students both looking forward to the sign-in activity and directly participating in the design, by intuitively feeling the creative inspiration of the design works, and broadening the design ideas which improves learning autonomy. This will open up the design ideas, increase the learning autonomy and interest, and improve the quality of learning.

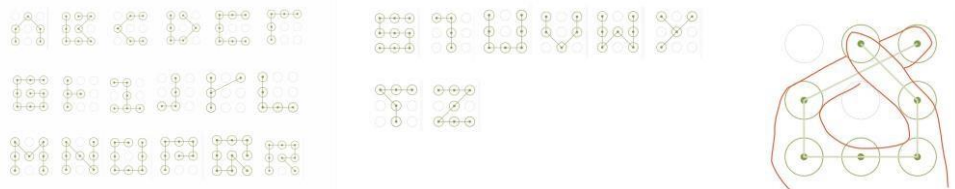


Figure 1 (a, b) "Sign-in" Latin letters

(c) "520" sign-in pattern

2.3.2 GROUPING TASKS, SELF-ASSESSMENT AND MUTUAL EVALUATION

Group tasks require students to work in teams to learn cooperatively and complete tasks together. Group cooperative learning has four characteristics: first, team dependence or team-centered, where they are responsible for themselves and the team; second, mutual cooperation, communication and exchange of what they have learned within the team to complete the task together; third, division of labor and collaboration as the group tasks require a reasonable division of labor for team tasks heading towards collaborative completion; fourth, a sense of collective responsibility where individual achievement affects team achievement and where individual responsibility becomes collective responsibility.

In the practical teaching of font design course, the knowledge points that students need to master are designed into group tasks for practice according to the teaching tasks. This teaching has two group tasks of research and comprehensive project analysis, which are grouped in two ways: random grouping and free combination, where each group is to demonstrate teamwork learning and online sharing, and reporting of task completion results. Secondly, the group tasks were evaluated by multiple evaluation methods, such as group self-evaluation, mutual evaluation and teacher evaluation, to evaluate the learning effect. The group task leads to group cooperative learning, which is conducive to online learning, promoting each other, enhancing communication, stimulating students' interest in learning, and enhancing teaching effectiveness.

2.3.3 RANDOM SELECTION AND TOPIC DISCUSSION

Online teaching lacks face-to-face communication, and students are prone to wandering off, which affects the learning effect. It is necessary to add interactive links in the teaching process to improve students' mental concentration and learning interest. In the teaching practice of font design courses, corresponding measures have been taken in live teaching and online digital cloud courses to stimulate students' interest in learning. First of all, in the live teaching, questions are added for the students to answer. There is also a plan sharing feature as well as the ability to randomly select people. This makes the students be more vigilant, concentrating, and preparing to answer questions that may be thrown at them. This is to avoid students getting used to a certain sorting method and thinking that it would not be their turn to answer the questions and thus stop paying attention which then delays the progress of learning, due to loss in interest in learning.

Secondly, in the digital cloud course platform, a topic discussion module is set up according to the course teaching objectives, such as "discussion topic 1: interesting font design discovery and sharing" and "discussion topic 2: discussion on the phenomenon of font use problems in life" discussions. The module runs through the entire course from the first lesson to the end of the course. The discussion topics are mainly set for the understanding and evaluation of the actual situation of font design, so that students would focus on design phenomena in life and learn to make reasonable and professional evaluations. Digital cloud courses are not limited by time, and they provide students with an independent learning platform and a topic discussion module. This provides teachers and students with the function of discussing and sharing at any time which leads to diversified exchanges and discussions between teachers and students as well as students and students, ultimately enhancing students' participation in their own learning, stimulating learning interest and active thinking.

2.3.4 LIKES AND COMMENTS, REWARDS AND INCENTIVES

In order to cultivate students' habit of sharing their works and create a learning atmosphere of 'sharing-discussion-promoting each other-improving together', we encourage students to share their work during the teaching process. We also allow them to comment and praise each other, and at a certain point in time, the class study committee will take note of the pieces of work with the highest number of likes and reward the students who design them. Students' enthusiasm and participation in learning are encouraged by the way of mutual evaluation and reward, and they take the initiative to do practical creation and improve their creative and practical abilities .

Students of this course are first-year students who have just entered school for the first semester of study and are forced to do online study at home due to the pandemic, which has a greater impact on them compared with their seniors from other grades. They should have completed the transition from high school to college in a new learning environment, and changed their study habits and learning styles, but, due to the pandemic, they will soon become second-year students without having physical classes. Therefore, in view of this special situation, it is necessary to better cultivate students' active learning habits and accumulate professional theoretical knowledge and professional skills training. Students are also recommended a list of professional theoretical books related to the course in order to encourage them to read and share. The course's praise, evaluation and reward promotion sessions also carefully select professional books as reward items, so as to create a better learning atmosphere for students and improve the learning effect.

2.4 FOCUS ON THE PROCESS - PAYING ATTENTION TO THE LEARNING PROCESS AND STRENGTHENING PROCESS EVALUATION

Learning assessment is the feedback of students' learning effect, and unreasonable assessment methods can discourage students' learning enthusiasm and restrict the development of students' individual thinking and creative thinking. Reasonable learning assessment can promote students' learning efficiency and improve the learning effect. The fundamental purpose of learning assessment is to promote students' better learning, and in the process of teaching practice, teachers should pay attention to timely and appropriate feedback on students' learning results. In view of the characteristics of design art courses and online teaching features, this font design course teaching practice, pays attention to the learning process evaluation, adjusting the ratio of the usual grade to the course completion grade from 30% (Coursework) + 70% (Examination) in offline teaching evaluation to 50% + 50%, increasing the proportion of coursework.

The font design course is a comprehensive course combining theory and practice, and the course teaching design is based on the actual work process of the occupation as the applied knowledge structure. The course adopts modular project-based teaching, which is practical and interactive. In each project-based teaching module, emphasis is placed on the advancement of the work process, and the basic work process can be divided into six major parts: information collation, program planning, design decision, design implementation, check and feedback and project evaluation. The teaching process emphasizes the advancement and completion of each work process, pays attention to student participation and learning effect, and adopts a multi-faceted learning evaluation method including student self-evaluation, student mutual evaluation and teacher evaluation.

Since students cannot uniformly use the equipment to complete the relevant practical training in the specialized teaching and training studio on campus, they can only make the best use of their own conditions to complete the tasks as far as possible. Students are subject to environmental conditions which affect the quality results of the final project products. Therefore, adjusting the evaluation ratio and paying attention to the learning process evaluation are more in line with the current online teaching style.

CONCLUSION

The objective of this research is to explore the practice of online teaching of a font design course using the online teaching principles of "early intervention, more interaction, stimulating interest, and emphasizing the process", seeking to explore the path of online teaching effectiveness and teaching quality assurance. In addition to different evaluation index systems to judge and examine the quality of online teaching, teachers and students should also focus on the influencing factors of teaching quality.

In this study, we focussed on the "teaching-learning" process and explore the online teaching practice of the font design course. In view of the difficulties faced in the practice of online teaching of design and art courses, such as limited, time, difficulties in communication between teachers and students, lack of concentration of students, and lack of objective learning evaluation, we propose the online teaching principles of early intervention, more interaction, the stimulation of interest, and emphasizing the process as well as the implementation of pre-class surveys, pre-class mini-tasks, and various teaching activities to stimulate learning during class. The course is based on the firstyear visual communication design majors' online teaching practice. Through the teaching practice of early intervention, multi-interaction, stimulating interest, and emphasizing process, students have gone from not knowing font design at all to understanding the current frontier knowledge of font design, mastering basic font application rules and font design methods, and being able to complete the task of font design independently.

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THE RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND ACADEMIC PERFORMANCE: THE MODERATING ROLE OF TEACHER SUPPORT

Nik Rozina Nik Jaafar
Department of Commerce
Politeknik Kota Bharu, 16450 Ketereh, Kelantan, Malaysia
Email: nikrozina@pkb.edu.my

ABSTRACT

The purpose of this study is to investigate the moderating role of teacher support in the relationship between academic procrastination and academic performance of business students at a Malaysian polytechnic. Eighty-four (84) students enrolled in three (3) diploma programs (Accountancy, Business Studies and Marketing) participated in this study. Data was collected using a self-report questionnaire. Academic performance was examined through grade point average (GPA). The Academic Procrastination Scale-Short Form (Yockey, 2016) and the Teacher Social Support and Teacher Academic Support subscales of the Classroom Life Measure (Johnson et al., 1985) were used to measure Academic Procrastination and Teacher Support respectively. Descriptive and inferential statistics were used to analyse the collected data. The main findings of this study were: i) about 30 % of students reported as high procrastinators, ii) only 28 % of the students perceived high teacher support, iii) teacher support had a high significant positive association with academic performance, and iv) teacher support significantly moderated the effect of academic procrastination on academic performance. The results of this study showed that academic procrastination existed in the sample of polytechnic students. However higher students' academic performance can be achieved by reducing academic procrastination through teacher support. Thus, apart from academic guidance, teacher support should be an important component of any prevention and intervention program carried out by the polytechnic for minimizing academic procrastination behavior amongst its students.

Keywords: Teacher support, academic performance, academic procrastination.

INTRODUCTION

In general, academic performance is often regarded as a measurement of student success. However not all students in higher education achieved the desired success. According to some researchers, one of the factors associated with poor academic performance or academic failure is academic procrastination (Kim & Seo, 2015; Michinov et al., 2011). Academic procrastination is described by You (2012) as the act of delaying academic work that must be completed. It is also the failure to complete an academic task within the expected time frame. Klingsieck (2013) stated that personal traits like motivation, self-regulation, time management and learning strategies are central in achieving academic success. Ferrari (2004) nevertheless argued that not much is known about classroom environmental influences on academic procrastination. This could probably be due to most studies on academic procrastination and its relationship to academic performance found in literature focused on students' personality traits (e.g. Khosla, 2021; Ocansey et al., 2020; Karatas, 2015; Howell & Watson, 2007).

The classroom environment plays a significant role in students' academic progress. Studies have shown that a caring and supportive interpersonal relationship in school contribute to students' positive academic attitudes and values (Solomon et al., 2000; Marks, 2000). According to Tucker et al. (2002), students' effort and participation in learning are influenced by teachers' care and concern. This is confirmed by numerous research which revealed that teachers have significant impacts on students' academic performance (e.g. Chetty et al., 2014; Jackson, 2012; Yoleri, 2016). Student-teacher relationship has been identified as an important factor that improves student learning and academic outcome (Agyekum, 2019). A number of authors (e.g. Gherasim et al., 2013; Yoleri, 2016) mentioned teacher support and peer support as having the maximum impact on a student's perceived support level at school which in turn lead to positive motivation and better academic attitudes and academic performances. Some authors argued that teacher support is multidimensional and in an academic environment, these dimensions are emotional, informational, instrumental, and appraisal (Anderman et al., 2011; Tennant et al., 2015). This present study primarily aimed to investigate the moderating role of teacher support in the relationship between academic procrastination and academic performance of a sample of Malaysian polytechnic business students. Findings from this study hopefully will add to the literature on the association between academic procrastination, teacher support and academic performance of Malaysian polytechnic students.

LITERATURE REVIEW

ACADEMIC PROCRASTINATION

Procrastination is basically an act of delaying a task that needs to be accomplished (Noran, 2000). Another description of procrastination is the intentional delay of an intended action despite an awareness of negative outcomes (Steel, 2007). In education research, academic procrastination has been defined as an irrational tendency to delay at the beginning or completion of an academic task (Senécal et al., 2003). A study by Janssen (2015) found that college students exhibited a higher level of procrastination compared to high school and vocational students. Academic procrastination amongst college students has been associated with various negative learning outcomes. A number of authors (e.g. Grunschel et al. 2013; Jones & Blankenship, 2021; Rice et al., 2012) stated that academic procrastination resulted in adverse academic performance such as low academic grades and low quality academic work. Poor academic performance could also be attributed to certain characteristics of procrastinators such as delay in completing assignments and last minute preparation for exams (Balkis et al., 2013). As opined by Noran (2000) and Ammermueller and Pischke (2009), the delaying attitude exhibited by these students could have originated from poor time management and peer influence. According to Hussain and Sultan (2010), academic procrastination may be intentional, incidental or habitual. Apart from poor related academic performance, some other negative consequences of academic procrastination found in literature included high stress and anxiety (Kim & Seo, 2015), satisfaction with studies (Grunschel et al. 2013), fear of failure (Abdi Zarrin, 2020), low self-efficacy (Klassen et al., 2008) and course withdrawal (Wheland et al., 2012).

Some authors (e.g. McCown & Roberts, 1994) mentioned that academic procrastination is quite prevalent among college students. This is supported by Solomon and Rothblum (1984) and Ellis and Knaus (1977) who reported figures of 46% and 95% respectively regarding rates of procrastination among college students. A recent study of dental undergraduate students in Malaysia revealed that 28.5% (n = 361) of these students were high procrastinators. The study however found no significant difference between genders for procrastination and between academic years (Uma et al, 2020). Another local study of 287 university students discovered that a third of these students procrastinated when studying for examinations (Yaakub, 2000). Similarly, a study of 100 students at a Malaysian university revealed that 79 % of these students described themselves as procrastinators (Bakar & Khan, 2016). Academic procrastination and the students'

academic performance were however not significantly correlated thus implying that the former was not influenced directly by procrastination behaviour but by other factors. The results of this study is not in line with three meta-analyses study found in literature that investigated the relationship between academic procrastination and academic performance. Studies by Steel (2007), Richardson et al. (2012) and Kim and Seo (2015) all showed a negative association between academic procrastination and academic performance.

On the types of academic procrastination, Jackson (2012) examined the relationship between academic self-efficacy beliefs, academic procrastination, and prior academic skills on course outcomes for students who completed a mandatory developmental college course. Analysis of collected data involving 123 respondents showed the following statistics regarding six areas of academic procrastination: i) studying for exams (44%), ii) weekly reading assignments (35%), iii) completing a writing assignment (32%), iv) school activities (29%), v) attendance tasks (14%) and vi) academic administrative tasks (11%). The study also revealed a statistically significant negative relationship between levels of academic procrastination and academic performance. On the major reasons for academic procrastination, a study by He (2017) of 201 university students revealed the following results: laziness, lack of motivation, stress, too much time internet use and difficulty of task. The study also revealed that 80% of respondents reported anxiety when they procrastinate.

TEACHER SUPPORT

Fullan and Stiegelbauer (1991) defined teacher support as the psychological and practical support of teachers during the teaching process. Teacher social support involves providing emotional support (e.g. approachable, encouragement, and compassion) to students (Johnson & Johnson, 1983; Wentzel, 1998) while teacher academic support is the perceived support (e.g. tutoring and academic advising) from teachers for learning (Griffing, 2006; Johnson & Johnson, 1983). According to Schaefer et al. (1981), there are three types of support: i) emotional support (e.g. caring and empathy), ii) instrumental support (e.g. material aid and skills), and iii) informational support (e.g. advice and guidance). Tardy (1985) further added another category known as appraisal support which refers to the provision of feedback regarding personal qualities or performance that is useful for self-evaluation. In an educational environment, the concept of teacher support, according to Tennant et al. (2015) is multidimensional and encompasses traits like caring and understanding (Caena, 2011), friendliness (Malecki & Demaray, 2003), fairness (Bernard, 1998) and dependability (Split et al., 2012).

Students need to receive adequate support within their academic environment to succeed educationally (Tardy, 1985). The majority of studies found in literature have shown a positive relationship between perceptions of teacher support and academic performance (e.g. Klem & Donnel, 2004; Lee, 2012; Niehaus et al., 2012; Yoleri, 2016). Even though the perceived academic support depends on various factors, teacher support has demonstrated positive impact on students' academic attitudes, motivation, self-efficacy, and academic performance (Corkin et al., 2014; Quinn, 2017). According to Little and Kobak (2003), students are more engaged with learning when there is a supportive relationship (e.g. academic guidance) with the teacher. This is more so when students spend much of their time at school with their teachers and are heavily influenced by them (Eccles & Roeser, 2003). In the same vein, Klem and Donnel (2004) stated that students who perceived teachers as creating a caring learning environment were more engaged academically and were associated with higher academic performance.

There are however studies that have produced mixed results. Wong et al. (2018) for example investigated whether teachers' instrumental support and appraisal support resulted in higher students' performance in mathematics. Data analyses of 13,950 fifteen-year-old Canadian students revealed that only instrumental support positively predicted math performance. The authors opined that different types of teacher support might influence their efficacy in promoting math performance. The differences between genders on the perceived social support and academic performance of 760 Argentinean college students were investigated by Iglesia et al. (2014). Findings indicated that both genders viewed teachers as the less supportive source compared to parents, classmates or friends. Another finding showed that high perception of social support was related to better academic performance but this was only applicable to female students. In another study and using a sample of 270 Hong Kong students, Chen (2005) investigated the mediating effect of academic engagement on the relationship of students' perceived academic support and academic performance. The study revealed that the biggest contributor to students' academic performance (directly and indirectly) was teacher support followed by parental support and peer support. The same author also investigated whether the influence of teacher support on students' academic performance differed by grade-levels. The findings indicated that perceived teacher support was a strong predictor of academic performance but only for grade 9 students (Chen, 2008).

A number of local studies have looked into the relationship between teacher social support and students' academic performance at various levels of schooling. A study by Veloo et al. (2013) was conducted to examine the relationship between three independent variables; inquiry-based instruction, students' attitudes towards science and teachers' support towards science performance in a sample of 149 primary (year five) school students. The authors reported that all three independent variables significantly influenced science performance of the students. At the secondary school level, Alnawasreh et al. (2019) investigated factors that could affect academic performance of 117 international students in Malaysia. The findings indicated that teacher support along with future goals, peer support and self-efficacy were important factors that influenced academic performance. Local studies on teacher support and students' academic performance also focused on university and college students. Yasin and Dzulkifli (2011) for example found that a significant positive relationship between social support and academic performance existed where higher social support resulted in higher students' academic performance. Their study involved 120 students from a Malaysian university. A similar study by Abdullah et al. (2014) was carried out to examine relationships between perceived social support, university adjustment and academic performance of first semester undergraduates. The results revealed that social support significantly predicted university adjustment and academic performance. The study also discovered that appraisal support which is a component of social support scored the highest level of satisfaction amongst the students followed by belonging support, tangible support and self-esteem support. However not all studies regarding teacher support and students' academic performance showed similar results. For example, a study of 97 business students from a local polytechnic showed that the 'closeness' factor did not impact students' academic performance (Mohamed et al., 2018). The 'closeness' dimension measures the students' perceived affection, warmth, and open communication as displayed by the teachers. The authors opined that a probable cause could be due to limited interaction between students and teachers.

STATEMENT OF PROBLEM

Past studies have reported numerous factors that impacted academic performance among college students. Some of these factors that are often mentioned are: motivation, self-esteem, classroom climate, teacher support and academic procrastination. According to some authors (e.g. Cox & Williams, 2008; Klem & Connell, 2004), perceived teacher support is a crucial factor affecting the behaviour of students which in turn influence their academic performance. Osterman (2000) for example stated that the impact of teacher support on students' academic engagement is above those of peers and family. However, studies on the impact of academic procrastination on academic performance have produced mixed results (e.g. Rice et al., 2012; Steel, 2007). Likewise, there is no consensus on the influence of teacher support on academic performance (e.g. Yoleri, 2016; Iglesia et al. 2014). A number of local studies examined the levels of academic procrastination amongst Malaysian students and how the latter affected students' academic performance. In the context of Malaysian polytechnic students, there is an absence of current knowledge of studies related to teacher support and students' academic performance. Thus given the large number of academics involved in producing quality graduates in the technical, business and services sectors in this country, this study hopes to add to the body of knowledge by providing invaluable insight into the influence of academic procrastination and teacher support on the academic performance of Malaysian polytechnic students.

OBJECTIVES OF THE STUDY

The primary aim of this study is to investigate the moderating role of teacher support in the relationship between academic procrastination and academic performance of a group of Malaysian polytechnic students. The research questions guiding this study are as follows:

- 1) What is the extent of academic procrastination among the polytechnic students?
- 2) What is the extent of perceived teacher support among the polytechnic students?
- 3) Is there a correlation between academic procrastination and academic performance?
- 4) Does teacher support moderate the relationship between academic procrastination and academic performance?

RESEARCH CONTRIBUTION

There are currently 36 polytechnics in Malaysia providing the nation with skilled workforce in the technical, business and services sectors. Over the last 50 years, Malaysian polytechnics have grown into the largest technical and vocational education and training (TVET) institutions in the country. According to the Ministry of Education (2019), as of October 2018, there were 7,351 lecturers serving in the polytechnics. The 2019 Annual Report published by the Department of Polytechnic and College Community showed that from 1972 until 2019, Malaysian polytechnics have successfully

produced 581,594 graduates at certificate, diploma, advanced diploma and bachelor's level. The same report also mentioned that 81 % of students graduated on time in 2019.

Against this backdrop, there are several benefits arising from this study. The research objectives are designed to address the absence of current knowledge in previous studies regarding the impact of academic procrastination and teacher support on Malaysian polytechnic students' academic performance. The research questions guiding this study will allow the management of the polytechnic the opportunity to gather valuable input regarding the extent of students' academic procrastination and perceived teacher support. This study also allows polytechnic educators to identify strategies for quality teaching and learning and for better teacher-student rapport. By empirically examining the research questions, preventive and intervention programs focusing on minimising students' academic procrastination and improving their academic performance can be put in place.

MATERIALS AND METHODS

PARTICIPANTS AND PROCEDURES

The data for this study were collected in-situ using an anonymous questionnaire comprising of 2 parts: Part A of the questionnaire gathered students' demographic information such as gender, program of study, semester of study and CGPA. Students' self-reported CGPA were classified into 3 categories: i) Low (≤ 2.66), ii) Moderate (2.67 to 3.19), and iii) High (≥ 3.20). Part B of the questionnaire consisted of the 5-item Academic Procrastination Scale-Short Form (APS-Short Form) and the Teacher Social Support (4 items) and the Teacher Academic Support (4-items) subscales of the Classroom Life Measure. Students were reminded that the Teacher Support Scales referred to the teaching staff in general and not to specific teachers.

MEASURES

The following inventories were used to measure students' perceived academic procrastination and students' perceived teacher support.

ACADEMIC PROCRASTINATION

The Academic Procrastination Scale-Short Form (APS-Short Form) was used to measure academic procrastination traits (Yockey, 2016). This 5-item questionnaire measures general procrastination (as opposed to procrastination of specific tasks) and is widely used with college students. Items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated a high level of academic procrastination. Sample items include 'I put off projects until the last minute' and 'I frequently find myself putting important deadlines off'. The calculated total score of academic procrastination was divided into three categories such as low (≤ 33.3 percentile of total score which is 55), moderate (score between 33.4–66.6 percentile of total score which is 56-61), and high (≥ 67 percentile of total score which is ≥ 62). In the current study, Cronbach's α for the APS-Short Form was 0.79.

TEACHER SUPPORT

Perceived support from teachers was measured by the Teacher Social Support and Teacher Academic Support subscales of the Classroom Life Measure (Johnson et al., 1985). The Teacher Social Support Scale (Cronbach's $\alpha = .81$) has 4 items that focused specifically on the notion of caring. A sample item of the Teacher Social Support subscale is 'My teacher cared about my feelings'. The Teacher Academic Support subscale (Cronbach's $\alpha = .84$) also consists of 4 items and assesses teacher perceived support for learning. A sample item is 'My teacher liked to help me learn'. All items on both subscales were rated on a five-point Likert scale ranging from 1 (never) to 5 (always) where higher scores indicate more support. An average score for each subscale was obtained by summing the items and dividing by the number of items. Cronbach's α of the scale in this study was 0.82.

STATISTICAL ANALYSES

The analyses were performed using IBM SPSS (version 20.0) software. Two types of statistical analyses (i.e. descriptive and inferential statistics) were used in this study. Descriptive statistics included calculating the means, standard deviations, frequencies and percentiles of the scores. The hierarchical multiple regression analysis (inferential statistics)

was used to investigate the moderating role of teacher support on the relationship between academic procrastination and academic performance.

RESULTS

DESCRIPTION OF THE STUDY PARTICIPANTS

Table 1 displays the descriptive statistics and demographics of the 84 respondents. The majority of the students were females (n = 58; 69%). Three groups of students were surveyed (i.e. Diploma in Accountancy, n = 27 (32%); Diploma in Marketing, n = 28(33%); Diploma in Business Studies, n = 29 (35%)). All students were in their third semester of their six-semester programs.

Table 1: Participant Demographics (N = 84)

		n	%
Gender	Male	26	31
	Female	58	69
Study Program	Diploma in Accountancy	27	32
	Diploma in Marketing	28	33
	Diploma in Business Studies	29	35

A further analysis of the students' CGPA revealed the following statistics as shown in Table 2.

Table 2: Level of Academic Performance (N = 84)

Level of Academic Performance (CGPA scores in parenthesis)	Percentile	Frequencies (%)
Low (≤ 2.66)	≤ 33.3	24 (28.6)
Moderate (2.67 to 3.19)	33.4 to 66.6	32 (38.1)
High (≥ 3.20)	≥ 66.7	28 (33.3)

Note: Mean = 2.88, S.D = .503, Min. = 1.68, Max = 3.88

As can be seen from Table 2, the majority of students (38.1 %) scored CGPAs of between 2.67 and 3.19 (moderate performance) while 33.3% attained CGPAs of 3.20 and above. Further analysis also showed that slightly more than 50% of students (52.4%) obtained CGPAs below the mean value of 2.88.

DESCRIPTIVE STATISTICS

Research Question 1

What is the extent of academic procrastination among the polytechnic students?

To answer the above question, the total score of academic procrastination was divided into three categories such as low, moderate and high. The minimum and maximum scores of each item on the APS-Short Form scale were 5 and 25 respectively. The total score on this scale ranged from 20 to 100. From the statistical analysis, the mean, median and standard deviation of the items were 13.63, 15.58 and 4.643 respectively. Table 3 shows the level of academic procrastination of students who were grouped into the low, moderate and high categories. Higher scores indicated higher level of procrastination by students. As can be observed from Table 3, about 30 % of students reported as high procrastinators and 33.3 % claimed to be moderate procrastinators.

Table 3: Level of Academic Procrastination (N = 84)

Level of Procrastination (Scores in parenthesis)	Percentile	Frequencies (%)
Low (≤ 10)	≤ 33.3	31 (36.9)
Moderate (11 to 17)	33.4 to 66.6	28 (33.3)
High (≥ 18)	≥ 66.7	25 (29.8)

Note: Mean = 13.63, Median = 15.58, S.D = 4.643

Research Question 2

What is the extent of perceived teacher support among students?

A similar statistical analysis that was carried out to answer research question 1 was used to obtain the level of perceived teacher support among the respondents. The total score of perceived Teacher Support Scale was divided into three categories, namely low, moderate and high. The minimum and maximum scores of each item on the Teacher Support Scale were 5 and 25 respectively. The total score on this scale ranged from 8 to 40. The mean, median and standard deviation of the items were 27.69, 27.00 and 5.296 respectively. Table 3 reports the level of teacher support as perceived by the students. Higher scores indicated higher level of perceived teacher support. As can be observed from Table 3, only 27.5% of the respondents had a high perception of teacher support while almost 42% had a low perception of teacher support.

Table 4: Level of Perceived Teacher Support (N = 84)

Level of Perceived Teacher Support (Scores in parenthesis)	Percentile	Frequencies (%)
Low (≤ 25)	≤ 33.3	35 (41.6)
Moderate (26 to 30.6)	33.4 to 66.6	26 (30.9)
High (≥ 30.7)	≥ 66.7	23 (27.5)

Note: Mean = 27.69, Median = 27.00, S.D = 5.296

Research Question 3

Is there a correlation between academic procrastination and academic performance?

Table 5 displays the means, standard deviations, scale reliability estimates and correlations among the study variables.

Table 5: Descriptive Statistics and Correlation Matrix

	Variable	M	SD	1	2	3
1.	CGPA	2.88	.50	-	-	-
2.	Procrastination	13.63	4.64	-.816**	(.87)	-
3.	Teacher Support	27.69	5.29	.869**	-.734**	(0.84)

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

note: N = 84. Reliability estimates are displayed in parenthesis along diagonal.

As anticipated, the intercorrelations between the variables showed that academic procrastination had a high significant negative association with academic performance ($r = -.816$, $p < 0.01$) indicating that students who procrastinated in their academic work did not perform well academically. Teacher support had a high significant positive association with academic performance ($r = .869$ **, $p < 0.01$), indicating the important role teachers play in motivating and supporting students to perform well academically. A significant negative relationship was found between academic procrastination and perceived teacher support ($r = -.734$, $p < 0.01$). This indicated that students' who perceived little or low support from teachers tended to have high procrastination traits which resulted in not achieving the desired academic outcomes.

INFERENTIAL STATISTICS

Research Question 4

Does teacher support moderate the relationship between academic procrastination and academic performance?

To investigate the moderating effect of teacher support in the relationship between academic procrastination and academic performance, three steps of hierarchical multiple regression analysis were conducted. To overcome the possible problem of multi collinearity, the independent variables (teacher support and academic procrastination) were mean-centered before the interaction term was calculated (Kline, 1998). In the hierarchical regression model, Step 1 involved entering the moderator variable (teacher support) followed successively by the moderator variable (teacher support) and predictor variable (academic procrastination) in Step 2. The final step involved adding the interaction between teacher support and academic procrastination (Step 3). A significant change in R^2 for the interaction term would indicate a significant moderating effect.

Table 6: Summary of Hierarchical Moderated Regression Analysis for Variables Predicting Academic Performance Score

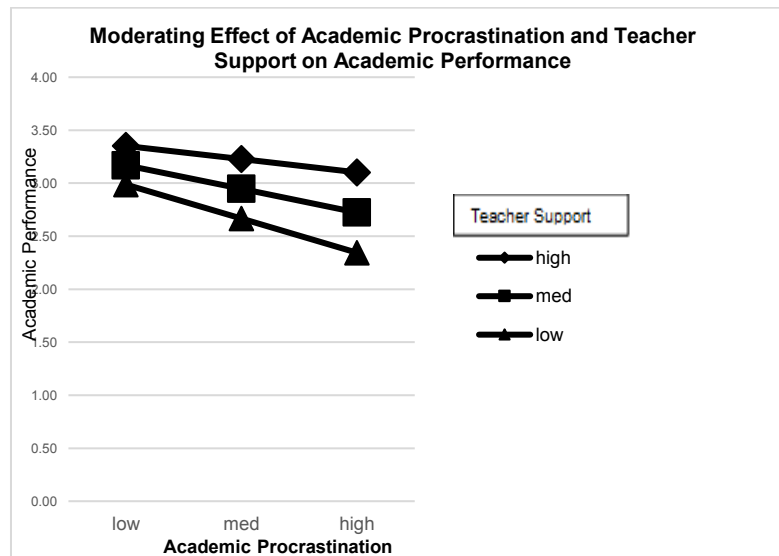
	Variable	B	SEB	β
Step 1	Teacher Support	.083	.005	.869*
Step 2	Teacher Support	.056	.007	.587*
	Academic procrastination	-.042	.007	-.385*
Step 3	Teacher Support	.053	.006	.561*
	Academic procrastination	-.048	.007	-.438*
	Teacher Support X Academic procrastination	.004	.001	.153*

note: $\Delta R^2 = .756$ for Step 1, $\Delta R^2 = .068$ for Step 2, $\Delta R^2 = .022$ for Step 3, * $p \leq .001$

With reference to Step 1 in Table 6, a statistically significant positive effect of teacher support on academic performance was revealed ($\beta = .869, p \leq .001$). In Step 2, a statistically significant positive effect of teacher support on academic performance was discovered ($\beta = .587, p \leq .001$). However academic procrastination had an inverse but significant association with academic performance ($\beta = -.385, p \leq .001$). In Step 3, a significant interaction between teacher support and academic procrastination was revealed ($\beta = .153, p \leq .001$). Thus the results showed that academic performance was predicted by i) teacher support and academic procrastination and ii) the interaction between academic procrastination and teacher support. The results also showed that teacher support had a moderating effect on the relationship between academic procrastination and academic performance and this was further explored graphically (Figure 1).

Teacher support and academic performance were categorized into three groups: low, medium and high. Figure 1 displays the mean score of academic procrastination on academic performance set to different levels of teacher support.

Figure 1: Graph on the Moderating Effect of Teacher Support on the Relationship between Academic Procrastination and Academic Performance



The graph depicts higher academic performance for students that had low academic procrastination and high perceived teacher support. Thus, this implies that teacher support significantly moderated the effect of academic procrastination on academic performance.

DISCUSSION AND CONCLUSIONS

The primary aim of this study was to investigate the moderating effect of teacher support on the relationship between academic procrastination and academic performance of a sample of Malaysian polytechnic business students. Other study objectives were to determine the extent of academic procrastination and perceived teacher support amongst the respondents and to investigate whether there was a correlation between academic procrastination and academic performance.

The findings from this study showed that academic procrastination existed in the sample of polytechnic students. Statistical analysis revealed that almost two-thirds of the respondents were moderate and high academic procrastinators. This lends support to other studies (local and abroad) regarding academic procrastination rates among university and college students (Bakar & Khan, 2016; Ellis & Knaus, 1977; Solomon & Rothblum, 1984; Uma et al, 2020; Yaakub, 2000). The negative association between academic procrastination and academic performance supported previous studies by Steel (2007), Richardson et al. (2012) and Kim and Seo (2015). As anticipated, higher perceived teacher support resulted in higher academic performance. This finding is in agreement with several previous studies such as by Chen (2005), Veloo et al. (2013) and Yasin and Dzulkifli (2011).

The extent of perceived teacher support showed that almost 42% of the respondents viewed low teacher support in relation to their academic studies. Several studies have demonstrated the positive influence of teacher support on academic outcomes (e.g. Kline, 2002; Yu & Singh, 2016; Mushtaq & Khan, 2012). This study however did not explore the probable causes of this negative perception of teacher support. Thus this is one area which could be further examined in future studies since research has shown that effective teacher support could encourage interest and motivation in education which led to better academic performance (Dietrich et al., 2015; Klem & Connel, 2004; Ruzek et al., 2016).

Based on these findings, it is imperative that academic procrastination amongst polytechnic students is viewed seriously since past studies have shown that the latter not only affected academic outcomes but also mental health. (Steel, 2007). Prevention and intervention programs to minimize procrastination behavior should be put in place to help improve academic performance. Future studies on academic procrastination should examine the possible factors that could influence the latter such as personality traits, cultural factors and prior academic experiences.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The limitations of this study include its sample size where data collection was restricted to a small group of participants. The participants did not include students from various engineering departments which constituted more than 60 % of the total student population. Hence it is not possible to generalize the results of the study for all programs offered by the polytechnic. It is therefore recommended that future research could include: i) investigating the mediating role of teacher support in the relationship between academic procrastination and academic performance, ii) gathering data qualitatively to get a better understanding of perceived teacher support, iii) collecting data from different courses and semesters of study, and iv) examining other variables that are commonly found in literature, for example family and peer support, motivation, perfectionism, fear of failure etc.

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GENDER-BASED VIOLENCE: AN EXPLORATION OF ITS FORMS, CONCEPTS AND CAUSES IN SOUTH AFRICA

Folasayo Enoch Olalere
Department of Visual Communication design
Durban University of Technology, 4001 Smith St, Durban, South Africa
Email: folasayoo@dut.ac.za

ABSTRACT

Just as in many other countries, Gender-Based Violence (GBV) is also pervasive in South Africa, where cultural norms and gender-based customs and traditions condone and reinforce abusive practices. Even though women are the most reported victims of gender-based violence, research shows that men too can be victims. According to Article 13 of the Istanbul Convention, a preventive intervention requires heightened awareness as a first step in changing attitudes and behaviour that perpetuate the different forms of GBV. However, to create an effective awareness, the various forms, concepts, and causes of GBV must be identified and used as a guide in developing awareness. Hence, this paper seeks to investigate the forms, overarching causes and contributing factors influencing the prevalence of gender-based violence in South Africa. The study conducted a systematic literature review to identify, select and critically appraise existing empirical studies on GBV in South Africa. The systematic review used PRISMA guidelines for literature selection and Joanna Briggs Institute (JBI) data extraction form to extract relevant data, and this data was further analysed using thematic analysis. The findings from the systematic review were described using a summary table, which reveals the different forms of GBV, the overarching causes and the contributing factors to GBV in South Africa. These findings will help develop awareness campaigns that challenge persistent myths, prejudices, stereotypes and disrupt different pathways that lead to GBV.

Keywords: Gender-based violence; gender inequality, human rights violation

INTRODUCTION

Gender-based violence (GBV) is one of the most significant social issues affecting the world, with about 1 in 3 women subjected to either physical and sexual intimate partner violence or non-partner sexual violence in their lifetime (WHO, 2021). The Inter-Agency Standing Committee (IASC) describes it as “any harmful act that is perpetrated against a person’s will, and that is based on socially ascribed (i.e. gender) differences between males and females” (Hossain and McAlpine, 2017, p12). Like many other countries, GBV is also pervasive in South Africa, where cultural norms and gender-based customs and traditions condone and reinforce abusive practices. According to KPMG Human and Social Services (2014), South Africa is one of the countries with the highest rate of gender-based violence in the world. A study conducted by Genderlinks, which surveyed 5621 South Africans in four provinces, revealed that 77% of women in Limpopo, 51% of women in Gauteng, 45% of women in the Western Cape and 36% of women in KwaZulu Natal report experiencing GBV; while 78% of the male participants in Gauteng agreed to have perpetrated violence against women (Genger Links, 2015; Mahlori et al., 2018).

Even though women are the most reported victims of gender-based violence, research shows that men too can be victims. An example is a study by Kolbe and Büttner (2020), revealing prevalence rates of between 3.4% to 20.3% for domestic violence against men. This shows an urgent need to create an intervention to prevent and address GBV against women and men. According to Article 13 of the Istanbul Convention, a preventive intervention requires heightened awareness as a first step in changing attitudes and behaviour that perpetuate the different forms of GBV (Heisecke, 2014). However, to create an effective awareness, the various forms, concepts and causes of GBV must be identified and used as a guide in developing awareness. Hence, this paper seeks to investigate the forms, overarching causes and contributing factors influencing the prevalence of gender-based violence in South Africa.

RESEARCH METHOD

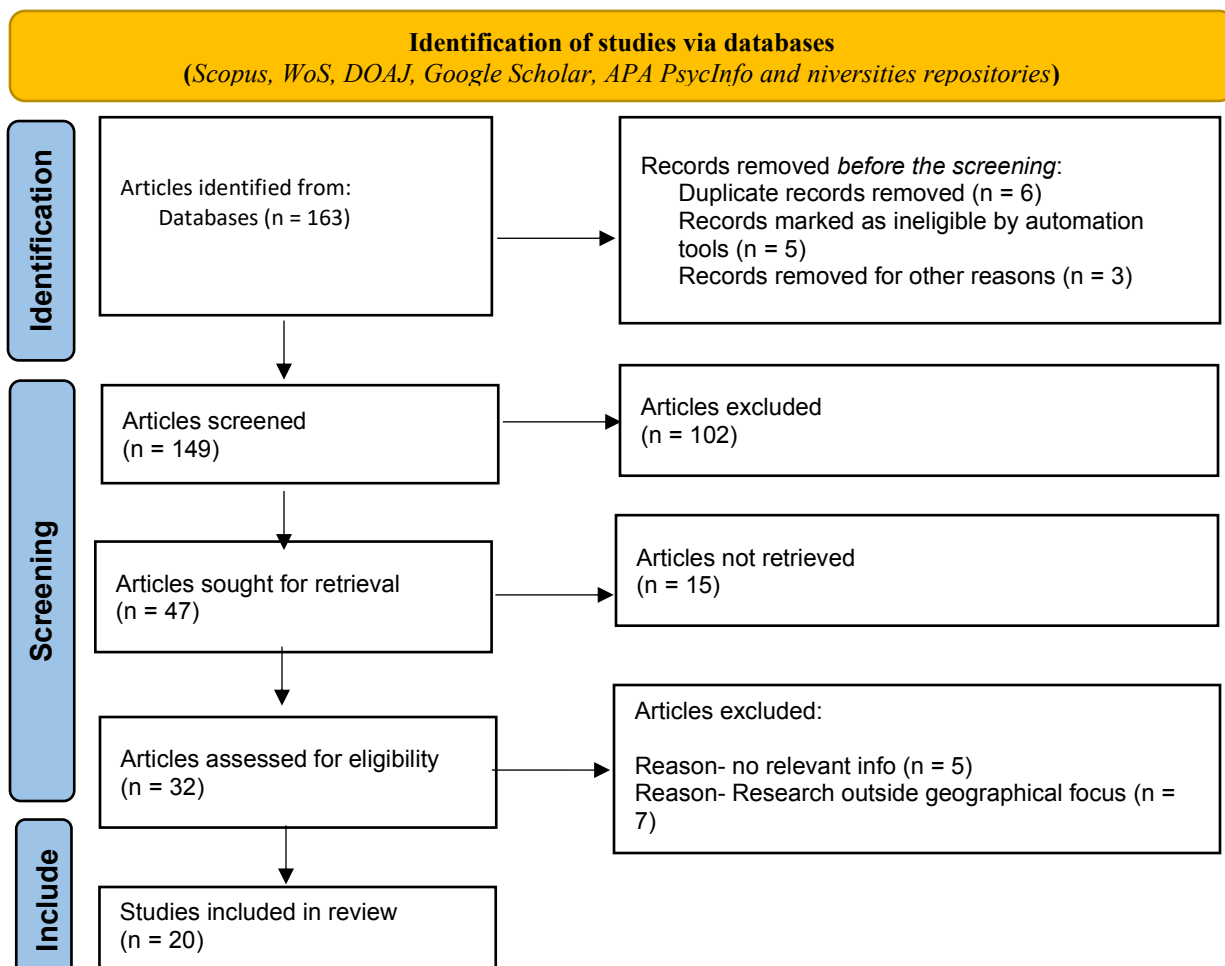


Figure 1: PRISMA flow diagram for the systematic review

A systematic literature review was conducted to identify the different forms of GBV, its concepts, causes, and factors leading to GBV in South Africa, where existing empirical studies were identified, selected, and critically appraised. The systematic review follows the PRISMA guidelines: Identification, Screening, and Included (Liberati et al., 2009). The systematic review is restricted to the primary scientific studies conducted in South Africa and published between 2000 and 2021 because extensive research on GBV began in Africa in the late 1990s to achieve the Millennium Development Goals (Beyene et al., 2019). Hence, studies conducted before 2020 or outside South Africa were excluded.

As shown in Figure 1, existing studies on GBV were identified by searching electronic databases such as Scopus, WoS, DOAJ, Google Scholar, APA PsycInfo and universities repositories. The selective literature search used keywords and filters such as “gender-based violence”, “violence against women”, “violence against men”, “domestic violence”, “sexual abuse”, and “intimate partner violence”. A total of 163 articles were identified from the various databases, and from this, 14 articles were initially removed as they were not empirical studies. From the remaining 149 articles, only 32 articles were retrieved and assessed for eligibility, while other articles were excluded as they did not meet the inclusion criteria stated above. Subsequently, the 32 articles were screened based on their relevance to this study’s objectives, and finally, a total of 20 articles (or studies) were included in the review.

Subsequently, two independent reviewers were assigned to extract data from the selected studies (20 articles) using the Joanna Briggs Institute (JBI) data extraction form. The retrieved data was analysed thematically to identify the categories and sub-categories of factors contributing to GBV. The thematic analysis process includes six (6) phases; i) familiarisation with the collected data; ii) generating initial codes; iii) searching for themes; iv) reviewing themes; v) defining and naming themes, and vi) presenting and discussing results. Lastly, the studies were described, and findings were presented using a cross-tabulated summary table, including the forms of GBV, causes, and contributing factors.

FINDINGS AND DISCUSSIONS

The systematic review of the twenty selected articles revealed four primary forms of GBV (sexual, physical, psychological or emotional and socio-economic or financial violence). From the four forms of GBV identified, literature shows that sexual and physical violence are the most common (and most-cited) forms of GBV, as shown in Table 1. This supports the claim by the World Health Organisation, which reported sexual and physical violence as the most common forms of GBV experienced by women (WHO, 2021). According to WHO (2021), about one in three women are estimated to have been subjected to physical or sexual violence in their lifetime. Even though sexual and physical violence is prevalent in society today, literature shows that socio-economic or financial violence and psychological or emotional violence are also common within societies (Patel et al., 2021; Stark & Seff, 2021).

Table 1: Forms of gender-based violence

	Forms of GBV	Examples	Literature
1	Sexual Violence	Rape (including marital rape & attempted rape); genital violence; forced sex; control over female sexual behaviours; female infanticide; early forced marriage; Emasculation; etc	(Abrahams et al., 2010; Campbell et al., 2002; Ciaschini & Chelli, 2021; Frieslaar & Masango, 2021; Lundgren & Amin, 2015; Meyer et al., 2020; Patel et al., 2021; Peacock & Levack, 2004; Russell, 2007; Sawyer-Kurian et al., 2009; Singh & Singh, 2021; Sivakumaran, 2007; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021; Vijayalakshmi et al., 2021; WHO, 2012)
2	Physical Violence	Intimate Femicide; mistreatment; Sterilization; etc	(Abrahams et al., 2010; Banda, 2020; Campbell et al., 2002; Ciaschini & Chelli, 2021; Frieslaar & Masango, 2021; Han Almiş et al., 2020; Lundgren & Amin, 2015; Patel et al., 2021; Sawyer-Kurian et al., 2009; Sikder et al., 2021; Sivakumaran, 2007; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021; WHO, 2012)

3	Socio-economic/ Financial violence	Controlling Finances etc	(Frieslaar & Masango, 2021; Lundgren & Amin, 2015; Meyer et al., 2020; Patel et al., 2021; Stark & Seff, 2021)
4	Psychological/ emotional Violence	Name-calling; threats; verbal aggression; humiliation; bullying; infidelity; etc	(Barber, 2008; Ciaschini & Chelli, 2021; Frieslaar & Masango, 2021; Meyer et al., 2020; Patel et al., 2021; Russell, 2007; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021)

The thematic analysis revealed seven categories and thirty-nine sub-categories of factors contributing to GBV (see Table 2). The seven significant factors contributing to GBV are personality/ Behaviour; Educational background; Economy/ Financial Status; System & Society; Socio-cultural norms, beliefs and practices; Past Experiences; and Vulnerability. Within these main factors are 39 sub-factors, which are cross-tabulated to show the connection and how they contribute to the various forms of GBV in South Africa, as shown in Table 2. The cross-tabulation revealed that the most cited pathway that leads to GBV in South Africa is gender inequalities. Gender inequalities contribute to all the four forms of GBV but are reported to have the most vital connection sexual violence.

Table 2: Cross-tabulation of the overarching causes/contributing factors against the forms of GB

Forms of GBV Violence		Sexual Violence	Physical Violence	Socio-economic/ Financial violence	Psychological/ emotional Violence
Causes/ Contributing Factors to GBV					
Personality/ Behaviour	Abuse of Power	(Ciaschini & Chelli, 2021; Patel et al., 2021; Sivakumaran, 2007)	(Barber, 2008; Ciaschini & Chelli, 2021; Patel et al., 2021; Sivakumaran, 2007)	(Patel et al., 2021)	(Barber, 2008; Ciaschini & Chelli, 2021; Patel et al., 2021)
	Kindness		(Barber, 2008)		(Barber, 2008)
	Women Intimidating men		(Barber, 2008)		(Barber, 2008)
	Presence of mental illness	(Stark & Seff, 2021)	(Han Almiş et al., 2020; Stark & Seff, 2021)		(Stark & Seff, 2021)
	Perception of abuse and violence as normal	(Campbell et al., 2002; Meyer et al., 2020)	(Campbell et al., 2002)	(Meyer et al., 2020)	(Meyer et al., 2020)
	Blesser and Blesse relationships	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)
	Drugs and alcohol abuse	(Lundgren & Amin, 2015; Sawyer-Kurian et al., 2009; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021)	(Lundgren & Amin, 2015; Sawyer-Kurian et al., 2009; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021)	(Lundgren & Amin, 2015; Stark & Seff, 2021)	(Stark & Seff, 2021; Uzobo & Ayinmoro, 2021)
	Gambling	(Uzobo & Ayinmoro, 2021)	(Uzobo & Ayinmoro, 2021)		(Uzobo & Ayinmoro, 2021)
	Greed	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)
	Man having multiple partners	(WHO, 2012)	(WHO, 2012)		
	Personality disorders	(WHO, 2012)	(WHO, 2012)		
	Puberty	(Lundgren & Amin, 2015)			
	Fear	(Lundgren & Amin, 2015)			
Education	Low level of education	(Lundgren & Amin, 2015)	(Han Almiş et al., 2020)		
	Disparity in educational attainment	(WHO, 2012)	(WHO, 2012)		

Economy/ Financial Status	Unemployment	(Lundgren & Amin, 2015; Singh & Singh, 2021)	(Lundgren & Amin, 2015)	(Lundgren & Amin, 2015)	
	Lower earnings/ income	(Ciaschini & Chelli, 2021)	(Ciaschini & Chelli, 2021; Han Almiş et al., 2020)		(Ciaschini & Chelli, 2021)
	Economic stress (poverty) or dependence	(Frieslaar & Masango, 2021; Singh & Singh, 2021; WHO, 2012)	(Frieslaar & Masango, 2021; WHO, 2012)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)
System & Society (others)	Gun Ownership	(Abrahams et al., 2010; Russell, 2007; Sivakumaran, 2007)	(Abrahams et al., 2010; Sivakumaran, 2007)		(Russell, 2007)
	Homeless Youth	(Lundgren & Amin, 2015)			
	Quarantine during pandemic (Lack of personal space)	(Singh & Singh, 2021; Uzobo & Ayinmoro, 2021)	(Uzobo & Ayinmoro, 2021)		(Uzobo & Ayinmoro, 2021)
	Weak legal and community sanctions	(WHO, 2012)	(WHO, 2012)		
	Police deter official complaints	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)
	Lack of protective systems (Shelter)	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)
	Lack of behavioural accountability	(Sawyer-Kurian et al., 2009)	(Sawyer-Kurian et al., 2009)		
Silence of church and theology towards violence		(Banda, 2020)			
Socio-cultural norms, beliefs and practices	Forced marriage	(Ciaschini & Chelli, 2021; Patel et al., 2021)	(Ciaschini & Chelli, 2021; Patel et al., 2021)	(Patel et al., 2021)	(Ciaschini & Chelli, 2021; Patel et al., 2021)
	Gender roles/ norms	(Frieslaar & Masango, 2021; Peacock & Levack, 2004; Sawyer-Kurian et al., 2009; Vijayalakshmi et al., 2021)	(Frieslaar & Masango, 2021; Sawyer-Kurian et al., 2009)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)
	Leaving marriages is stigmatized	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)	(Patel et al., 2021)
	Gender Inequality	(Ciaschini & Chelli, 2021; Frieslaar & Masango, 2021; Lundgren & Amin, 2015; Meyer et al., 2020; Peacock &	(Ciaschini & Chelli, 2021; Frieslaar & Masango, 2021; Lundgren & Amin, 2015; Stark & Seff,	(Frieslaar & Masango, 2021; Lundgren & Amin, 2015; Meyer et al., 2020)	(Ciaschini & Chelli, 2021; Frieslaar & Masango, 2021; Meyer et al., 2020; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021)

		Levack, 2004; Stark & Seff, 2021; Uzobo & Ayinmoro, 2021; Vijayalakshmi et al., 2021)	2021; Uzobo & Ayinmoro, 2021)		
	Cultural expectations	(Frieslaar & Masango, 2021; Stark & Seff, 2021)	(Frieslaar & Masango, 2021; Sikder et al., 2021; Stark & Seff, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021; Stark & Seff, 2021)
	Preservation of patriarchal power	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)
	Sense of ownership because of lobola (Bride price)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)	(Frieslaar & Masango, 2021)
Past Experiences	Poor parental practices	(Lundgren & Amin, 2015)	(Han Almiş et al., 2020; Lundgren & Amin, 2015)		
	History of abusing partners	(WHO, 2012)	(WHO, 2012)		
	Witnessing actual or attempted violence	(Patel et al., 2021; Sawyer-Kurian et al., 2009)	(Han Almiş et al., 2020; Patel et al., 2021; Sawyer-Kurian et al., 2009)	(Patel et al., 2021)	(Patel et al., 2021)
Vulnerability	Disable and mentally ill	(Meyer et al., 2020; Vijayalakshmi et al., 2021)		(Meyer et al., 2020)	(Meyer et al., 2020)
	Ageing men & women	(Meyer et al., 2020)		(Meyer et al., 2020)	(Meyer et al., 2020)
	Working children	(Lundgren & Amin, 2015)			

The analysis also revealed that gender roles/norms, drugs and alcohol, abuse of power, poverty, gun ownership and cultural expectations strongly connect to GBV, especially sexual and physical violence. It is interesting to note Barber's opinion that being kind could also lead to either physical or psychological/emotional violence (Barber, 2008). Han Almiş et al. (2020); Patel et al. (2021), and Sawyer-Kurian et al. (2009) stated that several perpetrators of physical violence have previously witnessed actual or attempted violence, while Lundgren & Amin (2015) believed they perpetuate physical violence as a result of poor parental practices. Ciaschini & Chelli (2021) and Patel et al. (2021) reported that cultural practices such as forced marriages contribute to the four forms of GBV, while Patel et al. (2021) further reported the stigma associated with divorce as a contributing factor. Other personalities or behavioural factors are reported, such as gambling, greed, fear, puberty, etc. Studies also show that educational background could contribute to physical and sexual violence (Han Almiş et al., 2020; Lundgren & Amin, 2015; WHO, 2012).

CONCLUSION AND RECOMMENDATIONS

This study aims to understand the forms, overarching causes or contributing factors influencing the prevalence of gender-based violence in South Africa. This is seen as a first step toward addressing GBV in South Africa. The findings from the study revealed four forms of gender-based violence: sexual, physical, psychological or emotional and socio-economic or financial violence. The systematic review shows that sexual and physical violence is the most cited form of violence in South Africa, and gender inequality contributes most to GBV. These findings will be helpful to policymakers, government and NGOs dealing with GBV to develop appropriate interventions to address these issues. For example, awareness campaigns can be developed to challenge persistent myths, prejudices, and stereotypes and disrupt the different pathways that lead to GBV. The cross-tabulated summary of the systematic review also shows the levels at which each factor contributes to GBV; hence, this information could help prioritise the factors to address and how to address them. Lastly, GBV has been known to limit women's and men's ability to participate fully in the economic, social and political processes (Sida, 2015; United Nations, 2006); hence, an attempt toward tackling GBV is a step in the right direction towards advancing socio-economic growth and reducing poverty.

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PRESTASI EKSPORT SAWIT MALAYSIA KE KESATUAN EROPAH

Azlizan Mat Enh
Pusat Kajian Sejarah Politik dan Hal Ehwal Antarabangsa
Fakulti Sains Sosial dan Kemanusiaan
Universiti Kebangsaan Malaysia
Email: azlizan@ukm.edu.my

Hasliza Kassim
Pusat Kajian Sejarah Politik dan Hal Ehwal Antarabangsa
Fakulti Sains Sosial dan Kemanusiaan
Universiti Kebangsaan Malaysia
Email: haslizakassim0011@gmail.com

ABSTRAK

Tahun 1998 sehingga 2013 menunjukkan trend peningkatan permintaan daripada Kesatuan Eropah terhadap kelapa sawit Malaysia di mana jumlah eksport tertinggi adalah pada tahun 2013 iaitu sebanyak 2,054,105 tan. Perkara ini mengukuhkan lagi bahawa kelapa sawit merupakan komoditi utama Malaysia dan Malaysia bergantung kepadanya bagi pembangunan dan pengukuhan ekonomi negara. Namun prestasi ini menurun apabila Kesatuan Eropah mula mengadakan kempen-kempen anti minyak sawit. Justeru, artikel ini akan menganalisis tujuan Kesatuan Eropah untuk mengurangkan dan seterusnya menamatkan eksport kelapa sawit ke Kesatuan Eropah yang dijangka berlaku pada tahun 2030. Metodologi yang digunakan adalah berdasarkan sumber-sumber yang diperolehi daripada data-data MPOB, MPOC dan laporan akhbar. Hasil kajian mendapati bahawa Malaysia telah menjalankan pelbagai kempen dan usaha untuk menyedarkan Kesatuan Eropah bahawa pengeluaran sawit Malaysia adalah mampan.

Kata kunci: Kesatuan Eropah, Malaysia, Kelapa Sawit, komoditi, MPOB.

PENGENALAN

Penanaman kelapa sawit secara komersial di Tanah Melayu dimulakan secara kerjasama antara Henri Fauconnier dengan rakan niaganya iaitu Adrien Hallet. Henri mendapat bekalan benih kelapa sawit dari Sumatera (Khusairi. A. Singh & R. Ong Abdullah M, 2017) yang ditanam sebagai tanaman perhiasan sekitar tahun 1911-1912 oleh penguasaha ladang berbangsa Eropah. Fauconnier membuka ladang pertamanya di Ladang Tennamaran, Selangor pada tahun 1917 dengan keluasan 215 ekar. Jumlah hujan dan pancaran matahari yang mencukupi serta keadaan benih yang seragam (E.A. Rosenquist, 1985) dan tidak mempunyai masalah genetik menjadi faktor penanaman ini berhasil. Selain daripada penanaman kelapa sawit di Ladang Tennamaran oleh Fauconnier, pihak kolonial British juga telah menyediakan kawasan penanaman kelapa sawit di Hilir Perak (*Federated Malay States*, 1925) yang berkeluasan 19,720 ekar (Khairi. A. Ramli & S. Tuan Waheda T.C, 2019).

Semenjak tahun 1920, British mula menanam kelapa sawit secara komersial berikutan permintaannya yang tinggi. British mendapat keuntungan melalui penjualan kelapa sawit dan pembukaan ladang-ladang oleh syarikat luar seperti Messrs Straits yang meminta kelulusan dari pihak British untuk menanam kelapa sawit. Kelapa sawit diperlukan dalam industri pembuatan sabun, lilin, plat timah dan industri pemprosesan makanan selain daripada dieksport untuk digunakan dalam industri pembuatan landasan dan jalan kereta api. Pada awal 1930-an, penanaman kelapa sawit secara komersial di Tanah Melayu mula disertai oleh syarikat-syarikat perladangan dari luar seperti Sime Darby, Guthrie, Socfin, United Plantations Berhad dan Harrison & Crosfield. Selain menanam kelapa sawit, syarikat-syarikat ini juga berusaha untuk mengeluarkan benih sawit yang bermutu melalui kaedah kajian biak baka (Warta Sawit, 2017). Kawasan penanaman kelapa sawit meningkat kepada 31,000 hektar menjelang tahun 1940-an (Warta Sawit, 2017) berbanding hanya 384 hektar pada tahun 1925. Permintaan terhadap kelapa sawit semakin meningkat menjelang tahun 1950-an di mana ianya dieksport ke Korea Selatan bagi kegunaan dalam peperangan di antara Korea Utara dan Korea Selatan (Christie F.R, Sathianathan Menon, 2006).

Penanaman kelapa sawit meningkat dengan ketara pada awal tahun 1960-an melalui program kepelbagaian pertanian kerajaan yang bermatlamat mengurangkan kebergantungan negara ke atas getah dan bijih timah. Selain itu, ia turut membasmi kemiskinan golongan pekebun kecil dan petani yang tidak memiliki tanah (Kementerian Kewangan Malaysia, 2019). Bagi mencapai matlamat ini, kerajaan telah merangka pelbagai usaha, antaranya pembukaan Lembaga Kemajuan Tanah Persekutuan (FELDA). Pada tahun 1956, FELDA telah membuka kawasan hutan untuk dijadikan ladang kelapa sawit. Rancangan ini merangkumi kawasan seluas 2,631 hektar tanah dan disertai oleh 616 orang peneroka yang terdiri daripada 67 peratus orang Melayu dan 33 peratus bagi kaum-kaum yang lain (FELDA, 2019). Kawasan penanaman pertama adalah di Lurah Bilut, Pahang pada tahun 1958. Selain daripada FELDA, terdapat juga firma-firma dari luar negara seperti dari Britain yang melabur dalam industri kelapa sawit seperti Guthrie, Unilever dan H&C. Sebagai contoh, anak syarikat Unilever iaitu Pamol yang mengusahakan ladang kelapa sawit milik Unilever di Sabah telah menguruskan kira-kira 15,000 ekar ladang kelapa sawit dalam tahun 1960-1965 (Geoffrey J. & Judith. W., (1999). Pembukaan ladang-ladang kelapa sawit ini dilihat sebagai satu langkah yang bijak bagi menggantikan penanaman getah yang menghadapi kemerosotan harga akibat daripada pengenalan getah sintetik.

Termeterainya Deklarasi Amsterdam pada tahun 2015 telah menyebabkan berlakunya penolakan dan kehilangan populariti bagi kelapa sawit Malaysia di negara-negara Kesatuan Eropah. Artikel ini akan menganalisa faktor-faktor penolakan terhadap kelapa sawit Malaysia. Analisa dibuat melalui pembacaan akhbar-akhbar utama Kesatuan Eropah bagi melihat gambaran yang dimainkan oleh media di Kesatuan Eropah berkaitan dengan kelapa sawit Malaysia. Akhbar-akhbar tempatan dirujuk bagi melihat bagaimana reaksi dan usaha-usaha yang dijalankan Malaysia dalam menangani situasi ini. Selain daripada itu, temubual juga diadakan bersama pegawai-pegawai kedutaan dari negara-negara Kesatuan Eropah bagi mendengar sendiri pendirian mereka berkenaan kelapa sawit Malaysia. Temubual turut diadakan dengan pegawai daripada MPOB bagi mendapat penerangan berkaitan usaha-usaha Kerajaan bagi memperkasa dan meningkatkan kelestarian & kemampunan kelapa sawit Malaysia. Data-data dirujuk melalui laman web rasmi Kementerian Industri Utama, MPOB dan *Malaysian Palm Oil Council* (MPOC) bagi mendapatkan statistik pengeluaran dan pengimportan kelapa sawit ke Kesatuan Eropah. MPOC adalah sebuah suruhanjaya yang dibentuk dan dianggotai oleh pekebun-pekebun kecil, pemilik ladang-ladang besar dan juga penyelidik-penyelidik yang bertanggungjawab dalam menghasilkan kelapa sawit yang mampan untuk pasaran antarabangsa. Bagi melengkapkan artikel ini, data juga dianalisis daripada laporan tahunan Sime Darby.

HUBUNGAN KELAPA SAWIT MALAYSIA-KESATUAN EROPAH

Sejak dari tahun 1960-an lagi, kelapa sawit dilihat sebagai salah satu komoditi utama bagi ekonomi Malaysia diikuti sektor penanaman getah, koko, hutan dan pembalakan, pertanian dan lain-lain, perikanan dan ternakan (Mohd Abdullah Jusoh, Ahmad Raffis Che Omar & Azhar Ahmad, 1990). Banyak ladang-ladang getah digunakan semula sebagai kawasan

penanaman kelapa sawit disebabkan kelapa sawit memberi lebih pulangan (Nicholas J.W, 2010). Jumlah eksport minyak sawit ke pasaran antarabangsa terutamanya ke Kesatuan Eropah menunjukkan trend yang seimbang dan meningkat, seterusnya menyumbang kepada peningkatan pendapatan negara. Kepelbagaian penggunaan kelapa sawit sebagai bahan utama dalam pengeluaran makanan, kosmetik, bahan pencuci dan bahan bakar dalam kenderaan menjadikan kelapa sawit menjadi pilihan di kalangan pengeluar produk di Kesatuan Eropah.

Kesatuan Eropah merupakan pengimport kedua terbesar keluaran kelapa sawit Malaysia selepas India dan diikuti oleh China, Pakistan, Filipina, Turki dan Amerika Syarikat. Penggunaan kelapa sawit menyumbang kepada 45 peratus bagi pengeluaran makanan dan bahan bakar kenderaan di dalam pasaran dunia (El Pais, 2015) dan Malaysia adalah penyumbang kedua kepada peratusan ini selepas Indonesia. Trend eksport kelapa sawit Malaysia ke Kesatuan Eropah di antara tahun 1988 hingga 2018 boleh dilihat di dalam Jadual 1 di bawah.

Jadual 1: EXPORT VOLUME TO EU IN 1988, 1993, 2003, 2008, 2013 & 2018

YEAR	1988	1993	1998	2003	2008	2013	2018
DESTINATION	TONNE						
DENMARK	21300	28475	54022		126318	56085	43334
FRANCE	497	3336	381		3237	853	604
GERMANY	30655	61669	109562	162000	118554	98671	14874
GREECE	16080	8883	17301		22556	15516	12925
ITALY	25236	35624	96400	100000	153681		351211
NETHERLAND	160366	211878	630864	973000	1297888	1539096	912592
PORTUGAL	19514	35075	5399		10056		624
SPAIN	27670	36920	55735		145502	142356	361640
UNITED KINGDOM	100927	119919	55585	92000	40175	68428	24136
BELGIUM		1107	1015		277	1754	7057
AUSTRIA					40		
BULGARIA					4626		16435
CYPRUS					631	335	
CZECH REPUBLIC					65	89	100
ESTONIA					604	516	42021
FINLAND					21		
HUNGARY					1134	111	1085
LATVIA					871		173
LITHUANA					1457	7	51
LUXEMBURG					74		
MALTA					243		65
POLAND					345	1041	602
ROMANIA					8757		10449
SLOVENIA					613		114
SWEDEN					40175	123232	105738
CROATIA						6015	10622
JUMLAH	402245	542916	1026264	1327000	1977900	2054105	1916452

Sumber: (PORLA, 1998) (Lembaga Minyak Sawit Malaysia, 1999) (Ministry of Plantaion Industries and Commodities, 2004) (Lembaga Minyak Sawit Malaysia, 2009) MPOC, 2013)

Tempoh langkauan adalah lima tahun, iaitu 1988, 1993, 1998, 2003, 2008, 2013 dan 2018. Tahun 1998 sehingga 2013 menunjukkan trend peningkatan permintaan daripada Kesatuan Eropah terhadap kelapa sawit Malaysia di mana jumlah eksport tertinggi adalah pada tahun 2013 iaitu sebanyak 2,054,105 tan. Perkara ini mengukuhkan lagi bahawa kelapa sawit merupakan komoditi utama Malaysia dan Malaysia bergantung kepadanya bagi pembangunan dan pengukuhan ekonomi negara. Penurunan permintaan ini disebabkan oleh penolakan oleh kebanyakan negara Kesatuan Eropah disebabkan stigma yang dimainkan oleh akhbar-akhbar utama dari Kesatuan Eropah. Antara isu-isu yang menyebabkan penolakan minyak sawit Malaysia adalah pemusnahan dan pembakaran hutan, kepupusan haiwan, eksploitasi pekerja dan kanak-kanak dan ancaman kesihatan.

Penggunaan minyak sawit sebagai bahan bakar kenderaan di Eropah dikenalpasti sebagai salah satu punca yang menyebabkan berlakunya penebangan hutan (Mei Chu, 2020) dan pengeringan kawasan tanah gambut di Asia Tenggara. Pada tahun 2017, pemandu kenderaan menjadi pengguna terbesar di mana sebanyak 51% minyak sawit yang digunakan di Eropah digunakan di dalam industri minyak kenderaan (The Brussels Times, 2018). Inter-Environment Wallonia Federation (IEW) telah mengatakan bahawa penggunaan kelapa sawit sebagai bahan biodiesel memberi implikasi yang lebih teruk kepada iklim dunia berbanding penggunaan diesel daripada fosil.

Pihak Greenpeace iaitu sebuah organisasi berkaitan alam sekitar telah menamakan beberapa syarikat pengeluar makanan dan kosmetik seperti Mondelez, Unilever, Nestle dan Colgate-Palmolive serta lain-lain sebagai penyumbang utama kepada penebangan hutan secara haram. Pada Disember 2015, The Belgian Alliance for Sustainable Palm Oil (BASP) yang dianggotai oleh sembilan syarikat agro-makanan seperti Ferrero, Unilever dan Vandemoortele telah bersetuju untuk menggunakan sumber minyak sawit yang mempunyai pensijilan daripada Roundtable on Sustainable Palm Oil (RSPO) sahaja bagi pengeluaran produk mereka menjelang tahun 2014 (The Brussels Times, 2018). Selain daripada itu, Parlimen bagi Kesatuan Eropah mengarahkan supaya bahan bakar diesel yang menggunakan kelapa sawit tidak dianggap sebagai bahan biofuel selepas tahun 2021 (El Pais, 2018) dan subsidi duti import bagi kelapa sawit juga ditarik balik bagi menghalang penggunaan kelapa sawit sebagai bahan bakar dalam kenderaan.

Penanaman kelapa sawit memerlukan kawasan yang luas. Bagi menjimatkan masa dan wang, kawasan hutan ini dibakar untuk mempercepatkan lagi proses menanam kelapa sawit. Sebanyak 85% daripada pasaran kelapa sawit dunia ditanam di Malaysia dan Indonesia dan perkara ini menyebabkan berlakunya penebangan kawasan hutan secara haram, penanaman tanpa lesen, eksploitasi terhadap penduduk setempat dan pembakaran hutan yang menyebabkan jerebu untuk penanaman kelapa sawit (GVA, 2018).

LANGKAH MALAYSIA MEMASTIKAN KELESTARIAN PASARAN SAWIT

MENJAGA ALAM SEKITAR

Kerajaan Malaysia telah menjalankan tanggungjawab mereka dalam melindungi alam sekitar dengan menekankan kepada dua objektif utama iaitu menangani dengan positif isu alam sekitar dan meningkatkan kepercayaan dalam kalangan pengguna Eropah (Bernama, 2017) Perkara ini telah dipersetujui oleh Duta Perancis ke Malaysia iaitu Frederick Laplanche yang mengatakan bahawa Malaysia telah mengambil dua langkah utama dalam memulihkan status kelapa sawit Malaysia ke negara-negara Eropah iaitu mempromosikan minyak sawit dan memperbaiki imejnya dengan memperkenalkan Kempen Sayangi Sawitku.

KEMPEN SAYANGI SAWITKU

Kempen Sayangi Sawitku adalah langkah yang diambil oleh Kementerian Industri Utama untuk memupuk kebanggaan negara dan penghargaan yang tinggi terhadap minyak sawit Malaysia. Ia memberi tumpuan kepada kepentingan sosio-ekonomi, kesihatan, pemakanan dan aplikasi makanan dan bukan makanan (Berita Harian, 2019). Kempen ini mempromosikan minyak sawit kepada pengguna melalui lima teras iaitu: Sayangi Rakyatku, Sayangi Negaraku, Sayangi Makananku, Sayangi Kesihatanku dan Sayangi Planetku.

Teras *Sayangi Rakyatku*, menerangkan mengenai sumbangan kelapa sawit dalam mengurangkan kadar kemiskinan di Malaysia. Perolehan pendapatan negara daripada eksport minyak sawit dan produk berasaskan kelapa sawit mencecah RM78 bilion pada tahun 2017. Penjana pendapatan yang tinggi ini telah menggalakkan Malaysia untuk memperluas aktiviti penanaman kelapa sawit yang telah mewujudkan hampir 3 juta peluang pekerjaan kepada rakyat Malaysia dari pelbagai sektor hulu dan hiliran (MPOB). Kebanyakan peluang pekerjaan ini melibatkan penduduk di kawasan luar bandar (MPOC) di mana lokaliti penanaman kelapa sawit berpusat di kawasan luar bandar. Perkara ini secara tidak langsung membantu menaikkan taraf hidup dan membasmi kemiskinan masyarakat luar bandar. Peningkatan taraf hidup ini membantu anak-anak mereka dalam mendapatkan peluang pendidikan yang lebih baik (Izham M. Yusoff et al., 2012).

BANTUAN PINJAMAN

Kerajaan Malaysia membantu pekebun-pekebun kecil kelapa sawit menjalankan *aktiviti penanaman semula kelapa sawit bagi mencegah pembukaan tanah-tanah baharu untuk penanaman kelapa sawit. Ini bertepatan dengan ikrar kerajaan Malaysia bagi menggazetkan kawasan hutan simpan yang tidak akan dibangunkan bagi tujuan penanaman komersial. Kerajaan dengan bantuan daripada MPOB telah memperkenalkan dua skim pinjaman berjumlah RM550 juta kepada hampir 15,000 pekebun kecil kelapa sawit di seluruh negara. Skim ini dikenali sebagai Skim Pinjaman Mudah Tanam Semula Pekebun Kecil Sawit (TSPKS) dan Skim Pinjaman Mudah Input Pertanian Pekebun Kecil Sawit (IPPKS) (Berita Harian, 2019). Kedua-dua skim ini membantu pekebun kecil dari segi kewangan dan khidmat nasihat dalam proses penanaman semula kelapa sawit. Skim pinjaman ini juga membantu pekebun kecil untuk memperoleh benih yang diiktiraf dan berkualiti. Benih-benih ini menghasilkan pokok yang lebih rendah, hasil yang lebih banyak dan berkualiti. Pokok-pokok kelapa sawit yang lebih rendah memudahkan pekerja ladang untuk mengutip hasil (MPOB) dan dapat mengurangkan risiko kemalangan di tempat kerja. Pelaksanaan skim ini adalah bertepatan dengan matlamat kerajaan dalam mengukuhkan kelapa sawit sebagai komoditi utama negara dan seterusnya memartabatkan industri kelapa sawit di mata dunia. Penanaman semula kelapa sawit yang mengikut ketetapan MSPO mewujudkan industri kelapa sawit yang mampan dan lestari dan menepati permintaan daripada Kesatuan Eropah (MPOB).*

KEMPEN ANTI-DISKRIMINASI TERHADAP KELAPA SAWIT MALAYSIA

Penanam-penanam kelapa sawit Malaysia menganggap penggunaan label seperti “*palm oil-free*” dan “*does not contain palm oil*” oleh sebahagian syarikat-syarikat di Belgium dan Perancis sebagai satu bentuk diskriminasi. Penggunaan label ini telah menaikkan lagi semangat pengguna dan aktivis-aktivis alam sekitar yang menyokong dan memperjuangkan kempen mengharamkan penggunaan kelapa sawit. Penanam-penanam ini merancang untuk menyaman syarikat-syarikat yang mempromosikan label-label tidak menggunakan kelapa sawit ini seperti Dehaizw, Colruyt and Galler dan L’Echo (The Brussels Times, 2014). Menurut Malaysian Palm Oil Council (MSPO), Belgium dan Perancis adalah dua negara yang menggunakan kaedah melabel dalam mengharamkan penggunaan produk berasaskan kelapa sawit yang dipercayai menyebabkan pemusnahan hutan dan berpotensi memberi kesan kepada kesihatan.

Dr Yusof Basiron iaitu Ketua Pegawai Eksekutif MPOC telah mewakili 300,000 penanam-penanam kelapa sawit telah berjumpa dengan pegawai daripada Kementerian Luar Negeri Belgium bagi membincangkan isu ini dan menegaskan bahawa tindakan sesetengah syarikat yang memberikan label negatif terhadap kelapa sawit Malaysia adalah satu tindakan yang salah dan menggesa kerajaan untuk mengambil tindakan terhadap perkara ini. Selain daripada itu, MPOC juga telah mengadakan kempen “*They Say everything and anything at all about Malaysian Palm Oil*” di Perancis dan Belgium bagi memberi penerangan yang betul di samping membetulkan stigma masyarakat Eropah terhadap kelapa sawit Malaysia. Menurut Dr Yusof Basiron,

“Palm oil provides a livelihood for over one million people in Malaysia, including 300,000 small farmers. We have launched this campaign to encourage a more balanced debate and correct the myths, the consequences of which are underestimated. This is particularly important for us in that a great many myths and falsehoods do indeed circulate about the product, often with serious consequences for those working in the industry in Malaysia or in Europe” (Malaysian Palm Oil Council, 2019).

Terdapat empat teras utama di dalam kempen ini. Teras pertama menunjukkan inisiatif yang diambil untuk menjadikan minyak sawit keluaran Malaysia adalah mampan dan lestari. Teras kedua menunjukkan tanggungjawab Malaysia terhadap pengurusan sumber hutan dan melindungi binatang liar dan terancam. Malaysia komited untuk menjalankan kempen “*Plant for Future*”. 1 juta pokok hutan dari pelbagai spesis akan ditanam di kawasan terdegradasi di Sabah atas tajaan pemilik-pemilik ladang kelapa sawit utama di Malaysia. Selain itu, usahasama bagi menjaga habitat haiwan-haiwan liar yang terancam seperti orang utan dan gajah diadakan di antara MSPO dan Jabatan Haiwan Liar Sabah (SWD) bagi menjalankan bancian jumlah orang utan dan gajah pigmi di Sabah (Chew Jit Seng, 2019). Teras ketiga menitikberatkan kesihatan pengguna dengan penyelidikan yang berterusan bagi menghasilkan minyak sawit yang berfaedah dan memberi manfaat kepada kesihatan pengguna. Kelapa sawit Malaysia adalah 100% bebas daripada penggunaan “*genetically modified organism*” (GMO) (Malaysian Palm Oil Council, 2019) berbeza dengan keluaran minyak sayuran lain yang menggunakan GMO. Teras terakhir adalah menjadikan Malaysia sebagai sebuah negara pengeluar utama kelapa sawit yang menjaga kebajikan sosial penanam-penanam terutamanya pekebun-pekebun kecil untuk kualiti hidup yang lebih baik. Malaysia juga memberi insentif dan bantuan teknikal kepada pekebun-pekebun kecil bagi mendapatkan pensijilan daripada MPSO bagi pengeluaran kelapa sawit mampan.

Perlaksanaan kempen MPOB di negara-negara Eropah merupakan langkah wajar dalam memberi pemahaman kepada Eropah tentang kebaikan kelapa sawit serta dijangka mendapat reaksi positif daripada negara-negara di Kesatuan Eropah. MPOB juga telah mengadakan ceramah kesihatan mengenai kebaikan minyak sawit dan bagaimana Malaysia menjaga keseimbangan alam sekitar. Ceramah ini disampaikan kepada ahli-ahli Parlimen Kesatuan Eropah yang dianjurkan oleh pejabat serantau MPOB-Brussels. Selain itu, MPOB juga mengadakan program lawatan dan program suai kenal mengenai minyak sawit Malaysia kepada ahli-ahli Parlimen Kesatuan Eropah bagi memberi penjelasan kebaikan minyak sawit dan usaha-usaha kerajaan Malaysia dalam memastikan pembangunan mampan industri sawit Malaysia (Malaysian Palm Oil Board, 2017). Maklumat berkaitan kelapa sawit Malaysia turut disebarluaskan melalui penyertaan pameran di peringkat tempatan dan antarabangsa, penerbitan bahan bacaan berkala seperti *Customs Tariff Codes for Oil Palm Product & Schedule of Tariff Rates*, *Journal of Oil Palm Research*, *Palm Oil Developments*, *Oil Palm Bulletin*, *Palm Oil Engineering*, *Oil Palm Industry Economic Journal*, *Warta Sawit* dan *Annual Research Review* serta membuat hebahan maklumat pemasaran (Malaysian Palm Oil Board, 2017). Usaha-usaha yang diambil oleh MPOB ini secara tidak langsung membantu mengubah persepsi negatif Kesatuan Eropah terhadap industri kelapa sawit Malaysia.

KESIMPULAN

Malaysia telah melaksanakan langkah-langkah yang baik bagi menaikkan kembali status minyak sawit Malaysia ke pasaran antarabangsa. Perkara ini perlu dipantau dan dikuatkuasa dengan baik bagi memastikan segala usaha yang dijalankan tidak sia-sia. Pemantauan dan penguatkuasaan penting untuk memastikan semuanya beroperasi mengikut peraturan bagi mencapai matlamat kerajaan untuk mewujudkan industri kelapa sawit yang mampan dan lestari. Secara tidak langsung, ini dapat menambah pendapatan pekebun-pekebun kecil di Malaysia, justeru membantu negara mencapai hasrat membasmi kemiskinan melalui penanaman kelapa sawit. Kerjasama yang baik di antara Malaysia dan Kesatuan Eropah perlu dimantapkan bagi menaikkan kembali status dan kepercayaan Kesatuan Eropah terhadap kelapa sawit Malaysia. Melalui penulisan ini dapat dilihat bahawa isu-isu yang digembar-gemburkan oleh Kesatuan Eropah untuk menolak kelapa sawit Malaysia adalah tidak signifikan. Ini kerana Malaysia telah menjalankan usaha pengeluaran minyak sawit yang efisien sambil turut menjaga alam sekitar. Usaha-usaha yang diambil oleh kerajaan Malaysia seperti menguatkuasakan usaha menjaga alam sekitar, pelaksanaan kempen-kempen dan sebagainya dilihat sebagai usaha dan tanggungjawab Malaysia dalam memenuhi permintaan dari Kesatuan Eropah.

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ILQA ABQARI™: A PRESENTATION MODEL AS CLASS ACTIVITY FOR THE GIFTED AND TALENTED MUSLIM STUDENTS

Myra Aidrin Mohd Ali

Kolej GENIUS Insan, Universiti Sains Islam Malaysia, Bandar Baru Nilai,
71800 Nilai, Negeri Sembilan, Malaysia.

A'wani Aziz Nurdalila

Kolej GENIUS Insan, Universiti Sains Islam Malaysia, Bandar Baru Nilai,
71800 Nilai, Negeri Sembilan, Malaysia.

Institute of Fatwa and Halal (IFFAH), Universiti Sains Islam Malaysia,
Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia

Ehwan Ngadi

Kolej GENIUS Insan, Universiti Sains Islam Malaysia, Bandar Baru Nilai,
71800 Nilai, Negeri Sembilan, Malaysia.

Hayati Ismail

Kolej GENIUS Insan, Universiti Sains Islam Malaysia, Bandar Baru Nilai,
71800 Nilai, Negeri Sembilan, Malaysia.

Fakulti Pengajian Bahasa Utama, Universiti Sains Islam Malaysia,
Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia

ABSTRACT

Students learning experience in school should be all about developing them into becoming holistic individuals who will be able to contribute towards the development of the nation. To achieve this, individuals need to be inculcated with communicative competence and the ability to express their ideas. Despite the proliferation of innovations in teaching, studies have shown that traditional teaching strategies of 'teacher talk' are still prevalent in the classrooms. This suppresses students' abilities to express themselves, simultaneously disregarding their potentials in becoming excellent individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious. Ilqa' Abqari™ is a presentation model that may have the ability to instil students with these values, directly or indirectly, complementing the six Student Aspirations as stated in the Malaysia Education Blueprint (MEB) 2013-2025. An activity that is applicable to most subjects, Ilqa' Abqari™ helps students to understand the content of learning and enables futuristic thinking besides integrating Naqli knowledge (revealed knowledge) in academic learning. There are six (6) elements in Ilqa Abqari™ namely futuristic, *alamiyyah* (universal), *mu'asirah* (problem-related situation), innovative, INAQ (Integration of revealed and acquired knowledge) and reflection (self-evaluate ideas and evidence). Hence, the aims of the study are twofold; to see whether the elements of Ilqa' Abqari™ can indeed bring out the potential of the gifted and talented students to the fullest and to see the versatility of this model in its implementation in various subjects. Although the model was built with the intention of grooming top talents in their cognitive abilities, the model may also be suitable for all level of students in moulding them into becoming excellent speakers and presenters towards achieving Malaysia's growth objectives.

Keywords: Ilqa Abqari™; INAQ; Gifted and Talented.

INTRODUCTION

The National Education Philosophy for Malaysia (FPK), formulated in 1988, states that “education in Malaysia is an on-going effort to further develop the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Enshrining the FPK, the Malaysian Education Blueprint was launched in 2013 as to improve the Malaysian education system. As reflected in the FPK, the Blueprint aims to equip Malaysian students holistically and to ensure students are able to fulfil their full potential. By fulfilling one’s potential means the six students’ aspirations must be envisioned to prepare students to face the rapid globalising world and to meet the challenges of the 21st century. The aspirations are knowledge, thinking skill, leadership skills, bilingual proficiency, ethics and spirituality, and national identity. Although parents, students, and other members of the public are parts of the vehicles that help realise these aspirations, teachers and educators have the most direct impact on the holistic development of children from the intellectual, spiritual, emotional, and physical dimensions. And this boils down to the high standard of teaching and learning, be it in schools or universities.

Issues in Teaching Techniques

Students learning experience in school should be all about developing them into becoming holistic individuals who will be able to contribute towards the development of the nation. To achieve this, individuals need to be inculcated with communicative competence and the ability to express their ideas. Despite the proliferation of innovations in teaching, studies have shown that traditional teaching strategies of ‘teacher talk’ are still prevalent in the classrooms. Past studies show that traditional teaching methods which are teacher-centered are still dominating instruction where memorisation in is emphasised. Teaching practices employed by these teachers are still very much bound to conventional teaching methods in which teacher serves as a major repository of knowledge (Kim How et.al, 2022; Suriati Salleh & Nurahimah Mohd. Yusoff, 2017; Yusmarwati Yusof et al., 2015; Salmiza Saleh & Afik Aziz, 2012). These suppress students’ abilities to express themselves, simultaneously disregarding their potentials in becoming excellent individuals who are intellectually, spiritually, emotionally, and physically balanced and harmonious.

In envisioning the six students’ aspirations, another important element of teaching technique is the inclusive of high order thinking skills (HOTS) in students learning process. Hence, it is crucial for teachers themselves to understand and master the higher order thinking skills so that they can guide students to employ the knowledge and skills required. Unfortunately, some studies show that teachers struggle to implement HOTS in their teaching as they find it difficult to differentiate between lower and higher order thinking skills and they were unsure how to employ the best teaching and learning strategies (Singh, 2018; Abdul Halim & Siti Muhibah, 2015). Some studies reported that teachers chose not to teach HOTS as they were unable to execute due to their incompetency (Najeemah, 2007; Yee, Razali, Mimi, Widad & Tee, 2013).

This research however, deems that class activity is significant despite how incompetent a teacher is at executing HOTS in lessons. This presentation model may assist teachers as a teaching tool that is self-functioning.

Ilqa’ Abqari™

Kolej GENIUS Insan (KGI), Universiti Sains Islam Malaysia, is one of the two gifted schools in Malaysia catering to the needs of learners who are gifted and talented with strong inclinations towards Islamic knowledge. With the aim of producing Islamic scholars with towering personalities or *Al-Abrar*, the curriculum has been revised (with the approval from the Ministry of Education and Universiti Sains Islam Malaysia) to make it more effective suiting the needs of these gifted students. The revised curriculum, called IGEd ((Integrated Aqli and Naqli (INAQ) Gifted Education), have three main components that are i) 4-year accelerated, compacted and enriched national curriculum, ii) *Ulumuddin*, which is understanding the Quran thematically, and iii) Research.

Presentation model named Ilqa’ Abqari™ is developed and implemented as part of KGI’s new IGEd curriculum. This model, deemed to best suit the gifted and talented students, consists of six (6) elements. They are Futuristic, Alamiyyah, Mu’asirah, Innovative, INAQ, and Reflective. Each element is functioned to enrich students’ knowledge and stretch more their exceptional cognitive ability. Ilqa’ Abqari™ is a novel and an effective model to show how INAQ in the students is materialised through their production skills – oral and writing.

Communication and presentation skills are important for school children and twice as important in the gifted and talented curriculum. With good communication and presentation skill, these gifted students are expected to deliver their Aqli and Naqli knowledge proficiently and effectively. In Malaysia, since one of the core components of G&T (Gifted and Talented) curriculum is Research, mastering communication skill is inevitable. This communication skill is observed through presentations, such as in conferences and innovation competitions. Sadly, at times, the presentations are seemingly not meeting the expectations of the audiences who are waiting for wonders from the so-called gifted presenters. This may be due to the fact that the “one-size-fits-all” instructional materials adopted for lessons in relation to communication are similar to those of mainstream schools, which focus on language proficiency in general and the different tasks stimulating the communicative willingness among students. Perhaps what lacking is a model perfecting the existing communication/ presentation model that matches the cognitive level of gifted and talented learners. Hence the Ilqa’ Abqari™ model may be the one that can do the job best.

A previous survey on KGI students discovered that students are anxious with doing presentations when they were overwhelmed with the information they wanted to share. Gagné (2003) and Ercan, Irgil, Sigirli, Ozen & Kan (2008) stating that gifted and talented students are distinctly above average in one or more domains of human ability, such as intellectual, creative, social, or physical and have more intense cognitive processes than normal students. Hence, this new Ilqa’ Abqari™ model does not only help students to organise their thoughts systematically, but each of the element has a function to enrich, expand, challenge their exceptional cognitive ability and to mollify emotional difficulties. The elements are illustrated in Figure 1 below:

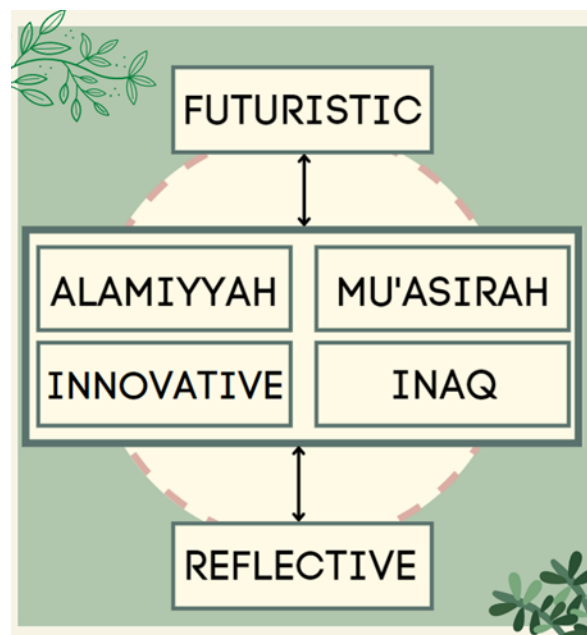


Figure 1: The Elements of Ilqa’ Abqari

a) Futuristic

The Futuristic element is significant in giving a full liberty to students to be as creative as possible. Since the nature of futuristic is ‘uncertainty’, it interests students to imagine the future, which is realised through their observations of the past. These two combinations of the future and the past will direct students to take precise actions and steps to solve problems of the presence. This element challenges students to not only think out of the box, but also think like there is no box! Presenting using the element of futuristic will make a good presentation hook besides giving audiences/readers a general idea of the presentation objective.

b) Alamiyyah

Enculturing Alamiyyah (Global) mindset must be nurtured in daily life. The Alamiyyah concept was taken by USIM to reflect transnational policies that are holistic and beyond borders. The elements that are emphasised in the Alamiyyah are multilingual, multicultural, advanced, and leading. Thus, it becomes a requirement for the delivery of Ilqa' Abqari™ to inculcate the element of Alamiyyah as an effective presentation criterion. Students need to see a problem globally, which

is having a mind and characteristic of questioning things out of the ordinary, who understand through various perspectives, who respect harmony in difference, and who is accountable in every action. Therefore, the problem statement of the topic presented should take into account the effect that is for the good of mankind, although the problem is local: *Think globally, Act locally*.

c) Mu'asirah

The element of Mu'asirah is an important Ilqa' Abqari™ criterion that can demonstrate students' ability to think critically and to evaluate information. Facts and information are to reinforce the Futuristic and Alamiyyah elements presented in the oral or written presentation. Information and facts supporting the statement of problems (Alamiyyah) must be relevant and up-to-date, which enables the delivery to be beneficial. This criterion is also important to ensure students deep understanding on the subject or topic read. In the process of mu'asirah, students will strive to apply the best way of analysing and evaluating to decide on the information that is valid. This process also allows students to learn while developing their intellectual work ethic in reading, searching, and making conclusion.

d) Innovative

Innovative is an important criterion in demonstrating students' ability to solve problems through novel methods. This means that students should produce a form of problem solving that uses the latest technology, new thinking skill as an added value to the existing ideas or products and should make changes to benefit the society or stakeholders. Allowing students to be innovative will enable them to solve whatever problems arise, in any situation in the future. This criterion is highly significant in presentation or writing as it trains students to face the world of VUCA (Volatility, Uncertainty, Complexity, and Ambiguity). For Ilqa' Abqari™, there is no compromise in adhering to the teachings of Islam when innovating. Therefore, the innovations produced must follow the Islamic sharia and do not pose any danger to the human race.

e) INAQ

Like Mu'asirah, the INAQ element also proves the ability of students to think critically in evaluating information obtained from the Quran or hadith. Based on the tawhid paradigm, testifying to the oath that Allah SWT knows all and as the source of knowledge, the Quran and hadith are translated as amplifiers and references for the subjects and topics presented, the statement of problems, as well as the innovations created. Therefore, in the delivery of oral and written presentations using Ilqa' Abqari™, the INAQ element can be interspersed within the presentation provided they are relevant and impactful to the audience and readers. INAQ is a core element of Ilqa' Abqari™ that represents the image of IGED in particular, and USIM in general.

f) Reflective

Reflective is a criterion of Ilqa' Abqari™ that demonstrates students' ability to take a step back and think critically about what has been shared in the oral presentation or writing. In Ilqa' Abqari™, reflective in oral presentation is in the form of interaction with the audience. While for writing, reflective is in the form of a review as the conclusion of the presentation. Building and fostering reflective thinking are important, especially for gifted and talented students, as they are closely related to students' emotions. Reflective thinking requires students' self-disclosure in which they learn to accept the audience's views openly (for presentation) or to express their honest feelings in writing. Through Ilqa' Abqari™, the unstable emotional equilibrium of gifted and talented students will be controlled, turning it into a stable disciple of emotions in improving their potential.

On the whole, implementing Ilqa' Abqari™ as class activity may help instil students with the holistic values, directly or indirectly, complementing the six Student Aspirations as stated in the Malaysia Education Blueprint (MEB) 2013-2025. This study is aimed to see the versatility of this model in its implementation in various subjects and to see whether the elements of Ilqa' Abqari™ can indeed bring out the potential of the gifted and talented students to the fullest based on the six Students Aspirations.

METHODOLOGY

Although the research is mainly qualitative in nature, some statistical elements also occur when patterns are mapped. Hence, this research uses the mixed method approach. The research method will answer the two objectives:

1. To investigate the versatility of this model in its implementation in various subjects as class activity.
2. to see whether the elements of Ilqa' Abqari™ can indeed bring out the potential of the gifted and talented students to the fullest.

Data Collection Method

The substantial amount of data came from students' video and poster assignments. These assignments were given to 50 Kolej Genius Insan students who were randomly selected to be part of the research project. They were given random topics from the KSSM subjects based on their secondary levels, e.g., Respiratory System (Biology), Pemisahan Singapura (Sejarah), Trigonometry (Add Maths) and Faraid (Islamic education). Each of the student was assigned to come up with a video or poster presentation following the steps of Ilqa Abqari™. Prior to the assignment, students had to attend a one-hour-lecture on Ilqa' Abqari™. Students were given a week to complete the assignment.

Figure 2: Lecture through Zoom on Ilqa' Abqari



Data Analysis

To investigate the versatility of this model, the videos and posters were then analysed and evaluated using Ilqa' Abqari™ evaluation form that has been reviewed by experts. Five lecturers were to identify whether the elements are clearly shown and demonstrated in the presentation. Each element is to be evaluated on the following criteria:

- a) Futuristic – The element is presented as an effective hook
- b) Alamiyyah – The problems raise must be global issues
- c) Mu'asirah – The supporting information must be valid and relevant
- d) Innovative – The solutions to problems are demonstrated through novel methods, with latest technology or new ideas/concepts
- e) INAQ – The Quranic verses/ hadith supporting the topic/ issue discussed must be valid and relevant
- f) Reflective – A clear reflection is presented on the topic or the process of preparing the presentation

The 5-point likert scale in the evaluation form is used to rate the presence of the elements as well as the criteria, in which 5 being the full mark awarded.

In order to see whether the elements of Ilqa' Abqari™ can indeed bring out the potential of the gifted and talented students to the fullest, the reflection part of the video and poster presentation will be analysed by mapping the description to the six Students Aspirations.

FINDINGS & ANALYSIS

The results of the evaluations show that all video presentations as well as posters managed to present each element clearly, logically, and relevantly. All elements were given either 4 or 5 marks, reflecting that the model is versatile enough to be implemented in any subject be it pure or social science. An example of a poster produced by a student is shown in Table 1.

Table 1: The implementation of Ilqa’ Abqari model in Trigonometry

NO.	ELEMENT	IMPLEMENTATION IN TRIGONOMETRY
1.	Futuristic	Imagine that in the future images can be easily projected through sound waves through trigonometry.
2.	‘Alamiyyah	That nowadays majority of the blinds/ visually impaired people have limited access to high quality of life.
3.	Mu’asirah	Studies on trigonometry have proven sound waves propagate in a sine wave pattern. And this pattern can be adjusted to affect people psychology where it can make one feels calm or the opposite.
4.	Innovative	There is a possibility that the sine wave pattern can be reformulated to help the blinds to feel physical manifestation of an object through touch that is created by soundwaves.
5.	Integration of Naqli & Aqli (INAQ)	“Quran has not only emphasized on the acquisition of knowledge and laid down foundation of scientific method by making orders of observation , thinking, contemplation, utilization of vision and reasoning for derivation of result but, it also forwarded the greatest step towards knowledge and science by associating performance of its religious rituals with high standard mathematical sciences”. (Noor Muhammad Awan, 2009. Quran and Mathematics. Jihāt al-Islām Vol. 3)
6.	Reflective	That the knowledge of trigonometry can benefit the less fortunate people. The study helps researchers to have more empathy towards the unfortunates.

When mapping the descriptions of the Reflective element to the six Students Aspirations, Knowledge is shown to be derived from all elements of Ilqa’ Abqari. This can be proven from students’ descriptions in their reflective element in which they claim that by doing the project they learn more from what is given in the textbook. They also learn how to obtain information, analyse, and gauge the relevance and truthfulness of information. This description also reflects students’ ethics in doing research. Ethics and spirituality aspirations are also derived from all elements as they believe that the project has helped them with regards to problem solving that is syariah compliant and does not impact adversely on human and nature. Reflecting on the role they can play in solving global problems, sustainability, and decision making are all directly and indirectly acquired from all elements of Ilqa’ Abqari that aspire spirituality and ethics. Table 2 shows the mapping on the aspirations derived from the elements.

Table 2: The Mapping of Six Students Aspirations to the Elements of Ilqa’ Abqari based on Descriptions of Reflective.

ILQA’ ABQARI ELEMENTS	FUTURISTIC	ALAMIYYAH	MU’ASIRAH	INNOVATIVE	INAQ	REFLECTIVE
knowledge	*	*	*	*	*	*
bilingual proficiency					*	
thinking skills	*	*		*	*	*
ethics and spirituality	*	*	*	*	*	*
leadership skills	*	*			*	*
national identity	*	*			*	

CONCLUSION

The development of the Ilqa’ Abqari as elements in communication and presentation skills is a novel concept that enables the users (the KGI students exclusively) to use them in producing effective communication through spoken and written presentation. It is novel in the sense that no study has yet to establish an inventory or criteria that integrates knowledge that is sourced from the Quran and Sunnah and knowledge that is sourced from the rationale and findings of human thoughts. This study has proven that this model is versatile enough to be implemented in any subject be it pure or social science and on any level of students. This study has also shown how the six students’ aspirations are greatly manifested in the elements of Ilqa’ Abqari, enabling students to reach their fullest potentials intellectually, spiritually, emotionally, and physically. The usage of this established model may be widened to school students be it mainstream or special schools, as well as university students. The model, as an output, may indeed contribute to the Key Economic Growth Activities 10 (Centre of Excellence) and Sustainable Development Goal 4 (Quality of Education) as it involves the development of a model of communicative presentation that balances duniawi (worldly) and ukhrawi (hereafter) to sustain the core of Islam while lifting up the values of humankind.

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THE SUPPORT OF CHILDCARE PROVIDERS TOWARDS DIVORCE PARENTS YOUNG CHILDRENS ON SOCIAL -EMOTIONAL DAN COGNITIVE DEVELOPMENT OF THESE CHILDREN'S

Segar Rajamanickam
Electrical Engineering Department
Seberang Perai Polytechnic, Penang Malaysia
Email: vgsegar@psp.edu.my

Ng siew Fern
Asiaeuniversity
Jalan Sultan Sulaiman, 50000 Kuala Lumpur, Malaysia
Email: Angie.ng@dongfengindustrial.com

Latifah Abdul Aziz
Electrical Engineering Department
Mukah Polytechnic, 96400 Sarawak, Malaysia
Email: latifah@psp.edu.my

ABSTRACT

The objectives of this case study are to investigate whether the young children of divorce's socio-emotional stability and academic performance are being adversely affected by their parents' divorces and to recommend what measurements should be taken by the authorities to help the current childcare centres to effectively answer to these children's Developmental Needs. This is qualitative research conducted at Angel Kindergarten in Kepala Batas, Pulau Pinang. The triangulation of the data collection process of this case study is Observation, Interviews and Document Analysis. NonParticipant Observation was conducted, and the data collected from the observations were later transcribed and documented for coding analysing and themes finding purposes. Semi-Structured Interviews were held to Interview the selected parents and teachers and all the data collected from the interviews were transcribed verbatim in English and documented for coding analysis and themes finding purposes. Document Analysis was done on the school records. The data was analysed and calculated for Group Average Point for themes finding. Lastly, the various themes emerged were being extracted and categorized. The researcher tried to identify how the themes emerged from all the three data collection methods could be linked to each other and to make conclusions for answering the research questions. The findings of this case study can be used to identify the Developmental Needs of the Young Children of Divorce (YCOD) and to recommend how the Early Childhood Educator (ECE) teachers can be better trained and prepared to answer to the Educational Psychology needs of these children.

Keywords: Young Children of Divorce, socio-emotional, Cognitive Development, Childcare Providers

INTRODUCTION

The number of divorce cases in Malaysia had doubled from 24,207 cases in 2004 to 51642 cases in 2016 and decreased slightly to 49,965 cases in 2017. Evidently the number of children of divorce had increased tremendously too. This case study is conducted to research what are the pressures faced by young children age 6-year-old and below during their growing up process in a divorce home, and what are the impacts of divorce of parents or family structure change on a child's cognitive, psychology and emotional outcomes? Single mother who are working to support her children relied heavily on childcare services to look after their infants, toddlers as well as primary schooling children. Thereby we research the present childcare providers' quality, i.e., their qualification, knowledge and skills in handling Young Children of Divorce and we research how can we make recommendations to the authorities to enforce and facilitate the childcare providers in the childcare centres to meet the needs of children of divorce.

DIVORCE STATISTICS IN MALAYSIA

Statistically, the divorce rate has become a serious social issue in Malaysia. Between 2004 and 2015, the Malaysian divorce rate increased more than double from 24,207 cases reported in 2004 to 72,789 cases reported in 2015 (NST 15 Nov 2016). Slightly decreased to 51642 cases in 2016, and 49,965 cases reported in year 2017 by Malaysia Statistic Department. So far there was no official statistic data available for the number of children of divorce in Malaysia, only the number of single- mother are available and recorded. a conservative estimation of an average number of two children in every unsuccessful marriage, there were at least an average number of 100,000 children being put into a stressful living environment each year nation wide due to the change in their family's structure since year 2009.

PARENTAL ROLES IN EARLY CHILDHOOD

In his book "Some Thoughts Concerning Education (1692)," John Locke (1632 – 1704) emphasized that parents' role is at the uppermost to foster a child's optimistic physical and psychological growth. Parents' nurturing is the most important part of a child development. Young children need responsive parenting in providing them a strong foundation to develop optimally. Children's developmental of the Cognitive and social skills needed for later success in school are best facilitated by supportive parents as parents are the closest people interact with them since young.

IMPACT OF DIVORCE ON YOUNG CHILDREN'S SOCIOEMOTIONAL DEVELOPMENT

Chase-Lansdale and Hetherington (1990) found that during the first two years after a divorce, children of divorce experienced pragmatic, physical and emotional problems as well as declines in family functioning. Boys growing up with mother-custody homes exhibited behavioural problems due to the absence of a father figure as the role model. The preschool children aged six- year-old and below the most vulnerable group affected by their parents' divorce and had more adjustment problems than those who were older at the time of parental separation or divorce. Some young children blame themselves for the divorce. The effects of divorce on young children can be categorized into externalizing effects which are behaviour issues such as aggression and disobedience, and internalizing effects which are emotional issues such as depression and anxiety. Aggressiveness and anti-social behaviour are common among children of divorce. They are at a higher risk of developing disobedient, violent and anti-social behaviour. They suffer pain, anger, sadness, depression, anguish, sorrow, fear, crying, grief, and deterioration in their overall functioning in comparison to children of intact families. They have an insecurity of abandonment and fears of impending disaster, and are suspicious, hyper-alert, and emotionally constricted. Additionally, children of divorce have a sense of being different from other children, limiting them in their friendships. The traumatic events related to divorce followed by a separation or marital disruption leave deep impression on the personality of a child. Most of them suffering from sleep disturbances, and disrupted concentration at school. Children of divorce with behavioural problems may also experience more conflict with peers. Children with divorced parents are more likely to engage in risky behaviours and are less success in young adulthood in term of education, work, and relationships and tend to have lower educational and occupational accomplishment, consequentially in facing more employment and financial difficulties in adulthood (New Zealand Ministry of Social Development, 2005).

THE DEVELOPMENTAL NEEDS OF YOUNG CHILDREN OF DIVORCE

The Centre of Excellence for Early Childhood Development of University of McGill Montreal Canada publicized that the needs of children of divorce are more on their emotional dan psychological side. Divorced or separated parents need to ensure their children are being provided with effective and strong communication, strong financial support, and well-maintained structure and discipline. Children of Divorce need a predictable, consistent and safe environment is critical as a clearly well-defined and enforced conduct limits will help the children of divorce to feel safe and secure. These children need help with solving school/peer problems in the early stage of parental divorce to help them develop friendships and activities outside their family. Children younger than five years of age need special consideration looking at the facts that a child brain’s development continues after birth and depends on quality care and experiences to reach maximum potential. (Clark, 2013). Young children need to feel secured. In essence, the sense of feeling ‘Safe’ is the most important of all needs for the child whose parents have separated or divorced. The other two needs of Children of Divorce are ‘Maintaining good relationship with family members’ and ‘Sense of belonging’.

ROLE OF CHILDCARE PROVIDERS IN CARING FOR YOUNG CHILDREN OF DIVORCE

Young Children spend a large percentage of their time in nurseries or preschools compared to the time spent with their family members. The nurseries and preschool are places where the continuity and routine can offer a safe environment for young children of Divorce with proximate involvement and proper intervention by teachers and caregivers. Teachers can also be available on a regular basis and can provide support for their students. Early Childhood Educator can help the young children of divorce directly or indirectly, by providing support to the parents and guiding classmates to care for the developmental needs of these young children. The caregivers should establish a successful home-school connection for smooth communication with the family members for the benefit of the children of divorce. Child care providers must learn and understand the characteristics and signs of stress and the needs of children of divorce at different age stages, and thereby get ready in anticipation for the problems that might arise. Young children are vulnerable to developing a wide variety of emotional, behavioural and social problems as well as facing learning difficulties in their academics when their parents become divorced and they react differently at different age level and stages. Childcare providers have to be aware of the stages of these children’s reaction to care for and look into their needs.

THE ROLES OF GOVERNMENT IN REGULATING EARLY CHILDHOOD EDUCATION CENTRES

Malaysian government has not done adequately to regulate the childcare industry. Even though there are acts and regulations regulating kindergartens and Child Care. But there are gaps in enforcement. Evidently, about 80% or 13,700 caregivers for children age four and below in childcare centres registered with the social Welfare Department (JKM) do not meet the minimum qualification of acquiring a certification of PERMATA (KAP) and statistically, there were only 4,302 (11.22 percent) childcare centres registered with JKM. Dr Wan Azizah, who is also the Woman, Family and Community Development Minister stressed that “The lack of qualified caregivers and the number of registered nurseries will have implications for the quality and safety of our children.” Due to the large number of unlicensed kindergartens mushrooming among the communities, parents and members of the Public have been told to lodge complaints with the District Education Department on private illegal kindergarten and parents are advised to check on the status of private kindergartens at the MOE website before enrol their children to the kindergarten (Bernama. 28 August 2016).

THE ROLE OF GOVERNMENT IN CARING FOR THE DEVELOPMENTAL NEEDS OF THE CHILDREN OF DIVORCE

Early Childhood Educators have the potential to serve as the frontline of support for young children of divorce during this stressful event. Nursery or preschool teachers need to acquire new knowledges and improved skills that are specific to assist children who are experiencing divorce in hopes to minimise the negative socio-emotional and academic development effects for young children of divorce. The teachers also need to better recognize their role in this complex family situation. Teachers have a weighty role in helping their students to overcome the feelings of loss associated with their parents’ divorce. The current move of Malaysian authorities of beginning to tighten the enforcement in regulating the nurseries and kindergarten is not adequate for the overall benefit of all of our young children from various family backgrounds. By looking at the number of divorces every year, there is an urgency for both the ministries to include a syllabus of The Developmental Needs of Children of Divorce – The Cognitive, Physical and Socio-emotional Development in the KAP PERMATA textbook and ECEC curriculum in order to well- equipped the caregivers and

teachers to specifically looking after the needs the of growing number of young children of divorce, to help, counsel and nurture them to live a secure and productive live. At this moment this topic has not been included in both KAP and ECEC curriculums.

Parental separation blows down heavily on young children, disturbing at various extend and their lives being disfigured to a significant degree across all domains of functioning, especially Cognitive, Emotional and Socio developments. But on the other hand, apart from the negative impacts, some children had eventually benefited from the divorce of their parents due to the release from an aversive family situation where the parental relationship was highly conflicted and violent. Nonetheless, it is true that young children of divorce do less well on average across a range of measures of wellbeing. There are a lot more efforts and measures needed to be taken by the Woman, Family and Community Development Minister and the National Education Ministry. Effort should be taken to include a syllabus of The Developmental Needs of Children of Divorce – The Cognitive, Physical and Socio-emotional Development of Children of Divorce in the KAP and ECCE curriculum, to help and ensure the young children of divorce are well nurtured and developed in all domains of functioning, especially Cognitive, Emotional and Socio developments.

METHODOLOGY

The Method used in this case study is Qualitative Research which used Direct Non- Participant Observation, Interview and Document Analysis method for data collection. The subjects for the Observation in this study were Angel Kindergarten students. All Eight subjects are students of Angel Kindergarten, and are below the age of seven years old. The particulars of the subjects were listed in Table 1 below.

Table 1: Particular of Subjects

Name *	Age	Gender	Family Structure
Amanda	5	Female	Divorced
Bobby	4	Male	Divorced
Cindy	6	Female	Divorced
Deborah	6	Female	Divorced
Edward	5	Male	Intact
Fendi	4	Female	Intact
Ginna	6	Female	Intact
Howard	6	Male	Intact

*Not their real name

All the four students of Angel Kindergarten from divorced homes are included in this case study. Whereas the other four students from intact family are being selected randomly from the rest of the students by using fishbowl draw lot method. Four teachers from Angel Kindergarten who have been teaching the YCOD and three parents of YCOD took part in the semi-structured interviews. The data collections took place in Angel Kindergarten. The non-participant observations took place in Angel Kindergarten indoor and outdoor play area, while the interviews took place in Angel Kindergarten Music Room.

INSTRUMENT

The triangulation of the data collection process of this case study is Observation, Interviews and Document Analysis. This was Non-Participant Observation and the data collected from the observations were later transcribed and documented for coding analysing and themes finding purposes. Semi-Structured Interviews were held to Interview the

selected parents and teachers and all the data collected from the interviews were transcribed verbatim in English and documented for coding analysis and themes finding purposes.

Document Analysis was done on the school records. The data was analysed and calculated for Group Average Point for themes finding. Lastly, the various themes emerged were being extracted and categorized. The researcher tried to identify how the themes emerged from all the three data collection methods could be linked to each other and to make conclusions for answering the research questions. Before conducting the observation and interview activities, the researcher obtained a written approval from the Board of Kindergarten. All the parents or guardians of students of Angel Kindergarten were given an informed consent form to inform them that they could read and sign if they chose to let us observe their children. The consent form assured the parents or guardians that there would not be direct contact of the researcher with the subjects that children would all be observed from a distance and all of the data collected for this study would be kept private and confidential and the student's identities and details would remain anonymous, and all participation was voluntary that they could option to stop and terminate the participation of the study at any time they want.

NON-PARTICIPANT OBSERVATION

The first observation was done at the Play Area on 9th January 2019 to observe how children of different parental marital status homes interact with peers during free play time, and subsequently the second observation was done on 18th January 2019 at the Outdoor Play Area of Angel Kindergarten for the purpose of observing the interaction between children and their parent(s) or guardians when they came to collect their children after school.

These two observations were done focussing on the behaviours, expressions, mood swing and the interactions and responses of all the 8 subjects. Notes were taken down, transcribed into observations report for data collection purpose. The data was subsequently analysed using Coding Method to find the two major themes emerged from the observations done.

SEMI-STRUCTURED INTERVIEWS

1. Parent Interview

The parents of the YCOD were invited to participate in an interview and were being assured of the anonymous and confidentiality of the parents and children. The method of Semi-structured Interview with a set of Open-ended questions were chosen so that the parents or guardians would feel comfortable to provide their answers. They were free to disclose as much or as little information they wanted to. A list of interview questions was designed for the parents or guardians from the divorced homes. There were six questions in the interview list. Each interview was recorded via a pen audio recorder. There was no set time frame for the interviews, meaning the parents or guardians were allowed as much or as little time as they needed to respond to the questions. Short written hand notes were taken when the data quoted by the subjects were relevant to the research questions.

One mother and two grandmothers of the YCOD agreed to take part in the parent interview. The Interviews were conducted privately in the quiet and confined Angel Kindergarten Music Room. The interviews were semi-structured where prepared questions were asked followed with some impromptu questions as and when needed during the interviews to accommodate to the emotion and mood of the interviewees. Due to the inability of the parent and guardians to communicate in English, the interviews were conducted in Mandarin. The data for parents were later transcribed verbatim in English and re-checked for accuracy. And the notes written during the interviews were reviewed and summarized again in my findings. Then various themes emerged were categorized and extracted from those data of the semi-structured interviews conducted with the three subjects. Researcher tried to identify how the themes emerging from the parent interviews could be linked with the themes from the Non-participant Observations and Teacher Interview.

2. Teachers Interview

All four teachers who were teaching the YCOD were informed by an email regarding the happening of this case study and were requested to provide full cooperation to participate in the interview to make this case study a succeed. A teacher's Release Form was issue to assure the teachers involved in the interview that all information provided was treated strictly private and confidential. The method of Semi-structured Interview with a set of Open-ended questions

were also chosen for the teachers. A list of interview questions was designed for the teachers. There were eight questions in the interview list. Each interview was recorded via a pen audio recorder. There was no set time frame for the interviews, the teachers were allowed as much or as little time as they needed to respond to the questions. Some short-written hand notes were data were relevant to the research questions.

The Interviews were conducted privately in the quiet and private Angel Kindergarten Music Room. The anonymous and confidentiality of the interview was assured to the teachers. Each interview lasted for nearly an hour. The interview was recorded using audio pen and Interviewer took brief notes during the semi-structured interview to collect the data which were relevant to the research questions. The data for teachers were later transcribed verbatim in English and re-checked for accuracy. And the notes written during the interviews were reviewed and summarized again in my findings. Then various themes emerged were categorized and extracted from those data of the semi-structured interviews conducted with the four subjects. Researcher tried to identify how the themes emerging from the teacher interviews could be linked with the themes from the Nonparticipant Observations and Parent Interview.

DOCUMENT ANALYSIS

Document Analysis was carried on the Subjects' school records and appraisal reports.

The Student Academic Progress Report, Student Attendance Record, Student Work, Health and Habits Appraisal Report, Student Emotional Development Appraisal Report and Student Social Relationship Appraisal Reports were reviewed and analysed for the data collection purpose to answer the research questions of this case study.

RESULTS

Results for Research Question 1: Does the divorce of parents cause young children's emotional and behavioural problems (Socio- emotional Development).

NON-PARTICIPANT OBSERVATION

The data collected from the two Non- Participant Observations was subsequently transcribed and analysed using Coding Method to find the themes emerged from the two observations done. Total 10 themes emerged from the coding analysis. They were listed in the following:

1. Challenging Behaviour of YCOD
2. Emotional Sensitive YCOD
3. Insecure YCOD
4. Collaborative YCOI
5. Anti-social YCOD
6. Attention Seeking YCOD
7. Passionate YCOI
8. Happy YCOI
9. Happy YCOD
10. Obedient YCOI

Note: YCOI= Young Children of Intact

Homes YCOD = Young Children of Divorce

Table 2 below shows The Theme Table coded from the total of thirty-one data collected from the observations carried out on two occasions at Angel Kindergarten Indoor and Outdoor play areas.

Table 2: Theme Table

Theme	Observtion	Observation Data
Challenging	G4	Cindy reached for a toy pan, rose her arm, wanted to hit Gina
Behavioural	G10	Cindy refused to appologize.
	G16	Bobby against the teacher's instruction to clean up.
YCOD	G17	She was holding to the puppet, said "I want to play some more"
	H7	Bobby rushed and pushed hard against Edward and they fight.
	H12	Cindy climbed up the slide from the opposite way
Emotional	G5	Cindy started to cry and sob while sitting in the corner
	G9	Bobby started to throw tantrum
Sensitive	G8	Both the angry children held their fits and stared at each other
YCOD	G12	She tried a few times, lost her temper and cried
	G14	"cannot! Cannot!" Bobby frowned and threw the stethoscope and first-aid kit
	H5	Deborah stared at the scene quietly, her lips curved down
Insecure	H1	He said "Today I good boy, please tell my papa come I good boy"
	H6	She asked, " Is papa coming to take me to his house tonight?"
YCOD	H13	She looked and asked " Where is mommy? Why mommy not come?"
	H14	She screamed and cried hysterically to her grandma "I want mommy!"
Collaborative	G3	Gina told Howard " Let's play mommy and daddy."
YCOI	G7	They were having their role play of a mommy and daughters
	G13	Fenni and Gina came to help her
Anti-social	G2	sat down and started to play with the Legos and blocks alone
YCOD	G4	Moved about a foot away from the boy and continue her own play
Attention	G15	He started to disturb Deborah, closed her book and pulled her hair
Seeking YCOD	H3	She cried and told teacher that Fenni pushed her down
Passionate	G11	Gave her a hug and said "No problem Cindy"
YCOI	H2	Gina called for her sister to join her
Happy	G1	Bobby, Edward and Howard in the group were wild and noisy
YCOI	H1	waving to his friend while shouting "Goodbye!"
Happy	G1	Bobby, Edward and Howard in the group were wild and noisy
YCOI	H9	He was excited, calling out loudly "Papa! Papa!"
Obedient	H4	Fendi ran to join her friend at the seesaw, lined up for her turn
YCOI	H8	Both sisters onediently took their school bags, smiled and waved

Two major themes from the observations data emerged from the Theme Table 2 above were:

1. Challenging Behavioural YCOD
2. Emotional Sensitive YCOD

Table 3: Interview Data Theme Table For Emotional

Theme	Verbatim Quotation (Parents)	Verbatim Quotation (Teachers)
EMOTIONAL SENSITIVE	VQP 5	VQT 1
	VQP 6	VQT 2
	VQP 7	VQT 3
	VQP 14	VQT4
	VQP 15	VQT 11
	VQP 16	VAT 12
	VQP 17	
	VQP 19	
INSECURE	VQP 1	VQT 5
	VPQ 2	VQT 6
	VPQ 9	VQT 14
	VQP 11	
	VPQ 20	
	VQP 21	
	VQP 22	
LOOKING FOR ATTENTION	VQP 3	VQT 14
	VQP 4	VQT 6
	VQP 12	
	VQP 13	
	VQP 24	
CHALLENGING BEHAVIOUR	VQP 18	VQT 4
	VQP 19	VQT 7
	VQP 23	VQT 13
	VQP 24	
LACK OF TEACHERS - PARENTS COMMUNICATION		VQT 8
		VQT 9
		VQT 10
LACK OF SELF-CONFIDENCE	VQP 8	VQT 15
	VQP 10	

The two major themes emerged from Observations and Interview data respectively will be combined and used for analysis to answer the research question no 1.

Results for Research Question 2:

Does the divorce of parents affect the young children’s cognitive (academic) development?

Interviews with teachers and parents

The second group interview data was transcribed and coded and tabulated in Table 4 below.

Table 4: Interview Data Theme Table For Cognitive Effect

Theme	Verbatim Quotation (Parents)	Verbatim Quotation (Teachers)
POOR SCHOOL ATTENDENCE RECORD	VQP 26	VQT 18
	VQP 29	VQT 23
	VQP 31	VQT 28
	VQP 32	
LACK OF PARENTAL SUPERVISION	VQP 25	VQT 20
	VQP 30	VQT 21
	VQP 33	VQT 34
BEHAVIOURAL PROBLEMS IN CLASS	VQP 27	VQT 26
	VQP 25	VQT 30
	VQP 35	
LACK OF MOTIVATION TO EXCEL IN ACADEMIC	VQP 28	VQT 16
		VQT 18
		VQT 32
EMOTIONAL PROBLEMS IN CLASS		VQT 19
		VQT 31
		VQT 33
LETHARGIC AND LOW CONCENTRATION IN CLASS	VQP 34	VQT 22
		VQT 25
INEFFECTIVE TEACHERS - PARENTS COMMUNICATION		VQT 21
		VQT 24

Seven themes emerged were listed below:

1. Poor School Attendance Record
2. Lack of Parental Supervision in Academic Performance
3. Behavioural Problems in Classroom
4. Low Motivation to Excel in Academic
5. Emotional Problems in Classroom
6. Lethargic and Low Concentration in Class
7. Ineffective Teachers-Parents Communication

From the above 7 themes, the 2 major themes emerged were:

1. **Poor School Attendance Record, and**
2. **Lack of Parental Control**

Documents Analysis

School records were assessed to analyse the academic performance of the eight subjects. The documents and records being reviewed and analysed were Student Academic Progress Report, Student Attendance Record, Student Social Relationship Report, Student Work, Health and Habits Appraisal Report, Student Emotional Development Appraisal Report and Student Social Relationship Appraisal Reports. Point marks are assigned corresponding to the grade obtained by the subjects:

<u>Grade</u>	<u>Marks</u>	<u>Point</u>
1. A = Excellent	85 – 100%	4
2. B = Good	70 – 84%	3
3. C = Average	55 – 69%	2
4. D = Fair	40 – 54%	1
5. E = Poor	Below 40%	0

The performances or achievements of these two groups of children in the various domains are compared by comparing the Group Average Points Score tabulated in Table 5 to Table 12 in the following pages

Table 5: Intellectual Development Report

Name	Family Structure	Compare & Classify	Intellectual Development				
			Good Concentration	Curiosity (Has inquiring Mind)	Solve Daily Problems	Average Point	Group Average Point
Amanda	Divorce	3	2	3	3	2.75	3.125
Bobby	Divorce	3	3	4	3	3.25	
Cindy	Divorce	3	2	3	2	2.50	
Deborah	Divorce	4	4	4	4	4.00	
Edward	Intact	4	3	4	3	3.50	3.6875
Fendi	Intact	4	4	4	3	3.75	
Gina	Intact	4	4	4	4	4.00	
Howard	Intact	4	3	4	3	3.50	

Analysis: The Group Average Point Score of Children of Divorce for Intellectual Development was **3.1250**, which was **0.5625 point lower** compared to 3.6875 scored by Children from Intact homes.

Table 6: Emotional Development Report

Name	Family Structure	Emotional Development				Group Average Point
		Independence	Initiative	Good Sense of Security	Average Point	
Amanda	Divorce	2	3	2	2.33	2.5833
Bobby	Divorce	3	3	3	3.00	
Cindy	Divorce	2	3	1	2.00	
Deborah	Divorce	4	4	1	3.00	
Edward	Intact	3	4	4	3.67	3.8333
Fendi	Intact	4	4	4	4.00	
Gina	Intact	4	4	4	4.00	
Howard	Intact	4	3	4	3.67	

Analysis: The Group Average Point Score of Children of Divorce for Emotional Development was **2.8533**, which was **1.25 points lower** compared to **3.8333** scored by Children from Intact homes.

Table 7: Social Relationship Report

Name	Family Structure	Social Relationship					Average Point	Group Average Point
		Helpful	Willing to Share	Eager to Get Along	Share Responsibility			
Amanda	Divorce	3	3	3	3	3.00	2.8750	
Bobby	Divorce	3	3	3	3	3.00		
Cindy	Divorce	2	2	2	2	2.00		
Deborah	Divorce	4	3	3	4	3.50		
Edward	Intact	4	4	4	4	4.00	3.6875	
Fendi	Intact	3	3	4	3	3.25		
Gina	Intact	4	4	4	4	4.00		
Howard	Intact	4	4	3	3	3.50		

Analysis: The Group Average Point Score of Children of Divorce for Social Relationship was **2.875**, which was **0.8125 point lower** compared to **3.6875** scored by Children from Intact homes

Table 8: Moral and Spiritual Growth Report

Name	Family Structure	Moral and Spiritual Growth Report					Average Point	Group Average Point
		Respect The Rights and Property of Others	Accept and Respect Authority	Know What is Right and What is Wrong	Response to Love and Beauty			
Amanda	Divorce	3	3	4	3	3.25	3.375	
Bobby	Divorce	4	4	4	3	3.75		
Cindy	Divorce	2	2	4	2	2.50		
Deborah	Divorce	4	4	4	4	4.00		
Edward	Intact	3	4	4	3	3.50	3.875	
Fendi	Intact	4	4	4	4	4.00		
Gina	Intact	4	4	4	4	4.00		
Howard	Intact	4	4	4	4	4.00		

Analysis: The Group Average Point Score of Children of Divorce for Moral and Spiritual Growth was **3.375**, which was **0.5 point lower** compared to **3.875** scored by Children from Intact homes

Table 9: Work, Health and Safety Habits Report

Name	Family Structure	Work, Health & Safety Habits				Average Point	Group Average Point
		Take Care of Personal Needs	Take Care of Himself/ Herself & Environment Cleanliness	Follow Directions and Complete Works	Know Dangerous Activities		
Amanda	Divorce	3	3	2	3	2.75	2.9375
Bobby	Divorce	3	3	2	2	2.50	
Cindy	Divorce	3	3	2	2	2.50	
Deborah	Divorce	4	4	4	4	4.00	
Edward	Intact	3	4	3	3	3.25	

Fendi	Intact	4	4	4	4	4.00	3.7500
Gina	Intact	4	4	4	4	4.00	
Howard	Intact	4	4	4	3	3.75	

Analysis: Average Point Score of Children of Divorce for Work, Health and Safety Habits was **2.9375**, which was **0.8125 point lower** compared to **3.7500** scored by Children from Intact homes.

Table 10: Academic Report

Name	Family Structure	Total Marks Average	Group Average Point
Amanda	Divorce	2	2.75
Bobby	Divorce	3	
Cindy	Divorce	2	
Deborah	Divorce	4	
Edward	Intact	3	3.75
Fendi	Intact	4	
Gina	Intact	4	
Howard	Intact	4	

Analysis: The Group Average Point Score of Children of Divorce for Academic Score was **2.75**, which was **1.0 point lower** compared to **3.75** points scored by Children from Intact homes.

Table 11: Attendance Report

Name	Family Structure	Rate of Attendance	Group Average Point
Amanda	Divorce	3	3.00
Bobby	Divorce	3	
Cindy	Divorce	2	
Deborah	Divorce	4	
Edward	Intact	4	4.00
Fendi	Intact	4	
Gina	Intact	4	
Howard	Intact	4	

Analysis for Table 11: The Group Average Point Score of Children of Divorce for Attendance Rate was **3.00**, which was **1.0 point lower** compared to **4.00** scored by Children from Intact homes.

After all the Document analysis were done, the Group Average Point Score for all the Student's Intellectual Development, Emotional Development, Moral and Spiritual Growth, Work, Health and Safety Habits Appraisal Report, Social Relationship, Appraisal, Academic Progress Report and Attendance Record Reports are tabulated in Table 12 below for comparison and Interpretation.

Table 12: Comparison of group average point score

Category	Group Average Point		
	Children of Divorce (a)	Children From Intact Homes (b)	Difference (a) - (b)
Intellectual Development	3.1250	3.6875	-0.5625
Emotional Development	2.5833	3.8333	-1.2500
Social Relationship	2.8750	3.6875	-0.8125
Moral & Spiritual Growth	3.3750	3.8750	-0.5000
Work, Healthy & Safety Habits	2.9375	3.7500	-0.8125
Academic Achievement	2.7500	3.7500	-1.0000
Attendance Rate	3.0000	4.0000	-1.0000

Analysis: The Group Average Point Score of Children of Divorce for All categories are lower compared to the Group Average Point Score of the Children from Intact Homes in the range of **-0.50 to -1.25**

After all the Document analysis were done, the Group Average Point Score for all the Student's Intellectual Development, Emotional Development, Moral and

Spiritual Growth, Work, Health and Safety Habits Appraisal Report, Social Relationship, Appraisal, Academic Progress Report and Attendance Record Reports are tabulated in Table 12 below for comparison and Interpretation.

The Two Highest Score Point Difference were:

Emotional Development = -1.25

Academic Achievement = -1.00

Attendance Rate = -1.00

Two Themes emerged:

1. On average, YCOD's Emotional Development is more than one grade lower than the YCOL.
2. On average, YCOD's Academic Grade is one grade lower compared to YCOL.

Results for Research Question 3: What are the recommendations can be given to the authorities to equip the qualified childcare providers in answering the emotional and psychological needs of the young children of divorce?

The third group of the interview data were transcribed into verbatim quotations. The verbatim quotations were later interpreted and were being analysed by using coding method and five themes were derived from the theme table tabulated in Table 13.

Table 13: Interview Data Theme Table for Recommendations

Theme	Verbatim Quotation (Parents)	Verbatim Quotation (Teachers)
ECCE TEACHERS AS THE FRONTLINER	VQP 37	VQT 43
	VQP 38	VQT 41
	VQP 39	VQT 44
	VQP 41	
		VQT 36
		VQT 38
		VQT 40

ECCE TEACHERS REQUEST FOR FORMAL TRAINING IN THE DEVELOPMENTAL NEEDS OF COD		VQT 43
		VQT 45
		VQT 46
ECCE TEACHERS WITHOUT FORMAL TRAINING IN THE DEVELOPMENTAL NEEDS OF COD		VQT 35
		VQT 37
		VQT 39
PARENTS DO NOT KNOW WHAT AND HOW TO DO	VQP 36	
	VQP 40	
NEED TO ENFORCE THE REGULATION ON ALL ECCE CENTRES		VQT 47

Five Themes emerged from Table 13:

1. ECCE Teachers are at the Frontline in caring for the Developmental Needs of YCOD.
2. ECCE Teachers request for formal training in The Developmental Needs of YCOD.
3. ECCE Teachers are without formal training in The Developmental Needs of YCOD.
4. Parents Do Not Know How to Act Properly and Effectively.
5. Strict Enforcement on Regulating ECCE centres

And the two major themes emerged from the coding analysis for the recommendation to the authorities' purpose are:

1. ECE Teachers Are at the Frontline of Answering the Developmental Needs of YCOD.
2. ECE Teachers Request the Authorities to Provide Formal Training to Answer Development Needs of the YCOD

DISCUSSION

For the first research question of Does the divorce of parents cause young children's emotional and behavioural problems (Socio-emotional Development)? It is unarguable that Young Children whose parents go through a divorce are likely to experience some type of disturbance in their emotion and suffering from behaviour problem.

The major themes emerged from the observations and interview with parents and teachers done at Angel Kindergarten were similar with the finding on literature review done on the research report of The Effect of Divorce on School Performance and Behaviour in Preschool Children in Greece: An Empirical Study of Teachers' Views. This Greece research project which studied the behaviour problems and academic performance of children from single-parent families compared with children from nuclear families concluded that the family pattern affects the emotional development and school progress of children.

The major themes emerged from the case study conducted on the Children of Divorce at Angel Kindergarten were:

From bservation:

- i. Challenging Behaviour of YCOD
- ii. Emotional Sensitive YCOD.

From the Semi-structured Interviews:

- i. Emotional Sensitive YCOD.
- ii. Sense of Insecurity of YCOD.

From the above findings, we can conclude that the emotional development problems of children of divorce is mainly their Challenging Behaviour which is highly influenced by their anger and sorrow. Apart from their rebellious character, their depression, mood swing and grumpiness have given them a label of Emotional Sensitive Child. The other main emotion disturbance of these children of divorce is their Sense of Insecurity because they are afraid of becoming a nobody's child if their single parent who is having their custody re-married and leave them for his or her new family, just like what their

other parent had done before to them. Our findings tested and verified Spigelman et. al, (1994) finding, which pointed out that effects of divorce on young children can generally be categorized into two categories which are internalizing effects and externalizing effects, and different children may experience different extent of effects. Externalizing effects are behaviour issues such as aggression and disobedience, and internalizing effects are emotional issues such as depression and anxiety (Cherlin et. Al, 1991).

For the second research question: Does the divorce of parents affect the young children's academics performance (Cognitive Development)? I would say "YES! the Academics Performance of these young children of divorce is seriously affected by their parental divorce. First, we look at the analysis of data from the Document Analysis, it was very obvious that the YCOD's Average Grade for their Academic Development was one grade (1.0 point) below the children of intact family whereas their Emotional Development was more than one grade (1.25 points) below the children of intact family. There was a positive correlation between this two major finding of the data analysis. The emotional developmental problem of the YCOD has definitely giving negative impact on the Academic Developmental of these children.

Now we look at the finding of the analysis on the interviews with teachers and parents regarding this academic performance issue. Two major themes that emerged from the Interview Data Coding Analysis tabulated in Table 13 are Poor School Attendance Record and Lack of Parental Supervision. It was realised that these two problems are majorly the responsibility of the parents or guardians whom the children are staying with. These young children are too young to be independent. That said, they rely on their single- parents or guardians to facilitate their learning process and supervise their academic progress but their single parents seem fail to performing these responsibilities to a certain extend.

There is no doubt poor school attendance affect the progress of the YCOD. The poor attendance is majorly due to poor health and also caused by the habit of skipping classes with numerous excuses, those excuses were mainly made up by the children pretending sick to avoid going to school. Late coming to classes also being part of the poor attendance record. Lack of adult's supervision is one the major reasons YCOD go to bed late and could not wake up in time for school. Late coming definitely affect the children academic performance because they have missed some part of the teacher's teaching in class and causing the subsequent learning process become difficult to comprehend. The above case study findings corroborated with Long and Forehand (1987), that children from single-parent homes demonstrate higher rates of absenteeism and truancy, have lower achievement scores, and higher drop-out rates than those from two-parent families. Also, Cherlin et. al (1991) confirm these findings, stating that children of divorce experience more emotional and behavioural problems and fare less well in school than children of intact families

Can we blame the single parent for the emotional and behavioural problems of YCOD that caused them to do less well in school? Looking at the fact from the Statement made by the Ministry of Women, Family and Community Development, that out of 831,860 single mothers, only a small fraction of 8% were being aided by the authority (6 May 2016). This means that hundred thousand of single mothers out there are facing the dilemma of choosing among good education for their children, food on the table or more time spent with the children. Most of the time the single mothers have to work extra hard to raise their children single-handedly. They come home at late hours and leave the children with their grandparents or caregivers who provide minimal supervision on the children homework and practices due to their inability to coach them in studies. As what John Locke had mentioned in his book *Some Thoughts Concerning Education*, young children need parents' guidance, encouragement and supervision in order to flourish in their cognitive development to learn new experiences. Without such supervision from parents, young children are deprived from having their cognitive development on track regardless of their family structure status. It is sad that some children of divorce avoid from having close contact with their single parents due to the high- tension relationship between YCOD-single mother

Those single-mothers are under tremendous financial and emotional stress that make them hot tempered, impatient and less warm towards their children and in some cases caused physical child- abused.

For the Findings for Research Question 3: What are the recommendations can be given to the authorities to equip the qualified childcare providers in answering the emotional and psychological needs of the young children of divorce?

Literature reviews revealed that most of the Young Children of Divorce (YCOD) are at a greater risk of behavioural issues such as aggression, depression, poor school performance and lower self-esteem compared to other children from intact homes. Can ECE teachers help? For most of the YCOD, their parents' separation and divorce are stressful. They are having different experiences and reactions and bring these into their classrooms. In such desperate situations, teachers

and schools can help children making positive adjustments as teachers see these children the most each day apart from their parents. Teachers are in an ideal position to provide support to the agonized YCOD when needed. But it is sad that many pre-school teachers may not know how to help the YCOD in these situations. Our case study intended to provides some recommendations to the authorities to look into the requirement of these teachers seriously for the benefit and welfare of the YCOD. ECE teachers from Angel Kindergarten recommended that families and schools can work together to form a network of support that promotes healthy YCOD development in the absence of either their father or mother. From the coding analysis done on the total 19 data collected from the interviews with parents and teachers, five themes emerged from the coding analysis of recommendations that can be given to the authorities, and out of the five themes, two major themes emerged, they are:

1. ECE Teachers Are at the Frontline of answering the Developmental Needs of Young Children of Divorcee.
2. ECCE Teachers Request the Authorities to Provide Formal Training to Answer the development Needs of the Young Children of Divorcee.

In this modern era where the rate of dissolution of marriage institution is rocketing high and causing a vast number of young children in emotionally depressed situation, the ECE teachers are playing another important role of taking care of the developmental needs of these YCOD. In accordance to Third Judicial District Court Mexico's Developmental Needs of Children of Divorce; child care providers must learn and understand the characteristics and signs of stress and the needs of children of divorce at different age stages, and thereby get ready in anticipation for the problems that might arise. Childcare caregivers need to have better understanding of these at-risk children and be able to identify their needs. Thus, formal and comprehensive training in this topic is vital to safe guard the safety and health of those young children from divorce homes. It is highly recommended that government make it mandatory that a comprehensive and carefully designed curriculum for the Developmental Needs of Young Children of Divorce to be included in all Teachers Training Courses of Early Childhood Education at every level, regardless of certificate, diploma and degree courses level.

Recommendations

Recommendations are made here to four parties, namely the divorced parents, ECE teachers, Policy Makers and Future Researchers. To the divorce parents, it is strongly recommended that please work out the relationship with your ex-spouse to become good family friends. Think of your own blood and flesh and put the benefit and wellbeing of your children at the uppermost position. Every child deserves the love of a father and a mother. Arrange for a proper joint custody and make sure that the single mothers who are having the children custody are being provided with sufficient financial support so that the mother can provide adequate supervision over the children to ensure all the developmental needs of the YCOD are being taken care off to help your children to rebuild from a shattered family lifetowards building a future productive life ahead. Do not let your ruined marriage ruins the life of your children.

To the ECE teachers, recommendation to them is please keep updated with the contemporary research findings on how to take care of the developmental needs of the young children of divorce by subscribing to the relevant association or organization like The Centre of Excellence for Early Childhood Development of University of McGill Montreal Canada, Psychology Today and so on. Teachers should enrol into the relevant courses in caring for the developmental needs of young children of Divorce organized by recognized and accredited academic body.

To the Policy makers, the ECE teachers are of dire needs in equipping their knowledge and skills in caring for the Young Children of Divorce It is highly recommended that government enforces that a comprehensive and thoroughly designed curriculum for the Developmental Needs of Young Children of Divorce to be included in all Teachers Training Courses of Early Childhood Education at every level, regardless of certificate, diploma and degree courses. It is also recommended to the authority to impose severe penalty on the divorced fathers who are neglecting their children and do not pay alimony to support their children living costs and education. Government needs to protect the children of divorce welfare and the burden should not be solely on the shoulders of single mothers.

To the Future researchers, please continue the research in formulating and designing a comprehensive and complete curriculum for the Developmental Needs of Young Children of Divorce to be included in all Teachers Training Courses, with the Malaysian resources, culture and living styles in mind .

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INVESTIGATING ADOLESCENT SEXTING AND ONLINE SAFETY

Olivia Bomester
Helderberg College of Higher Education
27 Annandale Drive, Helena Heights, Somerset West, 7130, South Africa
Email: bomestero@hche.ac.za

ABSTRACT

Sexting is a risky sexual behaviour which is easily identifiable and very common amongst adolescents growing up in the 21st century. It is a relatively new phenomenon, however, scholarly research into this topic has definitely burgeoned over the recent years. In this theoretical paper, sexting will be briefly delineated, followed by a brief discussion, whereby the following topics will be deliberated: motives relating to sexting, adolescent sexting shorthand, potential risk factors and potential ramifications for adolescents, gender considerations pertaining to sexting, and the legal ramifications with regards to sexting. Finally, a succinct discourse regarding intervention will be accentuated, whereby online safety for adolescents will be particularly underscored.

Keywords: sexting, adolescence, ramifications, sexuality education, online safety

INTRODUCTION

Along with the emergence of smartphones, the past decade has witnessed a manifestation of adolescent sexual behaviour known as sexting (Strasburger et al., 2019). As maintained by Redmond (2010), sexting is an amalgamation of two particular English words. It is a portmanteau of sex and *texting*, which results in the verb: *sexting*. Conformable to Klettke et al. (2014), sexting can be described as the sending, receiving, or forwarding of sexually explicit messages, images, or photos to others through electronic means, primarily between cellular phones. However, this definition limits sexting to explicit messages, while other definitions delineate sexting in a more defined manner, as shown in the ensuing definition. In accordance with DeMar (2015), sexting is characterised as digitally taping sexually suggestive or explicit images, followed by the distribution of these images via the internet or mobile phone applications. Lenhart (2009, as cited in Buren & Lunde, 2018) limns sexting as the generating, distributing and forwarding of sexually suggestive nude or nearly nude images through the internet. Other scholars depict sexting as the interpersonal exchange of self-produced sexualised texts, and above all, images, photos, and videos via cell phone or the internet (Bianchi et al., 2019; Walrave et al., 2015). Of particular concern today would be the sending of self-made sexually *explicit* photographs.

Essentially, the phenomenon of sexting may take the form of either active or passive sexting. Several academics have depicted active sexting to refer to the creating, showing, sending, posting or forwarding of sexual content, while passive sexting entails receiving, asking for, or being asked for sexually explicit material (Barrense-Dias et al., 2017). Bearing these various aforementioned definitions and the active and passive forms of sexting in mind, parents, teachers, and social science researchers may wonder whether this phenomenon is seemingly innocuous or quite harmful to the developing adolescent.

SEXTING MEDIUMS

As specified by Van Ouytsel et al. (2017), several online mobile platforms have become popular for the sending of sexually explicit photographs. In recent years, smartphones have become more popular, and with the ushering of smartphones into our daily lives, new communication applications have been designed. One such example is *Snapchat*, which is a mobile application designed for the sharing of digital text messages, photographs, and videos (Utz et al., 2015; Vaterlaus et al., 2016). Photos and videos which are sent via *Snapchat* only remain visible for approximately one to ten seconds, before they vanish from the mobile screen. As specified by Wortham (2013), *Snapchat* has received a lot of media publicity, due to the fact that teenagers were allegedly using the application for sexting purposes. According to Gewirtz-Meydan et al. (2018), the apparent reasoning for adolescents who sext via *Snapchat* is the belief that the photos will self-destruct after ten seconds and therefore there may be no actual consequences to their behaviour.

However, certain third-party developers have found a way to circumvent the media disappearing from *Snapchat*. For example, *Snapsave* is an application specifically designed for *Snapchat*. It allows individuals to actually save the photos (i.e. the 'snaps') without notifying the sender. Therefore, *Snapsave* sexts can be 'grabbed' by third-party applications (Strasburger et al., 2019). One of the other features about *Snapsave* is that users are able to see other people's snaps as many times as possible. Currently, a paucity of research seems to exist in relation to the extent to which smartphone apps are used to engage in sexting, as per Van Ouytsel et al. (2017). The latter led Van Ouytsel et al. (2017) to conduct a study several years ago on adolescent sexting, specifically pertaining to their perceptions of applications, motives, and consequences of sexting. This qualitative study was conducted in Flanders, Belgium, with 57 adolescents between the ages of 15 and 18 years old. Eleven focus group discussions were held. In terms of the mediums used for sexting, 100% of the focus group members mentioned the use of *Snapchat*; 45% mentioned the use of *WhatsApp*; and 27% mentioned the use of *Facebook Messenger*. Since there is a relative sparsity of research regarding this topic, it is clear that contemporary scholars should conduct more studies in relation to the extent to which smartphone apps are used to engage in adolescent sexting.

MOTIVES RELATING TO SEXTING

During the adolescent period, adolescents start to develop sexually, and hence their developing sexuality steers them into a direction of experimenting, usually in the form of dating or establishing romantic relationships. Gewirtz-Meydan (2018) are of the view that engaging in sexting during the adolescent period may be considered to be developmentally normative, and may carry minimal risks on long-term consequences in later life. In pursuance with Smahel and Subrahmanyam (as cited in Walrave et al., 2018), electronic forms of intimate communication could possibly provide avenues for teenagers to achieve developmental tasks relating to their evolving sexual identities. Conformable to Schloms-Madlener (2013),

researchers dissent on the potential ramifications of adolescent sexting with regard to whether the phenomenon may be innocuous or harmful for the adolescent. Either sexting is viewed as dangerous or exploitative, or it is considered safe and developmentally helpful.

In the opinion of Yeung et al. (2014), sexting is considered to be ubiquitous among youth in many Western liberal democracies. In her article entitled *SA teen sexting warning* Comins notes that South African adolescents have also joined their international counterparts in the sexting phenomenon. Zongile Nhlapo has written an article entitled *Sexting – the shocking pandemic among South African teens* (HuffPost SA, 2017). Much of Nhalapo's non-academic-based research was based on the views of Emma Sadlier, leading social media expert in South Africa. In a Facebook Live Chat on social media laws, Emma shared with the HuffPost SA (2017), that it has become a societal norm for South African teenagers to engage in sexting. One needs to pause for a moment, and ask the question: What fuels sexting behaviour amongst adolescents?

Some authors are of the view that sharing self-made sexually explicit photographs via mobile/internet applications may assist in helping teenagers explore their sexuality and their sexual identities (Smahel & Subrahmanyam, 2014; Walrave et al., 2015). Previous research studies have indicated that adolescents would commonly engage in sexting within romantic relationships, specifically for the purposes of flirting with a partner or a person of interest (Albury & Crawford, 2012; Lippman & Campbell, 2014; Strassberg et al., 2014; Ringrose et al., 2013; Yeung et al., 2014).

Some of the motives mentioned amongst the focus groups in the Van Ouysel et al.'s (2017) study as to why adolescents sext were as follows: as a sign of love and proof of love; romantic partner requesting it; to attract attention; to flirt; as a surprise/gift to the partner; fear of losing the partner; sexual desire; as a 'glue' to keep a long-distance relationship alive; and finally to test the girl's character. Interestingly, as attested to by Lippman and Campbell (2014) and Yeung et al. (2014), adolescent males tend to collect sexting pictures of girls; these are viewed as their *trophies* to either show off to others, or as proof of their resultant success with girls.

Judith Davidson has written extensively on the topic of adolescent sexting in her book *Sexting: Gender and Teens*. Demar (2015) has reviewed this book, and points out three particular reasons as to why girls sext. On the authority of Judith Davidson's qualitative study with teenagers, three particular motivations exist for girls who engage in sexting: (1) in order to pursue and maintain a romantic relationship with a boy, girls engage in sexting behaviours; sexting is therefore seen as *essential* for girls that they may maintain a boy's attention; (2) another motivation for sexting is to vie for friends, attention from peers, social status, and lastly power at school. Especially regarding this point, girls may use sexting for the purposes of blackmail, revenge, or exhibiting popularity; (3) A final reason as to why girls sext is to assert control in a relationship, therefore sexting allows girls the agency to either initiate or avoid sexual intercourse.

Walrave et al. (2018) have noted that sexting could serve as a possible alternative for religious youth who are meant to refrain from sexual intimacy prior to marriage. Added to the latter point, some scholars point out that some adolescents may view sexting as safer than actually engaging in real life sexual activities, as it may safeguard against falling pregnant or contracting an STI (Renfrow & Rollo, 2014).

Whether one's motivation for engaging in sexting as an adolescent is for sexual purposes or body image reinforcement (Bianchi et al., 2019), a concerning motivation related to adolescents using sexting for instrumental / aggravated reasons (i.e. using sexting as an instrumental behaviour to perpetrate interpersonal violence accordant with Yopez-Tito et al. (2020).

SEXTING SHORTHAND

In this section, sexting shorthand used by adolescents will be elaborated on; this shorthand may either be textual or visual, as will be explained. From the perspective of Takeda (2011), much of the sexting done by adolescents is done through the use of code words, acronyms, and decoy words. As per Takeda (2011), the following examples are some commonly used sexting shorthand.

Table 1.
Typical adolescent sexting ciphers

<i>Cipher</i>	<i>Actual meaning</i>
53X	Sex
8	Oral sex
CD9	Code 9; Parents are around
P911	Parent alert
PIR	Parent in room
9	Parent watching
99	Parent gone
CU46	See you for sex
GNOC	Get naked on camera
GYPO	Get your pants off
IMEZYRU	I'm easy; are you?
IWSN	I want sex now
LHU	Let's hook up
TDTM	Talk dirty to me
RUH	Are you horny?
RU/18	Are you over 18?
LH6	Let's have sex
WTTP	Want to trade pictures?

Note. Sexting acronyms every parent needs to know (Takeda, 2011) – Source

In pursuance with Thompson (2018), computer-mediated communication (CMC) has become quite prevalent in modern society. Instant-messaging platforms such as WhatsApp, and social networks such as Facebook, Instagram, Snapchat, and Twitter are currently the most popular applications for communication (Yepez-Tito et al., 2020).






As can be seen in the table, today's adolescents have found unique encrypted ways of communicating messages to each other. As claimed by Plumb (2013), it is considerably challenging to interpret CMC, as opposed to face-to-face communication. CMC generally can be complex to interpret at times, due to body language, facial expression, and vocal intonation missing from the communication (Thompson, 2018). As a result, emoticons and emojis have been devised to compensate for the lack of nonverbal communication (Chatzichristos et al., 2020).

Interestingly, *emoji sexting* is another new area of research which scholars are only beginning to understand. Research into the field of sexual emoji usage is still in its infancy Thompson (2018). Before discussing this subsection pertaining to sexting, it is essential to understand the particular lexicon, which will be explained shortly. *Emoticons* and *emojis* are terms which are sometimes contemporaneously used interchangeably. However, a clear distinction exists between the two.

The word *emoticon* is a hybrid neologism, which has been derived from the words: *emotion* and *icon* (Huffaker & Calvert, 2005, as cited in Thompson, 2018). From the perspective of the Merriam-Webster Online Dictionary (2022), an *emoticon* refers to a group of keyboard characters which archetypally are representative of certain facial expressions or attitudes. The emoticon was developed in 1982 in an endeavour to enhance the emotional demeanour of CMC. Accordant with the Merriam-Webster Online Dictionary (2022), an *emoji* refers to a variety of small images, symbols, or icons used especially with electronic communication, such as text messages, email, and social media, with the purpose of expressing emotional attitudes, conveying information succinctly, or communicating messages playfully. Essentially, emoji offer individuals a broad range of possibilities to express oneself visually (Walrave et al., 2018). Sexual emoji refers to icons/images/symbols that are generally accepted as having sexual connotations (Thompson, 2018). Put another way,

certain icons connote visual sexual metaphors (Woodward et al., 2017). Many adolescents are well acquainted with the ‘basics’ of emoji sexting ciphers, but for the purposes of clarity, these emojis will be explained as follows:






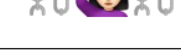
Table 2.
Emojis used in sexting

<i>Description</i>	<i>Emoji</i>	<i>Representation</i>
The peach		The buttocks
The taco		The vagina
The eggplant		The penis
The tongue		Oral sex
Sweat droplets		Sweating due to sex

Note. A beginners guide to sexting with emoji (Bond, 2016) – Source

Once adolescents have become accustomed to the essential emojis used in sexting, they then may use the icons to create narratives regarding what they want pertaining to sex. Thus, as can be seen from the table, emoji can therefore be manipulated to communicate sexual language using these icons as visual metaphors.

Table 3.
Some common sexual emoji narratives

<i>Emoji configuration</i>	<i>Narrative</i>
	Booty smack
	Penetration
	Booty call
	I'd like to put my hands on your breasts
	I'd like to be Eiffel Towered by you and a friend
	I would like you to chain me up for a *BDSM experience (*Bondage / Discipline /Sadism /Masochism)

Note. A beginners guide to sexting with emoji (Bond, 2016) – Source

The researcher has judiciously selected only several sexual emoji narratives, as illustrated in the above table. Her personal reaction to some of the other narratives was shock. Some narratives bordered on being quite salacious/obscene in nature, in her personal view as a parent and as a researcher. A parent or a teacher, for example, may be completely incognisant of some of the stories which can be creatively produced with the use of sexual emojis. By way of illustration, a parent may be stunned to know the real meaning behind the fifth configuration in the above-mentioned table. Here, a girl is essentially asking to be Eiffel Towered by two boys. This refers to her being in a *doggy-style* sexual position. While on all-fours, she performs fellatio on the one boy, while the other boy penetrates her; all the while, the two boys are holding hands above her, in an Eiffel Tower formation.

Based on the sexting ciphers and emojis illustrated in the aforementioned tables, there is a serious need for adolescents to be guided pertaining to safe online etiquette, especially as online apps play such a pivotal role in shaping adolescent’s sexuality these days. There is no doubt that sexting does provide a novel way of sexual expression amongst adolescents, but one needs to consider the potential risks and consequences accompanying sexting.

POTENTIAL RISK FACTORS AND RAMIFICATIONS

Even though sexting is considered to be a relatively new phenomenon, certain researchers have delved into this field of study to better understand possible risk factors and consequences associated with sexting. As believed by Albert and Steinberg (2011), adolescents are less likely to think about the long-term effects of online sexual disclosures, because the short-term rewards are considered to be more enticing. In this research study, it was discovered that there are psychosocial, educational, and legal concerns associated with sexting. However, some researchers do not believe that these concerns are really noteworthy. For example, Chalfen (2009) believes that sexting actually provides adolescents with an innocuous *high* (similar to a drug addict's high), which does not result in the typical possible physical consequences of risky sexual behaviour (such as pregnancy, or HIV/STI transmission). When it comes to adolescent sexting, the risks and consequences associated with sexting are not necessarily limited to physical consequences to what may occur to one's body, but are more relational or emotional in nature.

As attested to by a number of authors, numerous psychosocial consequences resulting from sexting may exist, to be precise, for example embarrassment, shame, friendship marginalisation, sexual solicitation, increased risk of online sexual victimisation, school suspension, school transfer, depression, anxiety, or even suicide (Brown & L'Engle, 2009; Chalfen, 2009; O'Keeffe & Clark-Pearson, 2011).

Accordant with the respondents in the focus groups in the Van Ouytsel et al.'s (2017) study, the following responses were elicited as perceived consequences of sexting behaviour: forwarding the photograph or publishing it on a social networking site; showing the photograph to others; exposing the photograph as revenge after a break up; and blackmailing the sender of the photograph. One of the major obstacles associated with sexting is the power that the receiver of the sext has, in that he or she may freely distribute the image or text to others, thereby intensifying the probability of social shaming, cyberbullying, and revenge pornography (Wilkinson et al., 2016; as cited in Buren & Lunde, 2018; Walrave et al., 2018).

As reported by Gewirtz-Meydan et al. (2018), research studies have found that sexting is correlated with having vaginal sex (Rice et al., 2012; Temple et al., 2014), anal and oral sex (Ybarra & Mitchell, 2014), and having unprotected sex (Rice et al., 2012). Other authors have also pointed out that sexting has been linked to emotional problems, including but not limited to depression, (Yeung et al., 2014), and alcohol usage (Ybarra & Mitchell, 2014). Broad consensus exists with regard to the correlations between sexting and other variables. For example, conformable to Temple et al. (2014), AOD usage could possibly impede adolescents' decision-making abilities, thereby possibly resulting in engaging in risky sexual behaviours. In the Ševčíková (2016) study which drew data from 17 016 11-16 years old adolescents in the EU Kids Online II project, it was found that teenage sexting was linked to emotional problems and alcohol usage.

Academic opinion suggests that adolescents may seem naïve regarding the fact that their online interactions create digital footprints (O'Keeffe & Clark-Pearson, 2011; Walker et al., 2011). Thus, adolescents' sexting history may produce inadvertent implications within an educational context. For example, study/career opportunities may be jeopardised. Another example would be that these individuals may not be able to be employed at tertiary educational institutions, due to their former sexting history.

In an extant study conducted by Gewirtz-Meydan et al. (2018), researchers were determined to unpack the current and future impact of sexting on adolescents. They conducted research in August 2010 and January 2011 on a nationally representative sample of 1560 internet users between the ages of 10 and 17. Some of the results from this study are as follows: 86% of youth noted that sexting under the age of 18 is regarded to be a crime; 71% of these youth noted that sexting would most likely cause them to experience ramifications at school; 59% of these youth observed that they may get into trouble with the police. It was interesting to note that an attitudinal difference existed amongst youth who engaged in sexting as opposed to those who did not. Those who did, generally held beliefs that sexting would negatively impact their chances of getting a job; and cause emotional damage to friendship, romantic relationships, and family relationships.

As per Walker et al. (2011), sexting also plays a role in objectifying females; the aforesaid authors mention that sexually charged images are typically of women, and are usually forwarded by males. However, as claimed by Brown and L'Engle (2009), girls can also become part of their own objectification when they self-generate sexualised pictures. Consequently, they learn to treat themselves as objects of desire to be valued solely for their appearance. In pursuance with Walrave et al. (2018), girls in particular are oftentimes seen as the victims of sexualisation with popular media

content. In light of this, Spooner and Vaughn (2016) claim that a great deal of effort needs to be made to convince girls (i.e. potential sexters) not to engage in sexting because this may lead to two possible problems: (1) girls therefore being the authors of sexualised content; and (2) sexting could eventually be used against them.

Sexting under the age of 18 years old is considered to be illegal, however it is still a phenomenon which occurs with younger teens, even though it may not necessarily be as prevalent as with older teens (Buren & Lunde, 2018).

Another worrying consequence is that compromising sexual photos/videos of children under the age of 18 years old may also be accessible to paedophiles (Badenhorst, 2011). As attested to by the aforementioned scholar, an unintended consequence of sexting is that it may be viewed as pornography. Sending sexts may therefore result in children being criminally prosecuted for behaviour that they may not necessarily deem wrong or illegal (Badenhorst, 2011).

It can be argued that more emphasis needs to be applied with regard to adolescents' online etiquette, especially pertaining to sexting. Instead of propagating the silence in relation to sexting, stakeholders should be educating adolescents regarding the risks and consequences associated with sexting (Schmitz & Siry, 2011). While the phenomenon of sexting may appear to be innocuous, many contemporary studies have reported that adolescents may suffer from various types of online abuse, control, or harassment in interpersonal relationships, which take the form of cyberbullying, cyberstalking, grooming, and cyber dating abuse – all of which may have both legal and health implications (Gomez et al., 2017; Morelli et al., 2018).

GENDER CONSIDERATIONS PERTAINING TO SEXTING

Studies which focus on the gender differences pertaining to sexting have found that males in general have more favourable attitudes towards sexting (Lim et al., 2016; Rodriguez-Castro et al., 2018). However, another study revealed that those who usually display favourable attitudes towards sexting usually have less knowledge concerning sexual health, tend to use condoms inconsistently with casual partners, and tend to use alcohol excessively on a weekly basis (Lim et al., 2016).

Regardless of the motives behind sexting, an important point to note is that of the sexual double standard which plays out especially during the adolescent period. In general, it was found that boys who sext usually receive increased social status and gain popularity, while girls are prone to negative name-calling and damage to their reputations (Ringrose et al., 2013). This is in line with what other scholars have found in their research. As claimed by Lippman and Campbell (2014), and Walker et al., (2013), adolescent girls customarily tend to receive more criticism than their counterparts, should they refuse to sext. On the other hand, boys seem to be regarded in a more positive light if they engage in sexting behaviours.

In a mix-methods research study conducted by Bomester (2021), the researcher performed face-to-face interviews with eleven South African adolescents from two local secondary schools in the Western Cape Province of South Africa. Two common threads which emerged from the data were the sending of photos of male genitalia (i.e. dick pics), and adolescent boys exploiting girls through the transmission of nude images.

Dick pics (DPs) would fall under the categorisation of self-made sexually explicit photographs (Klettke et al., 2014). As mentioned by Waling and Pym (2019), the dick pic has become a growing cultural phenomenon in the digital realm. Stated differently, DPs are self-taken pictures of penises sent by males via electronic devices (Mandau, 2020). The aforementioned author conducted a study exploring the receiving and sending of unsolicited DPs. From his data collected from seven focus group interviews, it was found that girls experience unbidden dick pics as invasive. The aforesaid author explains that girls view the sending of DPs as misguided attempts at flirting, while boys regard this as a way of showing off, complimenting, hooking up with, or getting nude pictures in return from girls (Mandau, 2020). It is interesting to note how quickly an online conversation via WhatsApp can accelerate from a casual discourse for the boy to him sending a DP to the girl, as was shared by several participants in the Bomester (2021) study. Perhaps the teenage boy in this case was showing off, or wanting to hook up with the girl. Alternatively, he may have wanted her to reciprocate his gesture, by sending a nude to him. Perhaps his motive could be to titillate the recipient (Walrave et al., 2015).

Scholars are not in agreement regarding whether this type of sexting may be innocuous or harmful for the adolescent (Schloms-Madlener, 2013). The researcher believes that one should not be too overly critical of young boys who engage in this form of sexting. Congruous to some authors, the sharing of self-made sexually explicit photographs via mobile/internet applications may assist in helping teenagers explore their sexuality and their sexual identities (Smahel

& Subrahmanyam, 2014; Walrave et al., 2015). However, it must be added that while this behaviour may possibly be considered as normative, it does not mean that this phenomenon does not have consequences.

The spontaneous sending of DPs is without a doubt a form of sexual harassment and violence against women claims Waling et al. (2019). Regardless of whether or not the reader concurs with the latter view, what is evident is that DPs do not tend to go viral as the nudes of females. Several participants in the Bomester (2021) study expressed opinions regarding boys who exploit girls through the transmission of their nudes. This view was echoed in studies by Lippman and Campbell (2014) and Yeung et al. (2014), who believe that adolescent boys collect nudes of girls and consequently view the nudes as their trophies to possibly show off to others. It is true that sexting does not result in physical ramifications such as pregnancy or HIV/STI transmission (Chalfen 2009) yet the emotional repercussions are quite real. In pursuance with Bomester (2021), one participant explained how a nude image of an adolescent female was uploaded onto Instagram, and that she felt embarrassed upon making this discovery. A number of scholars discussed the emotional consequences as a result of sexting, embarrassment being one of them (Brown & L'Engle, 2009; Chalfen, 2009; O'Keeffe & Clark-Pearson, 2011). One of the major obstacles associated with sexting is the power that the receiver of the sext has, in that he or she may freely distribute the image or text to others, thereby intensifying the probability of social shaming, cyberbullying, and revenge pornography (Wilkinson et al., 2016; as cited in Buren & Lunde, 2018; Walrave et al., 2018). It is the researcher's view that adolescent males may exploit the nudes of girls, thereby placing them in very disempowering positions, hence, unfortunately it is oftentimes adolescent females who bear the brunt of social shaming online. On the one hand, nudes may play a role in objectifying females (Walker et al., 2011). On the other hand, girls can also become part of their own objectification when they self-generate sexualised pictures (Brown & L'Engle; 2009). Consequently, they learn to treat themselves as objects of desire to be valued solely for their appearance. In pursuance with Walrave et al. (2018), girls in particular are oftentimes seen as the victims of sexualisation with popular media content. In light of this, Spooner and Vaughn (2016) claim that much effort needs to be made to convince girls (i.e. potential sexters) not to engage in sexting because this may lead to two possible problems: (1) girls therefore being the authors of sexualised content; and (2) sexting could eventually be used against them.

LEGAL RAMIFICATIONS ASSOCIATED WITH SEXTING

Badenhorst (2011), author of an article entitled *Legal responses to cyberbullying and sexting in South Africa*, states that the relatively new phenomenon of sexting has emerged over recent years, and because it is so unfamiliar to parents, many are unsure of how to prevent and deal with this behaviour. In addition, as specified by Albury and Crawford (2012), very few teenagers seem to be cognisant of the legal repercussions associated with sexting. Internationally, sexting – which includes the non-consensual dissemination of sexual images – carries the risk of prosecution in many countries (Strasburger et al., 2019). Within the South African context, there appears to be general ignorance pertaining to anti-child pornography laws in South Africa. Sexting explicit sexual images of adolescents under the age of 18 years old is considered to be child pornography, therefore creating and/or distributing of sexting images is considered to be a criminal offence. Parenthetically, a child is described as a person under the age of 18 years old (Sauter, 2015). Section 19 of the Criminal Law regarding Sexual Offences and Related Matters Amendment Act of 2007 provides guidelines regarding actions which may be taken regarding adolescent sexting. Existing criminal law responses to this phenomenon in South Africa include: (a) *crimen injuria*; (b) assault; (c) criminal defamation; and (d) extortion. Arguably, these forms of criminal law prosecutions may be devastating and costly to both adolescents and their families (Strasburger et al., 2019). Certain researchers are of the view that formal laws within the criminal justice system should not be seen as a solution for adolescent sexting incidents, as teenagers typically tend not to be discouraged by rules.

Badenhorst (2011) does caution that these legal ramifications may be inappropriate for children under the age of 18 years old though. Rather, she points out that a minor involved in sexting be legally dealt with, with reference to the Child Justice Act (CJA).

ONLINE SAFETY GUIDELINES

As attested by Michaud and Free (2017), today's adolescents are growing up with access to digital tools, and they frequently make use of information and communication technologies. Accordant with Cohn (2009), the electronic world has transformed the way 21st century adolescents are growing up, as well as changing the skills which caregivers need to help teenagers circumnavigate this world. While technology may be advantageous in a myriad of ways, it can have important risks if misused or overused (Yepez-Tito et al., 2020). How then do adults, be they parents or educators, intervene when it comes to sexting?

In terms of intervention within a school context, Chalfen (2009) states that educators should be empowered to deal effectively with sexting, and care should be taken not to cause secondary trauma to the individuals involved. Conformable to Hinduja and Patchin (2008), it is vital for all schools (especially secondary schools) to have well-defined anti-sexting policies. The researcher concurs with Hinduja and Patchin (2008) who argue that school sexting education strategies are imperative. These strategies could encompass assemblies (for information-dissemination); staff development for educators and online resources to be shared with parents via the schools' electronic communicating apps.

Online safety also needs to be incorporated into effective sexuality programmes for adolescents within the school context. Adolescents do need to be taught about the potential risk factors and ramifications appertaining to sexting, especially the exchange of nude photographs and videos. It would be advisable to provide adolescents with adequate knowledge regarding the health and legal ramifications associated with sexting.

Scholms-Madlener (2013) believes that parents and educators should undoubtedly keep abreast with social media, and become more involved in the monitoring of their children's use of social media. Parents, in particular, should be playing a more active role in ensuring that their adolescent children are practically skilled in relation to staying safe online.

Sadlier (2019), a leading social media expert in South Africa (as previously mentioned) and the founder of *The Digital Law Company* endorses ten simple general guidelines which should be followed as teenagers voyage through the online world:

1. *Remember the billboard test* – if an adolescent is not comfortable putting the prospective message on a billboard with one's face and biographical details, then it is not a good idea to put the message online.
2. *Manage one's digital CV* – it is crucial that adolescents are aware of the fact that potential universities or employers may Google their names, and they reserve the right *not* to hire or accept an application based on adolescents' digital footprints. Therefore, teenagers need to be cognisant of the reputations which they are building online.
3. *Use privacy settings* – parents and educators also need to teach the youth about the importance of privacy settings, as having open accounts can be accessible for anyone online. This could be potentially quite precarious.
4. *Keep passwords safe* – adolescents need to be guided to create exceptionally strong passwords for their devices; these passwords need to be shared by legal guardians or parents though.
5. *Be aware of stranger danger* – oftentimes, people are not who they claim to be online. In reality, these individuals may have a hidden agenda for wanting to be in contact with young people. Thus, teenagers are cautioned to not message, telephone, or 'add' anyone that they (and their legal guardians/parents) have not personally met in reality.
6. *Do not share personal information online* – any form of demographic information sharing should be strongly discouraged, as adolescents may not only place their own lives in danger, but also their family's lives.
7. *Disable location services* – another helpful recommendation is for adolescents to turn off their location settings for all social media applications, as location sharing may place their lives and their family's lives at risk.
8. *Nudes are never a good idea* – within the context of this theoretical paper, this guideline is particularly beneficial, in that adolescents should never send, take or ask for nude pictures. Remember that if they are the subjects of the nudes, their actions are considered to be criminal offences relating to child pornography.
9. *Do not open any suspicious links or attachments* – it is prudent to remember this vital guideline in order to be safe online.
10. *Always alert a trusted adult* when one receives suspicious phone calls; or harassing, threatening, disturbing, offensive, illegal, or inappropriate content (Sadlier, 2019).

CONCLUSION

In this theoretical paper, the topic of sexting was comprehensively discussed, followed by several practical recommendations for ensuring online safety for adolescents.

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PRICE PREDICTION FOR BLACK PEPPER IN SARAWAK

Anding Nyuak

Jabatan Teknologi Maklumat Dan Komunikasi, Politeknik Kuching Sarawak (PKS), Malaysia,
Email: andingnyuak@poliku.edu.my

Muliyani Abdullah

Jabatan Teknologi Maklumat Dan Komunikasi, Politeknik Kuching Sarawak (PKS), Malaysia,
Email: muliyani@poliku.edu.my

Ghani Rashed@Mohamed

Jabatan Kejuruteraan Awam, Politeknik Kuching Sarawak (PKS), Malaysia,
Email: abdghani@poliku.edu.my

ABSTRACT

Agriculture is very important activities in Sarawak to generate the income and support the livelihood of rural people. Due to its importance, the Sarawak government came up with the vision and mission to transform and sustain the agriculture and rural economy through modernization and commercialization and target Sarawak to be the Net Exporter of Food by 2030. Black pepper production is one of the main agriculture activities and predominantly cultivated by smallholders that are mostly in rural areas. To be sustainable, it is very important to predict the price of black pepper for relevant agencies to strategize the marketing plan of the black pepper products and at the same time to draw up policy to support farmers' welfare. In this paper, we applied machine learning to predict the price of black pepper based on climatology data, production, planting area, and consumption for the year from 2010 to 2020. In our analysis, we implemented prediction algorithms like ARIMA, SVM, and LSTM to show the results in data visualizations. Our result shows that LSTM outperformed SVM and ARIMA in predicting black pepper price.

Keywords: Black pepper, prediction, ARIMA, SVR, LSTM

1. INTRODUCTION

Agriculture is very important activities in Sarawak to generate the income and support the livelihood of rural people. Due to its importance, the Sarawak government came up with the vision and mission to transform and sustain the agriculture and rural economy through modernization and commercialization and target Sarawak to be the Net Exporter of Food by 2030. The focus of the strategies leapfrogging the income of the rural people by integrate and shift the traditional farming into the use of digital technology. To quote honorable Deputy Premier of Sarawak, “it is time to introduce smart farming and other advance methods to help farmers increase productivity and income”. Black pepper production is very important agriculture commodity synonym with rural farmers and Malaysia among the main exporters of the spice to the world.

A research by Entebang et al (2020), mentioned that the pepper prices continue to decrease more than 70% since 2015, and just recently show some increase in pepper prices due low production in the world market. Currently, Sarawak exporting 95% of black pepper products and fifth producer in the world. Malaysia exported about 9,820 tonnes of pepper, generating RM145.6 million in revenue. The markets included Japan, China, Taiwan, South Korea, Vietnam, Singapore, Thailand and the European Union. However, the fluctuation of pepper prices affected the overall household income of the rural community engaged in pepper farming. In addition to that, lack of technology usage such digital agriculture in pepper farming probably the cause of decrease of pepper yield, higher cost of farming resources and lack of up to date information on pepper demand and production. For example, Izzah and Wan Asrina (2019) in their study “Black Pepper in Malaysia: An Overview and Future Prospects” describe the problems faced by the farmers such as flood, price fluctuation and disease outbreak. They concluded that the application technologies in land conservation and precision agriculture could be the way for future for pepper farming industry.

2. RELATED WORKS

It is very important for farmers and policy makers to stay in sync with the market demand for the pepper products to be competitive and sustainable. The advancement in the technology using data analytic or machine learning could help to analyze on its characteristics, demand, and current market trends for pepper price prediction. Prior studies by Manogna & Mishra (2020), evaluating on the benefits and impacts of price analysis, indicate that the increase or decrease movement in the price of agriculture products could help the farmers and policy maker to make better plan ahead. Chuluunsai Khan et al (2019), developed a web-based Agriculture Big Data Analysis System using Autoregressive Integrated Moving Average Model (ARIMA), Decision Tree Regression, K-Means and Long Short-Term Memory (LSTM). They collected data from various websites for structured data such as panel data, wholesale and retail price and also climate data. Whereas for unstructured data, they collect text and video data from news, blogs, and twitter using web crawling. The result in their analysis stated that the ARIMA model is more accurate for price prediction and deep learning analysis using LSTM model to the structured and unstructured data. The model predicts price with 82% as a result of accuracy. A study conducted by Liew et al (2003), on black pepper price forecasting using Autoregressive Moving Average (ARMA) time series concluded that ARMA (1,0) model provide the best prediction for pepper price.

In 2018, Wang et al (2018), published a paper on the price prediction for garlic using dataset of monthly average price data for 2010–2017 in Shandong, China using ARIMA time series model. According to them, yield is the most important factor influencing the garlic price fluctuation, however, weather and planting should be considered in the prediction too. The comparison among algorithm such as ARIMA, Seasonal Autoregressive Integrated Moving Average (SARIMA), support vector regression (SVR), AdaBoost, and (LSTM) to predict corn and sugar price by Silva et al (2021), found that SVR shows the best result in their experiment. However, for SARIMA and ARIMA, both econometrics models, presented the worst output in corn and sugar price prediction. The study of independent variables in forecasting annual average of pepper price using area harvested, production of pepper, yield of pepper, export of pepper, consumption of pepper and inflation found that area and production are significant independent variables of pepper price in all the countries, whereas yield play an insignificant determinant of pepper price across countries (Korah & Mohankumar, 2021). Price prediction using LSTM and ARIMA time series for cabbage in China (Jin et al, 2019), stated that LSTM perform better in term of accuracy compared to ARIMA by evaluating the RMSE and MAPE values.

3. METHODOLOGY

The selection of algorithm in machine learning is depended on the Figure 1: Model Selection Framework as described later in this section.

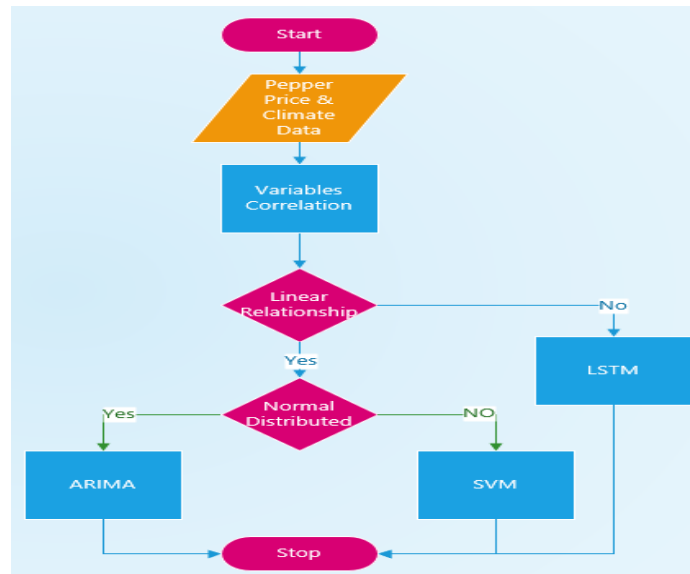


Figure 1: Model Selection Framework

3.1 Data set

The data set was obtained from Malaysia Pepper Board (2017 to 2022) and Malaysia Open Data Portal (2010 to 2020) based on yearly and monthly. Whereas data for climate such temperature, rainfall, humidity were retrieved from Climate Change Knowledge Portal (CCKP).

4. ANALYSIS AND DISCUSSION

4.1 Independent and Dependent Variables Correlation

4.1.1 Pearson Correlation

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) is a measure of the strength of a linear association between two variables and is denoted by r (Guo & Li, 2019). The stronger the association of the two variables, the closer the Pearson correlation coefficient, r , will be to either +1 or -1 depending on whether the relationship is positive or negative, respectively. As shown in **Error! Reference source not found.**, for example area, export and price has the strong correlation. Based on r value in **Error! Reference source not found.**, we proposed for Grander Causality Test (GCT) to quantify the relationship among the variables as described in next section 4.1.2.

Table 1: Pearson correlation coefficient

	Area	Production	Consumption	Export	Temp	Rainfall	Humidity	Cloud	Price
Area	1.000000	-0.649854	-0.461786	0.761376	0.319528	-0.689775	-0.430384	0.002686	0.761920
Production	-0.649854	1.000000	0.900407	-0.241891	-0.488632	0.663418	0.019752	-0.456406	-0.252713
Consumption	-0.461786	0.900407	1.000000	-0.067027	-0.385675	0.451628	-0.217855	-0.448417	-0.019613
Export	0.761376	-0.241891	-0.067027	1.000000	0.041280	-0.616204	-0.633062	-0.430572	0.984404
Temp	0.319528	-0.488632	-0.385675	0.041280	1.000000	-0.747958	0.223886	0.192721	0.115097
Rainfall	-0.689775	0.663418	0.451628	-0.616204	-0.747958	1.000000	0.243131	0.013654	-0.670476
Humidity	-0.430384	0.019752	-0.217855	-0.633062	0.223886	0.243131	1.000000	0.270193	-0.660701
Cloud	0.002686	-0.456406	-0.448417	-0.430572	0.192721	0.013654	0.270193	1.000000	-0.452759
Price	0.761920	-0.252713	-0.019613	0.984404	0.115097	-0.670476	-0.660701	-0.452759	1.000000

4.1.2 Granger Causality Test (GCT)

It is very important to discover and quantify the relationship among the variables used in the dataset. The result from this relationship can help in preparing data to meet the expectations of machine learning algorithms, such as linear regression, whose performance will degrade with the presence of these interdependencies (Ning et al, 2019). As shown in Figure 1, the model will be applied to the dataset depend very much on the variable’s relationship. In our case, we implemented Granger Causality Test (GCT) for multivariate time series forecasting. Before we proceed with GCT, we used Vector Autoregressive (VAR) model to understand each variable over times, the result of VAR as shown in Figure 2: Multivariate Relationship Using VAR Model.

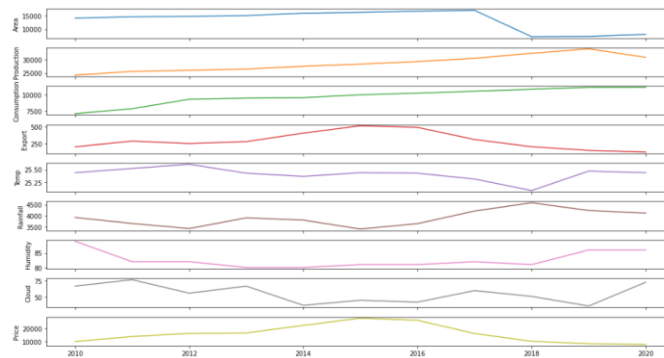


Figure 2: Multivariate Relationship Using VAR Model

Based on result shown in Figure 3: GCT Result for two of the variables pepper consumption and price, we can say that both are inconclusive. Hence, we use Kwiatkowski–Phillips–Schmidt–Shin (KPSS) and Augmented Dickey Fuller Test (ADF) tests to conclusively check for stationarity or non- stationarity of the data.

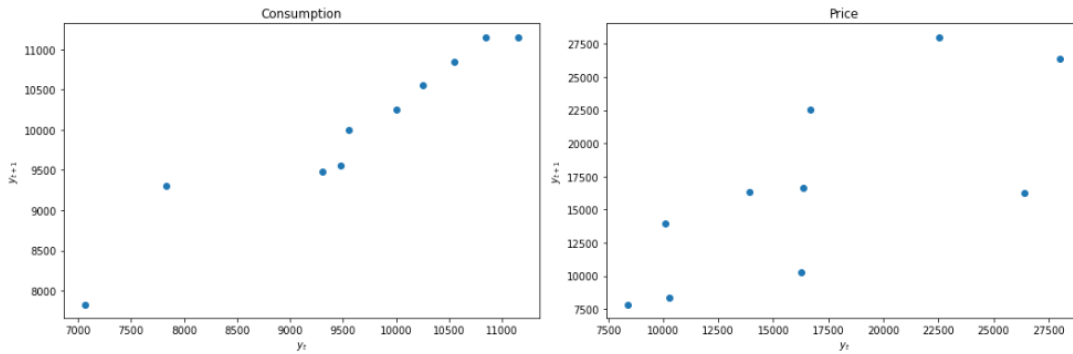


Figure 3: GCT Result

4.1.2.1 Kwiatkowski–Phillips–Schmidt–Shin (KPSS)

Table 1: KPSS Result indicates that p-value for all variables are equal to 0.0100, and we can conclude data is not stationary. A major disadvantage for the KPSS test is that it has a high rate of Type I errors. One way to deal with the potential for high Type I errors is to combine the KPSS with an ADF test.

Table 1: KPSS Result

	Area	Production	Consumption	Export	Temp	Rainfall	Humidity	Cloud	Price
Test statistic	0.3297	0.4035	0.2858	0.3244	0.4287	0.3841	0.2795	0.2992	0.3221
p-value	0.0100	0.0100	0.0100	0.0100	0.0100	0.0100	0.0100	0.0100	0.0100
Critical value - 1%	0.2160	0.2160	0.2160	0.2160	0.2160	0.2160	0.2160	0.2160	0.2160
Critical value - 2.5%	0.1760	0.1760	0.1760	0.1760	0.1760	0.1760	0.1760	0.1760	0.1760
Critical value - 5%	0.1460	0.1460	0.1460	0.1460	0.1460	0.1460	0.1460	0.1460	0.1460
Critical value - 10%	0.1190	0.1190	0.1190	0.1190	0.1190	0.1190	0.1190	0.1190	0.1190

4.1.2.2 Augmented Dickey Fuller Test (ADF)

Table 2: ADF Result show that all variables for p-value > 0.05: Fail to reject the null hypothesis (H0), the data has a unit root and is non-stationary except for humidity and price.

Table 2: ADF Result

	Area	Production	Consumption	Export	Temp	Rainfall	Humidity	Cloud	Price
Test statistic	-2.6462	-0.7826	-1.9981	-1.4266	-2.2523	-1.4608	-2.9585	-2.6347	-2.9702
p-value	0.0838	0.8242	0.2874	0.5695	0.1878	0.5528	0.0390	0.0860	0.0378
Critical value - 1%	-4.9387	-4.6652	-4.6652	-4.9387	-4.3316	-4.3316	-4.3316	-4.3316	-4.9387
Critical value - 5%	-3.4776	-3.3672	-3.3672	-3.4776	-3.2330	-3.2330	-3.2330	-3.2330	-3.4776
Critical value - 10%	-2.8439	-2.8030	-2.8030	-2.8439	-2.7487	-2.7487	-2.7487	-2.7487	-2.8439

Since ADF and KPSS test indicate that all variables are not stationary, we apply differencing first before building our VAR model. The result after differencing process as shown in Figure 4 : Dataset after **Differencing**. As the dataset were ready and we can proceed with ARIMA, SVR and LSTM algorithms as discussed in sections 4.2, 4.3 and 4.4.

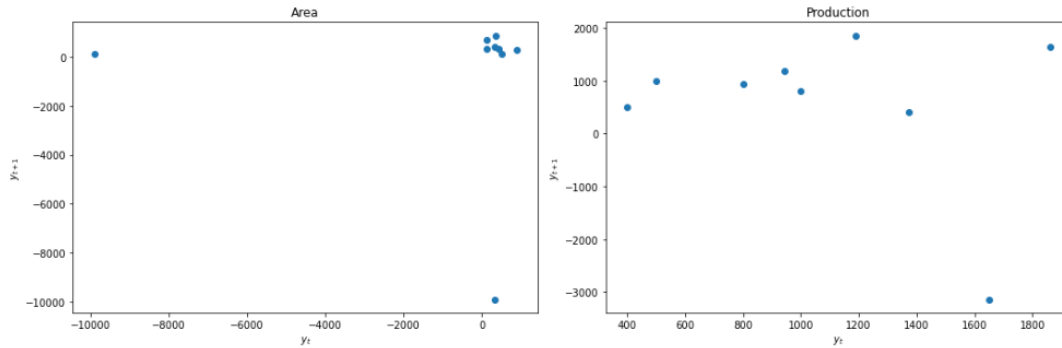


Figure 4 : Dataset after Differencing

4.2 ARIMA

ARIMA, short for ‘Auto Regressive Integrated Moving Average’ is actually a class of models that combined of the differenced autoregressive model with the moving average mode (Kotu & Deshpande, 2018) so that equation can be used to forecast future values. The model is characterized by 3 terms: p , d , q where, p is the order of the AR term, q is the order of the MA term d is the number of differencing required to make the time series stationary.

Based on the dataset that we got as mentioned in Section 3.1, we calculated the P value and the result as shown in **Error! Reference source not found.** and the graph as shown in *Figure 5: Dataset for Black Pepper Price*. As the dataset was non-stationary, we applied autocorrelation and Partial Autocorrelation (PACF) as discussed in Section 4.2.1 and 4.2.2. As in our case P Value > 0.05 we processed the data with finding the order of differencing.

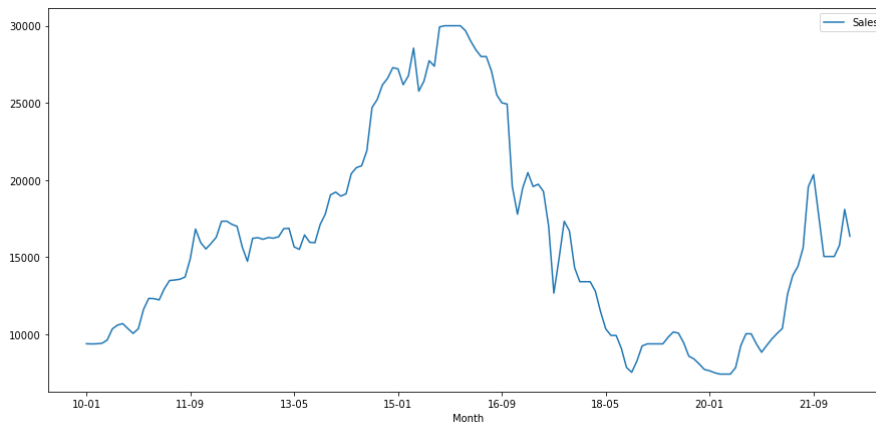


Figure 5: Dataset for Black Pepper Price

Table 4: P Value for Black Pepper Dataset

ADF Statistic:	1.455787
p	value: 0.555258

4.2.1 Autocorrelation plot of the time series

4.2.1.1 To make a series stationary (d)

As shown in *Figure 6: Autocorrelation Time Series*, the time series reaches stationarity with two orders of differencing. Inspection at the autocorrelation plot for the 2nd differencing the lag goes into negative zone fairly quick, which indicates, the series might have been over differenced.

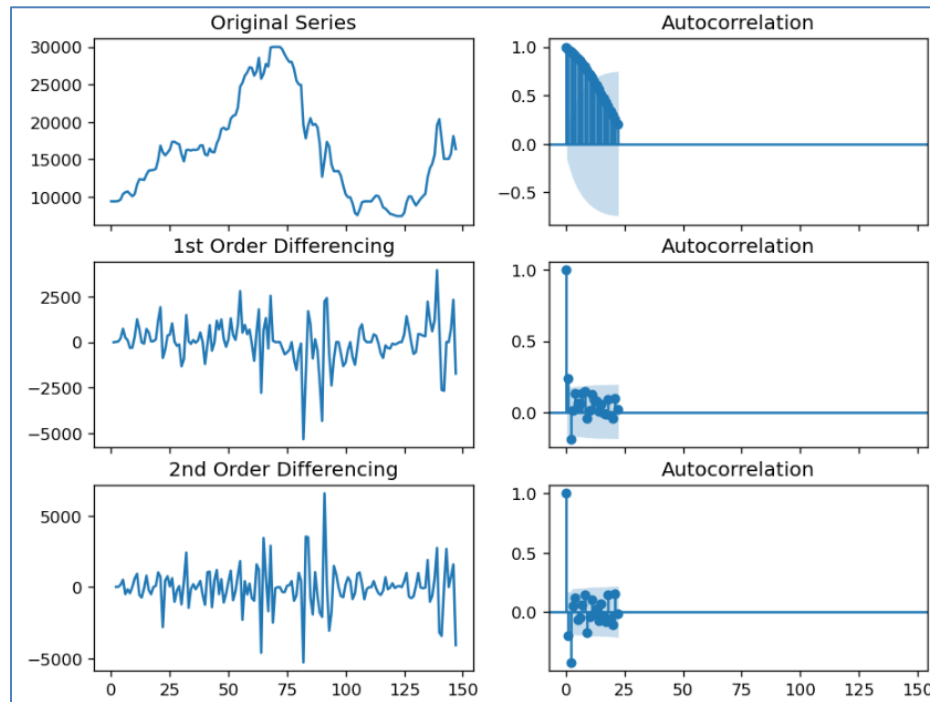


Figure 6: Autocorrelation Time Series

4.2.2 Partial Autocorrelation (PACF).

4.2.2.1 To find the order of the AR term (p)

After a time-series has been stationarized by differencing, the next step in fitting an ARIMA model is to determine whether AR or MA terms are needed to correct any autocorrelation that remains in the differenced series. A partial autocorrelation is the amount of correlation between a variable and a lag of itself that is not explained by correlations at all lower-order-lags. So, PACF sort of conveys the pure correlation between a lag and the series. Partial autocorrelation of lag (k) of a series is the coefficient of that lag in the autoregression equation of Y.

Autoregression equation

$$y_t = \delta + \phi_1 y_{t-1} + \phi_2 y_{t-2} + \dots + \phi_p y_{t-p} + A_t$$

Where:

$y_{t-1}, y_{t-2} \dots y_{t-p}$ are the past series values (lags),

A_t is white noise (i.e. randomness),

and δ is defined by the following equation:

autoregressive model

where μ is the process mean

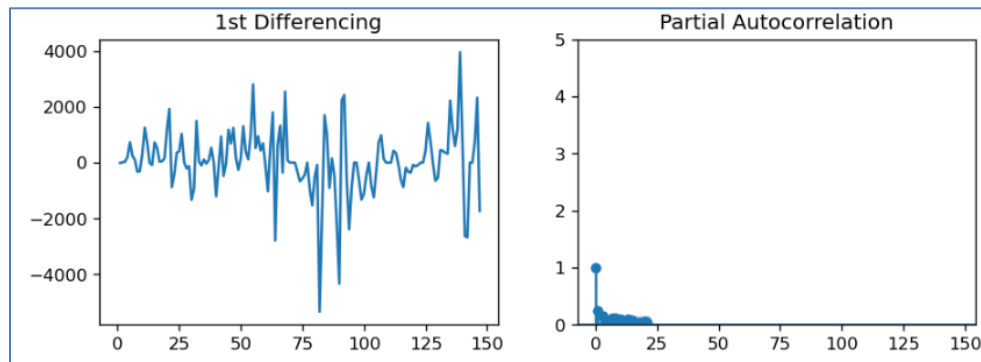


Figure 7: PACF

You can observe in *Figure 7: PACF* that the PACF lag 1 is quite significant since is well above the significance line.

4.2.2.2 To find the order of the MA term (q)

Just like how we looked at the PACF plot for the number of AR terms, you can look at the ACF plot for the number of MA terms. An MA term is technically, the error of the lagged forecast. Autocorrelation plot of the differenced series. Couple of lags are well above the significance line as shown in *Figure 8: ACF*.

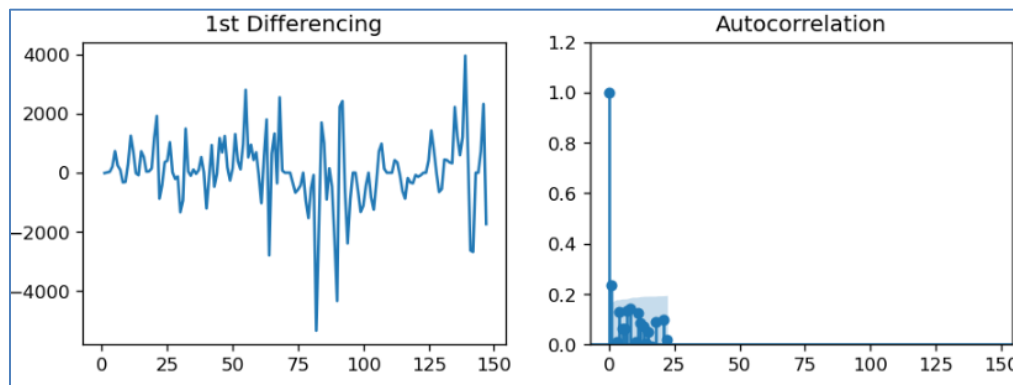


Figure 8: ACF

4.2.2.3 ARIMA Model Prediction

After series of processes as stated in the above section, the values of p, d and q, were put into ARIMA model using *statsmodels* package in Jupyter Notebook. The result as shown in *Figure 9: Result of ARIMA Model*. The result shows that ARIMA(3,1,1) performed the best model. $P > |z|$ value = 0.00, less than 0.05, which is very significant.

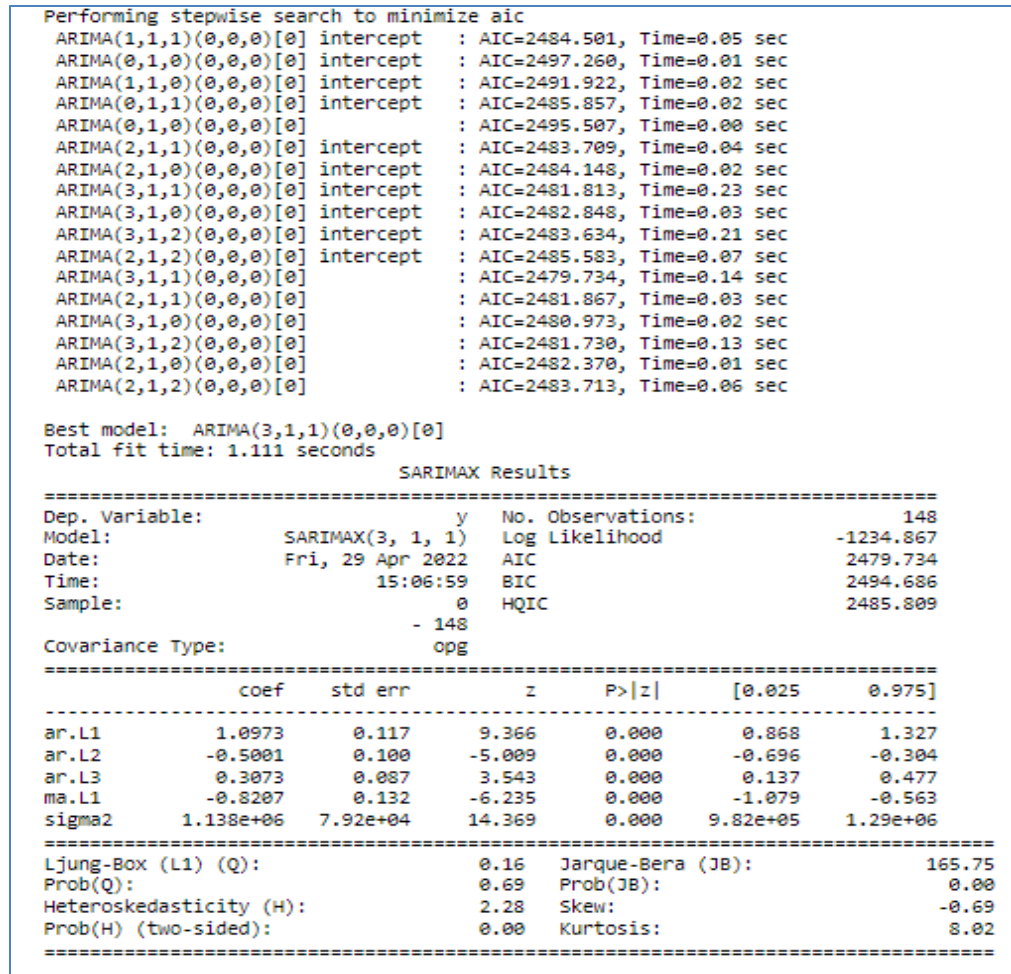


Figure 9: Result of ARIMA Model

Forecast result using ARIMA (3,1,1) model is shown in Figure 10: Forecast Using ARIMA (3,1,1), provided perfect prediction on the current price of black pepper.

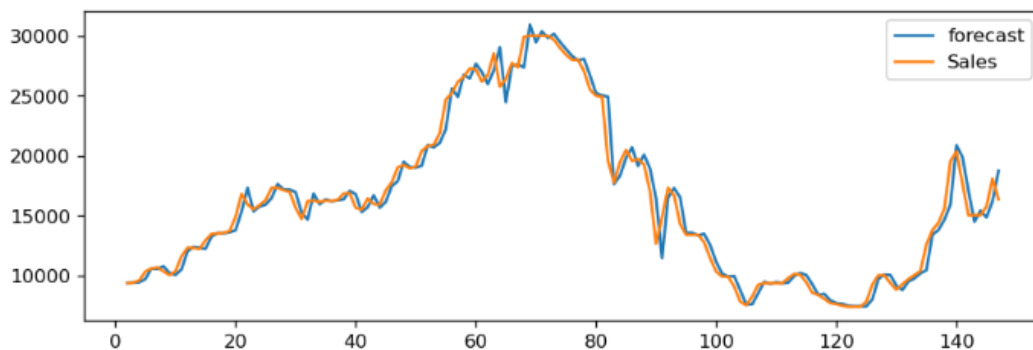


Figure 10: Forecast Using ARIMA (3,1,1)

4.3 Long Short-Term Memory Network (LSTM)

LSTMs are a type of Recurrent Neural Network for learning long-term dependencies. It is commonly used for processing and predicting time-series data. Marzi (2020) stated that LSTM able to process historical relations in time-series dataset. As mentioned in Ghosh et al (2019), classical neural network model, the input will produce the final output and will not be regarded as an input for another process within the system. However, in the real world, the output of the previous process could be the input for the next process as depicted in *Figure 11: LSTM Repeating Module*.

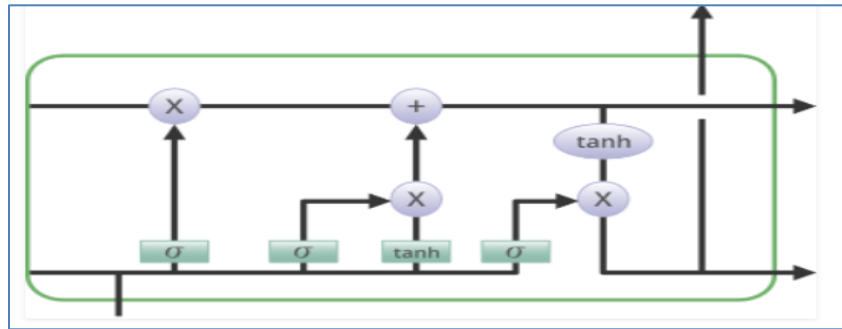


Figure 11: LSTM Repeating Module

LSTM use forget gate to decide which bits of the cell state are useful given both the previous hidden state and new input data. In doing this, LSTM algorithm looks at the previous state (h_{t-1}) and the current input x_t . The algorithm generates a vector where each element is in the interval $[0,1]$ using the sigmoid function. The output of previous state will be given close to 1 if it significant and close to 0 if it insignificant. The tanh function gives the weightage to the values passed, deciding their level of importance from -1 to 1. Finally, is to decide what will be the final output using the filter output gate. we run a sigmoid layer which determines what parts of the cell state make it to the output. Then, we supplied the cell state through the tanh function to push the values between -1 and 1 and multiply it by the output of the sigmoid gate.

4.3.1 Experimental Runs

In our case study, each experimental scenario is run for 10 times. We did this so that the random initial conditions for an LSTM network can result in very different results each time a given configuration is trained. The model will be evaluated on both the train and the test datasets at the end of each epoch and the Root Mean Square Error (RMSE) scores saved and displayed as shown in *Figure 12: LSTM RMSE*. The train and test RMSE scores at the end of each scenario are printed to give an indication of progress as shown in *Figure 13: RMSE and Different Epoch Values*. It shows that 4000 epochs training produced better result which RMSE = 1771 and standard deviation error = 0.396. The results also suggest further investigations may be warranted of epoch values between 4000 and 6000. However, due to limitation in hardware processing power, we were able to test more that 5 batches with different values of epoch training. As it takes hours to complete the process.

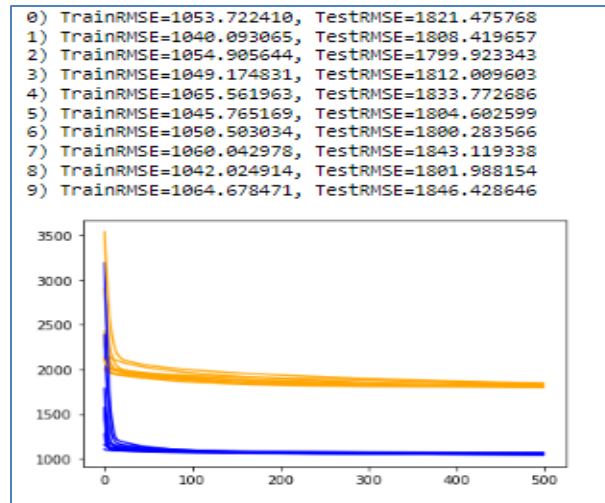


Figure 12: LSTM RMSE

```

1) Test RMSE: 1781.835
2) Test RMSE: 1772.102
1) Test RMSE: 1769.596
2) Test RMSE: 1786.850
1) Test RMSE: 1803.372
2) Test RMSE: 1757.612
1) Test RMSE: 1770.860
2) Test RMSE: 1771.420
1) Test RMSE: 1773.296
2) Test RMSE: 1775.248
    
```

	500	1000	2000	4000	6000
count	2.000000	2.000000	2.000000	2.000000	2.000000
mean	1776.968708	1778.223205	1780.492230	1771.140013	1774.271822
std	6.882119	12.200315	32.356933	0.395836	1.380148
min	1772.102315	1769.596280	1757.612423	1770.860114	1773.295910
25%	1774.535511	1773.909743	1769.052327	1771.000064	1773.783866
50%	1776.968708	1778.223205	1780.492230	1771.140013	1774.271822
75%	1779.401905	1782.536668	1791.932134	1771.279962	1774.759778
max	1781.835101	1786.850131	1803.372037	1771.419912	1775.247735

Figure 13: RMSE and Different Epoch Values

4.3.2 Pepper Price Prediction Using LSTM

As depicted in *Figure 14: Pepper Price Prediction*, we can see that the actual pepper price went up while our model also predicted that the price of the black pepper will go up. This clearly shows how powerful LSTMs are for analyzing time series and sequential data.

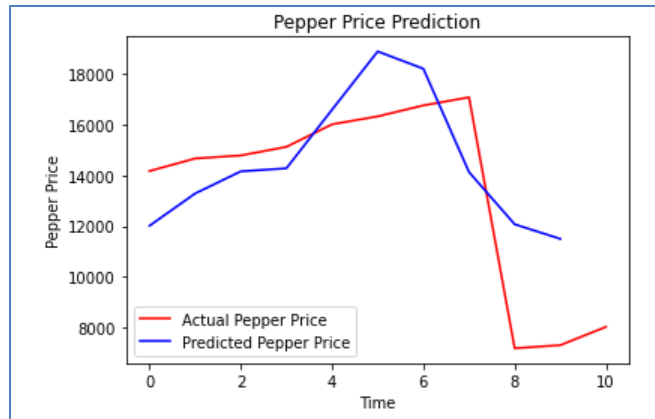


Figure 14: Pepper Price Prediction

4.4 Support Vector Machine (SVM)

SVM is a supervised machine learning algorithm that can be used for both classification or regression challenges. It is beneficial for revealing patterns in complex historical dataset (Sedighi et al, 2019) by using categorical learning on previous data to predict the category of unperceived data. *Figure 15: SVM Workflow* illustrates the flow of SVM in Jupyter Notebook.

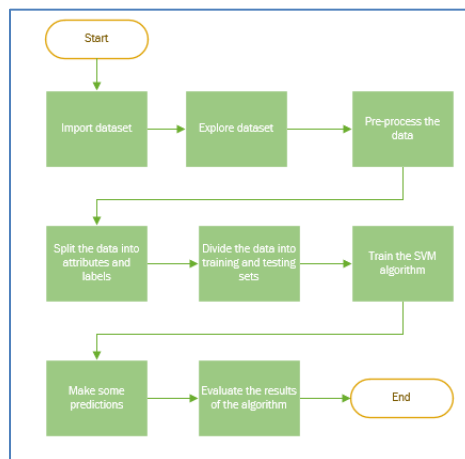


Figure 15: SVM Workflow

As stated in section 3.1, the dataset was imported to Jupyter Notebook for SVM and dataset exploration was executed as illustrated in *Figure 16: Dataset exploration* and *Figure 17: Dataset Exploration by Price*. This is a critical process to performing initial investigations on data so as to discover patterns, to spot anomalies, to test hypothesis and to check assumptions with the help of summary statistics and graphical representations.

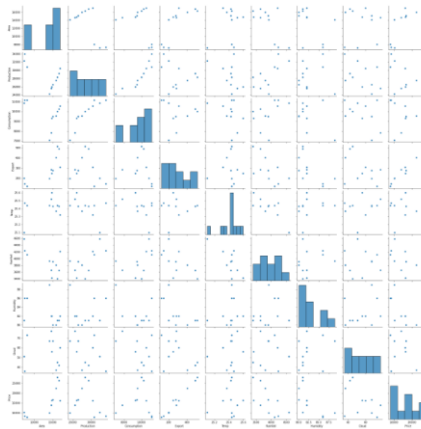


Figure 16: Dataset exploration

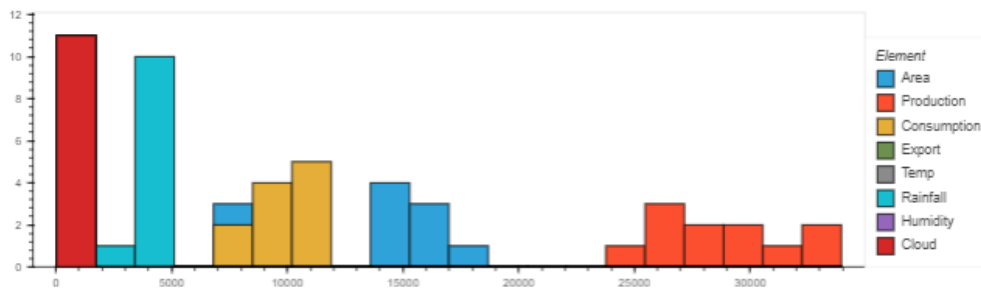


Figure 17: Dataset Exploration by Price

Dataset pre-processing is done to make sure raw data converted into the format that can be used to train SVM model. Once dataset is ready for SVM, dataset is split into an X array that contains the features to train on, and a Y array with the target variable, in this case is the Price column. The train dataset is to train out the model and then use the test set to evaluate the model. Then the model is evaluated using on its coefficients value as shown in **Error! Reference source not found.** and Residual Plot as depicted in *Figure 18: Residual Plot*. A residual is a measure of how far away a point is vertically from the regression line. Simply, it is the error between a predicted value and the observed actual value. It shows that, the curve to left.

Table 5: Coefficients Value

	Coefficient
Area	527.582261
Production	492.840311
Consumption	981.521364
Export	3137.975105
Temp	813.358945
Rainfall	-1446.380038
Humidity	-905.835094
Cloud	-415.731524

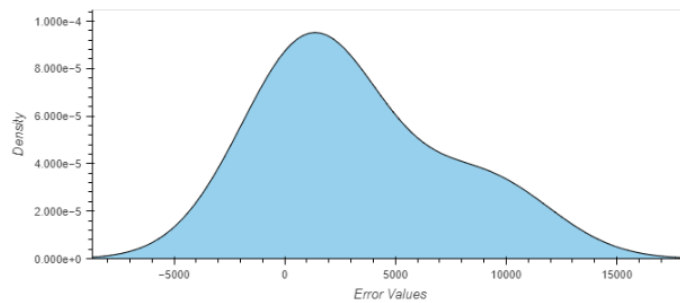


Figure 18: Residual Plot

In addition of using residual plot to validate our SVM model, we also used MAE, MSE, RMSE and R^2 as illustrated in **Error! Reference source not found.**. As you can see in the **Error! Reference source not found.**, R^2 for Test set is 35.7% and Train set is almost 100%.

Table 6: Model Evaluation

Test set evaluation:
MAE: 6297.692370430634
MSE: 45132941.11481175
RMSE: 6718.105470652552
R2 Square 0.3570256008681918
Train set evaluation:
MAE: 0.001114177755620663
MSE: 1.2605398835026397e-06
RMSE: 0.001122737673502871
R2 Square 0.99999999999999488

5. Conclusion

The past decade has brought tremendous advances in an exciting dimension of machine learning and these tools are gaining popular among researchers from various fields. This study experimented two machine learning algorithms, LSTM and SVM with traditional technique ARIMA on price of black pepper dataset. When applied to univariate dataset, LSTM was much better than ARIMA and LSTM better than SVM when experimented with multivariate dataset, RMSE for LSTM on test set was 1771.14 with 2 repeating batches and 2000 epochs, whereas SVM recorded 6718.11 for RMSE. This study shows that machine learning can be utilized to solve finance, economic and together with agriculture dataset in prediction problems. Significant of this study indicates that deep learning algorithm performed better in predicting multiple variables affecting the black pepper price. The study also helps appropriate policies from relevant agencies such as Malaysian Pepper Board to improve the price of black pepper in the domestic and international markets.

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KREATIVITI DAN INOVASI DARI PERSPEKTIF ISLAM

Nor Azaruddin Husni bin Hj Nuruddin
Institut Kefahaman Islam Malaysia (IKIM)

ABSTRAK

Kreativiti dan inovasi ini adalah merupakan satu kebolehan istimewa untuk menghasilkan idea bagi menghasilkan satu penemuan baharu, menyelesaikan sesuatu persoalan dengan cara yang baru atau menambah baik sesuatu kaedah dengan pendekatan yang kreatif. Kajian kreativiti dan inovasi merupakan bidang yang luas dan dalam kajian ini, tumpuan diberikan kepada kreativiti dan inovasi dari segi perspektif Islam. Metodologi kajian ini ialah secara kualitatif yang menelaah sumber-sumber primer dan sekunder yang ada hubungkait dengan pokok persoalan. Sumber-sumber yang dikaji termasuk sumber daripada media cetak dan media elektronik. Data-data yang diperolehi diteliti, disaring serta dilakukan penilaian dari perspektif Islam. Kajian mendapati hanya Allah SWT sahaja yang layak digelar Pencipta dalam erti kata sebenar. Dia menyifatkan diriNYa sebagai Pencipta (*al-Khaliq*). Dia mencipta dengan kehendakNYa bukan berdasarkan contoh-contoh yang terdahulu. Walau bagaimanapun, Al-Quran menggalakkan pembudayaan kreativiti dan inovasi kepada umatnya. Beberapa kata kunci yang merupakan asas-asas kepada kreativiti dan inovasi antaranya ialah memerhatikan (Surah *al-A'raf*:185), memahami serta memikirkan (Surah *Muhammad*:24), memahaminya (Surah *al-An'am*:65), memerhati dan memikirkannya (Surah *al-Hijr*).

Kata kunci: kreativiti, inovasi, perspektif Islam, Pencipta, *al-Khaliq*

PERSONA DEVELOPMENT FOR E-WALLET USERS IN INDONESIA USING CLUSTER ANALYSIS

May Iffah Rizki
School of Business and Management
Institut Teknologi Bandung, Indonesia
Email: may_rizki@sbm-itb.ac.id

Asnan Furinto
Binus Business School
Bina Nusantara University, Indonesia
Email: afurinto@binus.edu

ABSTRACT

Since 2016, e-wallet usage has been one of the cashless technologies for payment purposes that increased significantly in Indonesia. Most possibly due to the COVID-19 pandemic, e-wallet adoption has been boosted to promote contactless payment for the sake of health protocols. E-wallet also play the role of financial inclusion in Indonesia which 90% financial inclusion is part of the government plan in 2024. As one of technology innovations, e-wallet are still relatively new and yet known how far it has actually been beneficial to its users. A user-centered design approach called Persona is able to capture the target market of e-wallet in a simple and easy to understand form. Personas can capture the behavior, attitude, goals, motivations, needs, frustrations, and characteristics of the real e-wallet users. By understanding the e-wallet persona, stakeholders are able to understand more about the market needs and therefore can further improve their current product. Hopefully, by understanding user needs better, the adoption rate may increase. Due to the high urgency of e-wallet user adoption in Indonesia, not only fintech companies are supposedly able to grasp the information of the e-wallet persona, but also the government, academics, and other related stakeholders that are directly involved in the increase of new users' adoption. This research can also be insightful for other countries that are trying to increase the adoption rate of their digital payment to improve their citizen's financial inclusion. This study uses cluster analysis as its research framework. The methodology started from analyzing the dimensions needed to perform a cluster using the Persona Toolkit developed by George Olsen in 2004. After gaining the dimension as a basis for questions, data collection was conducted by an online survey to 512 respondents in Indonesia, mainly from the Greater Jakarta Area and Java Island. The survey was performed for around 10 days between February and March 2022. Then, data analysis was conducted using the SPSS Statistics tool to run the data set of respondent results. After performing several iterations of cluster analysis, 9 personas were finalized.

Keywords: persona development, e-wallet, cashless technology, user adoption, cluster analysis

INTRODUCTION

Technology changes how we live. It accelerates our personal and professional life. However, is everyone really suitable in living that kind of life? Whilst the market changes into full digital processes, are humans totally compatible with its changes? For example, daily necessities as simple as shopping can be performed fully online now. Most discounted services are also available online. However, to buy online or receive a better price, they only accept digital payment processes such as bank transfer and e-wallet. Not everyone can adapt to such technology. Digital payment can be classified as one of the most important and life changing aspects of technology, called financial technology. Financial technology is a tool utilized to help sellers and consumers better manage their financial operations, processes, and lives by utilizing specialized software that are used on computers and even smartphones (Julia Kagan, 2020).

According to Fintech News Indonesia (2021), the financial technologies currently available in Indonesia are payments, lending, crowdfunding, blockchain, investment, insurtech, POS service, and comparison as shown in the figure below. There are a total of 322 financial services providers in Indonesia, mostly (22%) playing in the payment sector. Moving forward, the government in Indonesia also specified fintech integration and improved payment infrastructure as the key for e-commerce. Related to the COVID-19 Pandemic that recently hit the economic performance in Indonesia, the Bank Indonesia Governor, Perry Warjiyo, has reiterated the importance of digital payments to drive economic recovery (Bank Indonesia, 2022).

More than 150 fintech startups are found in Indonesia, a growth of 78% since 2015 (Cekindo, 2022). What are the challenges for fintech in Indonesia to grow? One of them is the acceptance of cashless payment. Fintech companies and other stakeholders that involves in the acceptance rate of cashless payment needs the opportunity to improve themselves to better be adopted by its users.

ADOPTION OF CASHLESS TECHNOLOGY

The current adoption of cashless technology, which includes e-wallet, credit or debit card, mobile banking, and virtual accounts are discussed in previous studies. According to Ng et al (2021), implementing cashless payment solutions is complex, with each country and local context having its own set of challenges. Developing countries sometimes are able to pass over their legacy infrastructures by using mobile payment solutions. A study by Shekhar in 2020 shows the economy transitioning to cashless consumption. New artifacts such as mobile phones are significant in enabling the shift to new consumption practices. The main drivers to a future cashless society are convenience and cost reduction, whilst risk involved are privacy issues (Almeida et al, 2018). Bouni and Camara (2020) compared merchants selling in 2018, it shows that merchants who accept contactless payments increased card-sales amount by 15.3% on average rather than merchants who do not accept such payments. It shows that consumers' adoption to contactless payments is positively related to the increase of sales. In Russia, Krivosheya (2020) studies that financial innovations positively correlate with the frequency of cashless payments.

In terms of user readiness, factors such as ease of use, usefulness, innovativeness, optimism and lack of awareness directly affect users in going cashless (Balakrishnan and Shuib, 2021). In terms of adoption of cashless payments, performance expectancy and facilitating conditions have the most significant influence. Perceived technology security also has strong relationships. Hedonic motivation, social influence, and innovativeness are positively related to the adoption of cashless payments (Rahman et al, 2020).

In Indonesia, factors that affect the continuance of intention to use electronic money applications is discussed by Sasongko et al (2021). It was concluded that perceived usefulness, trust and satisfaction significantly influenced the user's intention to continue using such applications where trust can be increased directly or indirectly through perceived security and privacy. According to a study by Oz Shy (2021) in Canada, the e-wallet solution is still incomplete because it relies on having payers fund their payments via their local bank accounts, which implies that consumers with no bank accounts or tourists cannot benefit from these services, it is also found that consumers still rate cash as an easy-to-use, low cost, secure, and widely accepted payment method.

This study therefore aims to complete the e-wallet solution in terms of understanding more about the consumer's behavioral aspect in their experience using e-wallet. This research is conducted to understand the Indonesian market adoption for e-wallet fintech technology using a user-centered design approach called Persona. Persona development for

e-wallet users in literature, moreover in Indonesia, is still unavailable. Therefore, this study is important to fill the gap of the scarcity. This research can also be insightful for other countries that are trying to increase the adoption rate of their digital payment to improve their citizen's financial inclusion.

E-WALLET USERS IN INDONESIA

E-wallet started to be widely introduced in Indonesia around 2016 by GoPay (DBS, 2020). According to Rizqi Isnuhardi (2021), the payment methods in Indonesia are shifting from credit or debit cards into e-wallet in 2019 to 2020. Presumably since the pandemic, the e-wallet usage frequency increased by almost 40%, shifting from 11% to 50%. Figure 1.2 shows the most popular cashless payment methods in 2019 are virtual account and credit/debit cards each by 41% whilst in 2020 the most popular one is e-wallet by 50%. The most users are 40% from Jabodetabek and 70% from the Java island with the most often used e-wallet apps are OVO, GoPay, ShopeePay, DANA, and LinkAja (Kadence International, 2021).

Additionally, based on geographical reach, almost 52% users are from Java Island excluding Greater Jakarta Area. There are 28% from Jakarta, whilst outside Java, only 20% uses e-wallet (Junaedi, 2021). The provinces that adopt to e-wallet are mostly in Java Island, which consists of Jakarta, West Java, Central Java, Yogyakarta, and East Java (Kusumawardhani and Purnaningrum, 2021). For specific e-wallet DANA brand, the number of users are mostly from Java Island as well, consisting of Bandung (69,4%), Jakarta (65,9%), Yogyakarta (63,8%), Surabaya (37,5%) (Arhando, 2019). According to a study conducted to 372 Indonesian via online survey by Megadewandanu et al in 2016, factors that impact mobile wallet adoption in Indonesia are habit, social influence, effort expectancy, and hedonic motivation. Moreover, the reasons to use e-wallets stated by the users and the brand that is most associated with it are:

- Can be used in many applications or online merchants - OVO and DANA
- Can make transfers to bank accounts - LinkAja and GoPay
- Have many promos or cashbacks - ShopeePay and GoPay
- Easy to use the app - LinkAja and OVO/ShopeePay
- Convenience in transaction - LinkAja and GoPay
- Low top up fee - ShopeePay and LinkAja
- Used by many physical shops and merchants - LinkAja and OVO

The Ministry of Finance, Sri Mulyani, targeted 90% for financial inclusion to reach by 2024. Currently, the financial inclusion in Indonesia is still at 76,19% with 38,03% of financial literacy (Kemenkeu, 2021). With e-wallet, digital financial inclusion can occur. Digital financial inclusion is the application of the cost-saving digital targeted to reach currently financially excluded and underserved populations with formal financial services suited to their needs that are responsibly delivered at a cost affordable to customers and sustainable for providers (World Bank, 2014). Additionally, The Governor of Bank Indonesia, Perry Warjiyo, stated in 2021, aims to increase the MSME adoption of e-wallet to 12 million so that they are connected nationally and can facilitate payment transactions. It shows that digital payment, especially e-wallet, has the urge to be widely adopted in Indonesia (Rizqi Isnuhardi, 2021).

According to Meade and Robelo (2004), there are required strategies for each of the phases in Moore's model of technology adoption life cycle. Identified in the "Late majority" phase, e-wallet companies should focus on the end user, maximizing product usability, differentiate the commoditized whole product with campaigns targeted at specific niches, and leverage value propositions. Therefore, persona is a suitable user-centered design approach to focus on the end user and maximizing the e-wallet usability.

PERSONA DEVELOPMENT

Personas are fictitious, specific, concrete representations of target users which give benefits such as creating common ground to talk about users, helping make better decisions based on a small set of specific users, and creating interest and empathy to the team in other way other datas cannot represent (Adlin and Pruitt, 2010). Persona developed specifically for IT products mainly explores the interaction and navigation of users, not what kind of information should the system contain (Lene Nielsen, 2013). The users' process and interaction with the product can be more easily understood if it is performed as role-playing. In a study conducted by Salminen et al (2021), it was concluded that personas can alter the

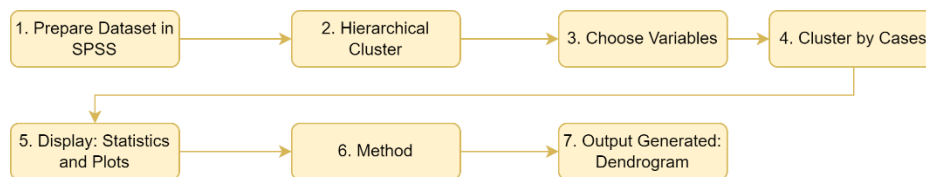
incorrect preconceptions of decision makers about users, increase the accuracy of assessment of users, increase the confidence of assessment of user attributes, and do not change correct preconceptions

Therefore, persona is a marketing strategy that emphasizes the real user or buyer characteristics. Companies or related stakeholders need to understand their customers' characteristics in order to better fit their product according to the market needs. Personas are created so companies are more confident in introducing their products. Persona can be developed in quantitative or qualitative methodology. In some cases, persona can be developed using both methods which started quantitatively and then followed qualitatively (Tu et al, 2010).

CLUSTER ANALYSIS

The cluster analysis mainly follows the analytical techniques explained in the Multivariate Data Analysis book by Hair et al (2019). Cluster analysis is performed to create the groups of persona based on the quantitative data obtained. The data will be translated into variables in SPSS tool. In the Analyze tab choose hierarchical clustering to see a combination of objects into clusters. Next, choose variables cluster by cases. The result will be displayed on a hierarchy or treelike structure (dendrogram). It produces N-1 cluster solutions where N is the number of objects. One of the hierarchical procedures is agglomerative, which starts N objects in separate clusters and shows how N-1, N-2,...until 1 cluster is formed. Since this study aims to see the natural amount of clusters created, the cluster membership is set to none. The centroid method is a hierarchical clustering algorithm in which similarity between clusters is measured as the distance between cluster centroids. After two clusters are combined, a new centroid is computed. Thus, cluster centroids move, as the clusters are combined. Additionally, euclidean distance is the most commonly used measure to the similarity between two objects. It is a measure of the length of a straight line drawn between two objects when shown graphically. The data are also standardized between -1 to 1. The objective is to have a comparable measure across variables even if the original scales may differ. Figure 1 shows the cluster analysis framework.

Figure 1. Cluster Analysis Framework



PREVIOUS RESEARCH

Personas are developed in various industries. In literature itself, personas are discussed in the healthcare, transportation, media, and information technology industries (Schäfer et al, 2019, Bradley et al, 2021, Lee et al, 2020, Sugosha et al, 2021). In the healthcare industry, persona is used to identify medical care processes in the German elderly market. The persona development was performed to 5000 German citizens older than 60 years old via questionnaires. In the transportation industry, the persona is created to identify user journey in rail transportation which interviews 25 interviews and surveys 50 passengers on board trains. In the media industry, persona development was created to identify characteristics of millennials on the usage of media and media-related devices. The survey was conducted online to 360 millennials. In the information technology industry, the persona was built to design the user interface and user experience of an e-commerce website. Tu et al (2010) also developed persona quantitatively for online travel web users and used cluster analysis to obtain the final persona numbers. Overall, the previous studies' methodologies vary between survey and interview sessions. A study about using personas to exploit environmental attitudes and behavior in sustainable product design by Carey et al in 2019 is a successful case study of persona development. Two groups created a product design, one having a persona and one having none. The groups that developed design with a targeted persona, have designs scored as more environmentally sustainable than the other.

RESEARCH METHOD

This research is performed quantitatively where survey is performed and the results is analyzed using cluster analysis. Online survey, an observational study that gathers data by asking a number of questions, were performed to collect data and understand the e-wallet user goals, motivations, behavior and attitude. In this study, 12 categories were used for persona development based on the persona toolkit (George Olsen, 2004), namely: Persona's Biographic Background, Business' Relation to Persona, Persona's Relation to Product/Business, Specific Goals/Needs/Attitudes, Specific Knowledge/Proficiency, Context of Usage, Interaction Characteristics of Usage, Information Characteristics of Usage, Sensory/Immersive Characteristics of Use, Emotional Characteristics of Usage, Accessibility Issues, and Design Issues.

The first three categories are used as persona definition and the rest of categories are used for cluster analysis (Tu et al, 2010). After determining the categories, this study uses the related dimensions derived from the available dimensions provided in the persona toolkit. This study created a total of 34 dimensions that will be the basis of each question. The first 13 dimensions from categories such as Persona's Biographic Background are used in the final personas definition such as name, age, working experience, income, and tenure of online/products usage. The remaining 21 dimensions such as user goals and behavior will contribute to the variable in clustering analysis. The user goals and behavior dimension examples are the user perception of product's usefulness, ease of use, positive experiences related to usage and frequency of usage.

The author obtained 512 responses as an adequate number of sample respondents. The number of samples is based on several previous quantitative persona development studies which include 100-500 respondents as their number of samples. The survey was conducted for 10 days starting from 23 February 2022 until 4 March 2022. The respondents' domicile is 52.9% from Jabodetabek area, 25% from Bali and Nusa Tenggara, 14.5% from Java Island (apart from Jabodetabek), 3.3% from Sumatera, 2% from Sulawesi, and the remaining are from others such as Kalimantan, Papua, and Maluku. Based on the age, 41.6% are from the age of 17-25 years old, 33% from 26-44 years old, 22.9% from 45-55 years old, and 2% from the age over 55 years old. It is shown that the majority of respondents are in their productive years since the working age population is defined as those ranging from 15 to 64 years old (OECD, 2022). Most respondents, who are 43.4%, have an e-wallet usage tenure of 4-5 years, while 26.4% and 18.9% respondents have used the product for 2-3 years and more than 6 years, respectively. New users that have used e-wallet since the COVID-19 pandemic started less than 2 years ago are the least amount of 11.3%. The top 5 brands for e-wallet are GoPay by 87.5%, OVO by 69.1%, ShopeePay by 51.4%, DANA by 30.3% and LinkAja by 23.4%. Other brands include those from mobile banking apps like Blu by BCA or Livin' by Mandiri. The top brands are aligned with previous studies by Kadence International (2021) and data depicted by Fintech News Indonesia (2020) where GoPay, OVO, and DANA are amongst the leaders in the Indonesian e-wallet.

RESULTS AND DISCUSSION

Table 1 shows the list of the final persona and their category classification. This study created the final persona based on the unique goals of each cluster represented by the single sentence that best describes the persona. Each persona is also given a name based on their most unique impression. Furthermore, this study categorizes each persona based on their representative name. For example, “The Practical” is categorized as a trait and “The Shopper” is categorized as a role. *Practicality* is more suitable to describe a user’s personal characteristics and *Shopping* is more suitable to describe their role to get their main tasks done.

Table 1. Persona of E-Wallet Users in Indonesia

No	Name	Category
1.	Betty “The Bill Payer”	Role
2.	Sandy “The Shopper”	Role
3.	Mirsha “The Merchant”	Role
4.	Adam “The Assessor”	Role
5.	Levi “The Learner”	Role
6.	Putra “The Practical”	Trait
7.	Ivy “The Impatient”	Trait
8.	Poppy “The Price Conscious”	Trait
9.	Wicak “The Whiner”	Trait

The Bill Payer is shown in Figure 2. Her main goal is to use an e-wallet as a means to pay bills. She rarely uses the on demand service and e-commerce, nor sends money to friends and family. Sometimes she feels that she has issues using and accessing the e-wallet. She is not keen on using e-wallet for daily needs but more to a weekly or monthly need to support her fulfilling responsibilities. She is a loyal user of GoPay since it has almost the complete centralized payment gateway. Therefore, her main characteristics are simple, responsible, and diligent. The Shopper, in Figure 3, is an eager, perfectionist, and up to date person. He uses different kinds of e-wallet apps to help him shop daily and grocery needs. He just has one frustration of needing to regularly update the app. He is one of the early adopters despite his middle age which is a sign that he is an up to date man. His motivations are more or less like The Bill Payer which means usefulness and ease of use are equally important.

As an up to date, explorative, and friendly person, The Merchant, illustrated in Figure 4, has the most goals and highest motivations. She is also a loyal user of OVO. However, she has the most frustrations. Even though she feels that she is familiar with technology, she might not be as savvy as she hopes to be. It is described by her frustrations in which she almost always has issues accessing or using the e-wallet. She might have issues with accessing the app due to full memory of her phone and issues to use since she has rarely updated her app. The Assessor, depicted in Figure 5, is an early adopter of the e-wallet due to his field of work. He has used the e-wallet since around the time the e-wallet was launched. He has the least motivation amongst other personas since his main goal is to assess the e-wallet as part of his job as an economist. As a critical, up to date, and simple person, The Assessor however does not really expect much from the technology since he just wants to see the as is condition and imply it to his analysis of the payment system in Indonesia. The Learner, shown in Figure 6, is a new user of e-wallet. He has many trial and errors but has a positive experience overall. He has the optimist mindset that he will need to fail fast and learn faster. He has many goals and also high motivations to use the app. However, he also sensed many frustrations since he might not have many years of experience in using them. His main characteristics which are curious, explorative, and smart supports his learning ability in getting more familiar with the e-wallet.

Figure 2. Betty “The Bill Payer” Persona

Betty “The Bill Payer”

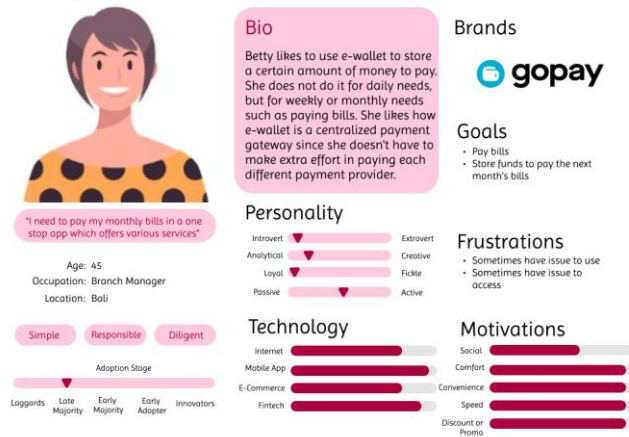


Figure 3. Sandy “The Shopper” Persona
Sandy “The Shopper”

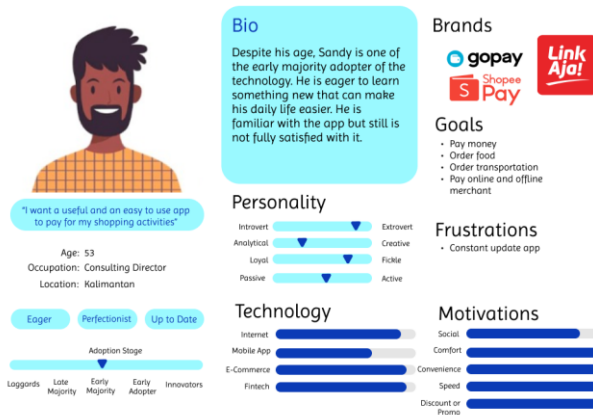


Figure 4. Mirsha “The Merchant” Persona
Mirsha “The Merchant”

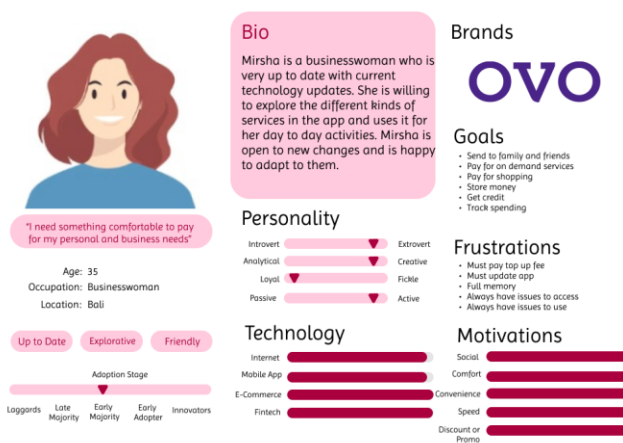


Figure 5. Adam “The Assessor” Persona
Adam “The Assessor”

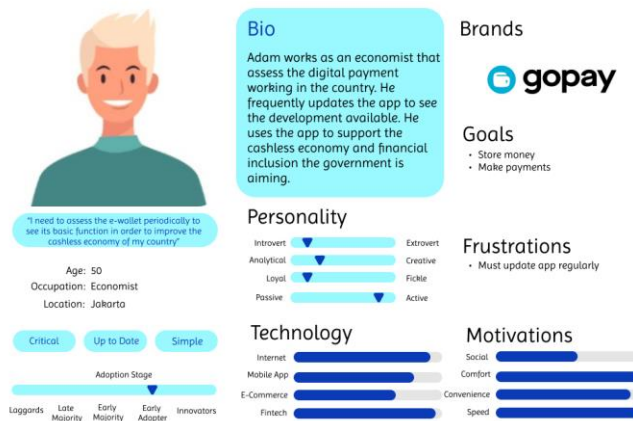
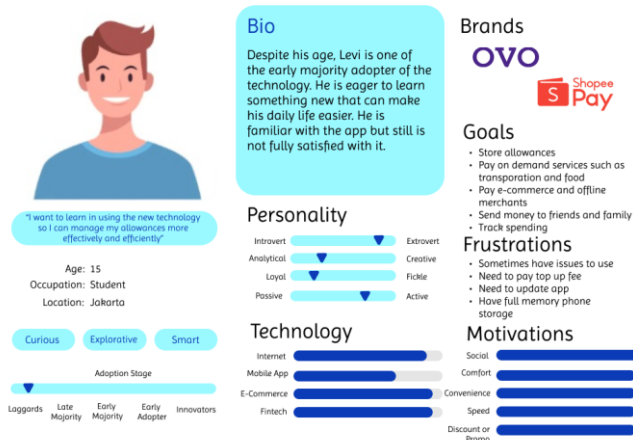


Figure 6. Levi “The Learner” Persona
Levi “The Learner”



The Practical, shown in Figure 7, is an early majority user of e-wallet in terms of adoption stage. He is a practical man that wants to get things done in an efficient way. He has the least motivations among other trait personas. He feels that he is not very familiar with fintech since he doesn't do much exploration. His goals are fairly simple such as using the on demand services and sending money. He does not sense many frustrations, however some are about paying the top up fee and he doesn't think it's actually safe to use the app. His main characteristics which are busy, detailed, and efficient describes best about his practicality trait. He prioritizes ease of use more than the usefulness of the e-wallet application.

As an impatient, explorative, and curious person, The Impatient, illustrated in Figure 8, has many goals and also a fair amount of frustrations. Like the other persona who is the same as her age, The Learner, depicted in Figure 9, she is a laggard or new user. The one that strongly differentiates her from other personas is her main goal to use e-wallet to gain credit. She most likely uses it to buy expensive things in e-commerce. Since she is still a student, she still needs to use the e-wallet wisely to understand the concept of credit usage. Other than credit, she also has many goals to use e-wallet. She also has a fair amount of frustrations of needing to update apps regularly and encounter issues to use and access the phone.

The Price Conscious, shown in Figure 10, is an early majority of the e-wallet. She has the most motivation amongst other personas since her main goal is to get the best price possible. It is reflected by the brands she used which are also the most out of all personas. She uses all the top 5 brands which are GoPay, OVO, ShopeePay, DANA, and LinkAja. As an up to date, cautious, and diligent person, The Price Conscious has the most goals but also the most frustrations in using the app. Her frustrations consist of paying the top up fee, updating the app constantly, having full memory, sometimes issue to access and a few times issue to use. Regardless of the frustrations, she has had a positive experience as a user after all.

The Whiner is considered as an innovator since he is one of the users that uses the e-wallet around the time since the first launch in Indonesia. He is also an IT engineer that understands ins and outs of software development. The Whiner's main goal is to find the best e-wallet app to use for his daily needs. He is a fickle user since he uses brands such as GoPay, OVO, Dana, and ShopeePay. His main characteristics are sophisticated, perfectionist, and picky. Despite many motivations and his strong familiarity with e-wallet, he is the only persona of all who thinks the e-wallet does not have clear information and is not easy to understand. He has strong frustrations towards issues to use and issues to access, paying the top up fee, and also doesn't think the app is safe enough to use. He is also the only persona that has a negative attitude towards the e-wallet also reflected by the way he thinks he does not have any positive experience at all in using the e-wallet.

Figure 7. Putra “The Practical” Persona
Putra “The Practical”

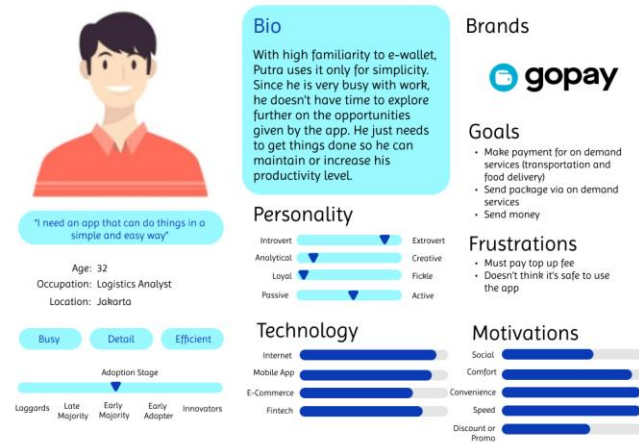


Figure 8. Ivy “The Impatient” Persona
Ivy “The Impatient”

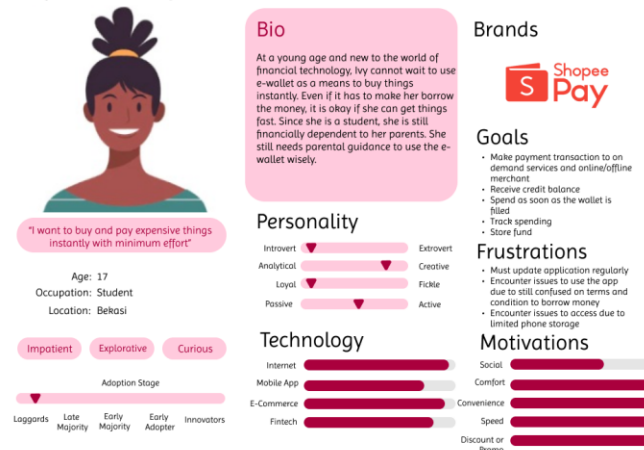


Figure 9. Poppy “The Price Conscious” Persona
Poppy “The Price Conscious”

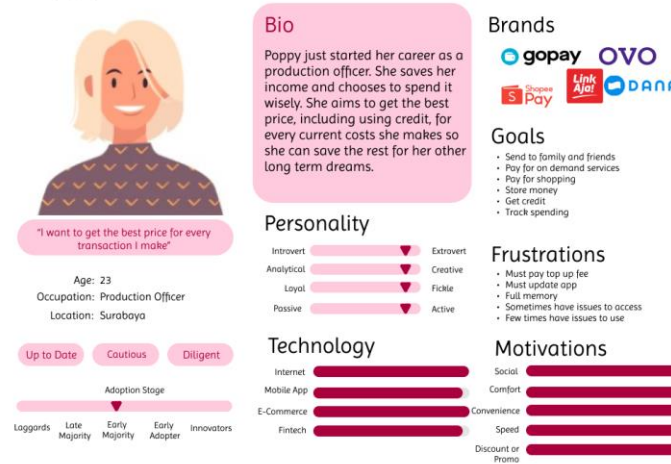
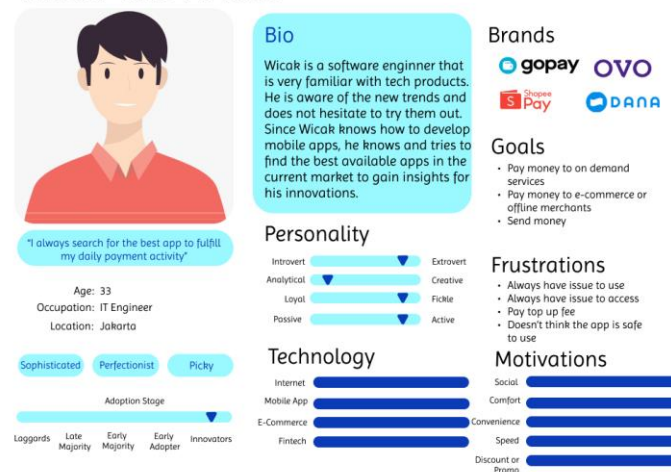


Figure 10. Wicak “The Whiner” Persona

Wicak “The Whiner”



LIMITATIONS

Since Indonesian internet users are 171 million, with 55% located in Java and more than 50% of e-wallet users located in Java, the research will gather a majority of participants living in the Java Island as a representative from the e-wallet users of Indonesia. Due to the time limitation of 4-5 months a study, the creation of persona that usually takes up to 12 months will be performed in a shorter time so the number of respondents are also limited. Due to scarce resources of literature about fintech buyer persona building, the methodology might not be 100% accurate. Future research can be performed to improve it.

CONCLUSION AND RECOMMENDATIONS

This study is conducted to understand and improve the Indonesian market adoption for e-wallet using a user-centered design approach called Persona. The research conducted survey and cluster analysis to finalize 9 e-wallet user personas divided into role and trait categories. The 5 role category personas are Betty “The Bill Payer”, Sandy “The Shopper”, Mirsha “The Merchant”, Adam “The Assessor” and Levi “The Learner”. The 4 trait category personas are Putra “The Practical”, Ivy “The Impatient”, Poppy “The Price Conscious”, and Wicak “The Whiner.” Stakeholders such as e-wallet companies, existing customers, merchants, guardians (for minor age users), central bank, and governments, may apply the persona to support the adoption of e-wallet users which aims to improve adoption rate not only in quantity but also quality. To increase the adoption of e-wallet by understanding the end-user perspective, it is recommended that future studies explore other ways to supplement this and previous research with more enriching user-centric methodology.

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KECENDERUNGAN PENSYARAH POLITEKNIK KOTA BHARU (PKB) MEMBUAT PEMBELIAN ATAS TALIAN SEMASA PANDEMIK COVID 19

Madiha binti Hasbullah
Jabatan Perdagangan, Politeknik Kota Bharu, Malaysia
Email: madiha@pkb.edu.my

Norhidayah bt Mohd Salleh
Jabatan Perdagangan, Politeknik Kota Bharu, Malaysia
Email: norhidayah@pkb.edu.my

ABSTRAK

Pandemik Covid 19 mula melanda Malaysia pada awal tahun 2020 dan ini memberi kecenderungan baru kepada masyarakat Malaysia dalam membuat keputusan berkaitan pembelian atas talian. Ketakutan kepada Virus Covid 19 dan Perintah Kawalan Pergerakan menyebabkan berlakunya “panic buying” dan seterusnya meningkatkan pembelian atas talian di dalam kalangan masyarakat. Pembelian atas talian semakin mendapat tempat di hati masyarakat di Malaysia terutama semasa pandemik kerana semua orang sangat prihatin dengan keselamatan diri daripada wabak Covid 19. Selain itu, tahap kepercayaan masyarakat juga mempengaruhi kecenderungan masyarakat untuk membeli di atas talian. Oleh itu, kajian ini dijalankan bagi mengenalpasti faktor yang membawa kepada kecenderungan aktiviti pembelian secara atas talian khususnya dikalangan pensyarah Politeknik Kota Bharu semasa pandemik covid 19. Kajian kualitatif menggunakan soal selidik yang diedarkan kepada 73 orang responden yang terdiri daripada pensyarah di Politeknik Kota Bharu (PKB). Kajian ini dijalankan untuk melihat kecenderungan pensyarah PKB membuat pembelian atas talian sebagai norma baru semasa Pandemik Covid 19. Pengkaji mendapati skor min bagi faktor keselamatan diri adalah 4.04 iaitu pada tahap tinggi manakala skor min bagi faktor kepercayaan adalah 3.76 juga pada tahap tinggi. Kajian juga menunjukkan tiada perbezaan kekerapan pembelian atas talian sebelum dan semasa pandemik mengikut jantina. Namun data mendapati terdapatnya peningkatan kekerapan pembelian di atas talian semasa pandemik berbanding sebelumnya.

Kata kunci : pembelian atas talian, faktor keselamatan diri, faktor kepercayaan

1.0 Pengenalan

Seluruh dunia dikejutkan dengan penularan wabak Covid-19 yang dahsyat dan merebak dengan begitu cepat. Menurut statistik terkini daripada World Health Organization (WHO), sehingga 24 Mei 2020 dianggarkan seramai 166,860,081 orang telah disahkan menghidap Covid-19 dan telah menyebabkan kematian 3,459,996 orang di seluruh dunia. Hal ini sekaligus meledakkan krisis dan kemelesetan ekonomi di seluruh negara dunia (Cheng, 2020; UNDP, 2020). Di Malaysia, sektor perniagaan kecil adalah salah satu sektor yang paling terkesan secara langsung disebabkan oleh perintah kawalan pergerakan (Azman, 2020). Pelaksanaan Perintah Kawalan Pergerakan (PKP) yang bermula pada Mac 2020 telah menyaksikan peralihan trend pengguna yang memanfaatkan sepenuhnya platform e-dagang untuk membendung penularan wabak Covid-19. Di samping itu perkembangan komunikasi, teknologi maklumat mencipta perubahan masyarakat untuk membuat pembelian atas talian semasa Pandemik Covid 19 (Baharun & Balwi, 2021). Penyebaran wabak COVID-19 dan PKP telah memberi kesan yang mendalam terhadap tabiat pengguna dan ekonomi Malaysia. Peningkatan dalam penggunaan digital seperti pembelajaran dalam talian, beli-belah dalam talian dan pembayaran dalam talian tiba-tiba menjadi norma baharu bagi negara.

1.1 Pernyataan Masalah

Sejak kebelakangan ini, pembelian atas talian telah menjadi norma baharu dalam kalangan masyarakat dengan pembelian atas talian meningkat sepanjang Perintah Kawalan Pergerakan (PKP) tetapi ada segelintir masyarakat kurang percaya untuk membuat pembelian atas talian. Isu kepercayaan menjadi masalah yang rumit berbanding transaksi yang dilakukan secara fizikal kerana ia melibatkan risiko terhadap kewangan, prestasi produk, sosial, psikologi, fizikal apabila pengguna membuat transaksi secara atas talian. Berdasarkan persepsi risiko dianggap menjadi penghalang utama dalam proses pengguna bagi memilih untuk melakukan transaksi pembelian melalui internet atau sebaliknya, (Chellappa & Pavlou, 2002) . Hal in demikian kerana para pengguna internet perlu berhadapan dengan risiko yang lebih tinggi berbanding dengan transaksi secara bersemuka (Riegelsberger et. al, 2003).

Kajian ini dijalankan adalah untuk mengenalpasti faktor-faktor yang menyebabkan kecenderungan pembelian secara atas talian yang kini menjadi norma baharu dalam kalangan pensusah PKB sejak pandemik covid 19 dan sepanjang Perintah Kawalan Pergerakan (PKP). Arisah et. al. (2016) turut menyatakan pengguna wanita lebih suka membeli secara atas talian berbanding lelaki disebabkan oleh faktor seperti masa pembelian yang fleksibel. Manakala dari segi faktor generasi, golongan terkini seperti millennial lebih banyak menggunakan platform ini. Contohnya golongan berkerjaya, mereka kerap melakukan pembelian atas talian setiap bulan berbanding yang tidak bekerja. Walaupun menyedari kelebihan internet dalam melakukan aktiviti membeli barangan keperluan harian, namun masih terdapat rakyat Malaysia yang lebih memilih untuk membeli barangan di premis perniagaan. Hal ini kerana golongan pengguna seperti ini lebih mementingkan faktor kepercayaan seperti perlu menyentuh atau melihat sesuatu barangan sebelum melakukan pembelian supaya lebih percaya dan kerana mementingkan kualiti barang tersebut hingga mereka keberatan dalam menggunakan kemudahan pembelian atas talian. Terdapat banyak faktor pembeli yang menyebabkan golongan pengguna memilih menggunakan platform pembelian atas talian walau sejak sebelum musim Covid-19 melanda. Menurut kajian Ramdan et. al. (2020) pengguna mula menjadi paranoid terhadap virus Covid-19 ini. Majoriti pengguna bersetuju bahawa punca aktiviti sosial mereka berubah adalah kerana mereka berasa tidak selamat untuk melakukan aktiviti sosial yang telah menjadi kebiasaan dalam kehidupan mereka.

1.2 Objektif Kajian

Objektif kajian ini adalah:

1. Mengetahui kekerapan pembelian atas talian sebelum dan semasa pandemik
2. Mengetahui faktor keselamatan diri menyebabkan kecenderungan pensusah PKB membuat pembelian atas talian semasa pandemik.
3. Mengetahui faktor kepercayaan menyebabkan kecenderungan pensusah PKB membuat pembelian atas talian semasa pandemik.
4. Mengetahui perbezaan kekerapan pembelian atas talian sebelum dan semasa pandemik mengikut jantina

2.0 Literatur Kajian

Negara sedang berhadapan dengan masalah pandemik Covid-19 yang berlaku secara global. Situasi membimbangkan ini telah mengganggu kestabilan ekonomi dunia termasuk Malaysia khususnya dalam sektor perdagangan, pelaburan dan perhotelan. Selari dengan kemudahan teknologi pada masa kini sedikit sebanyak telah mengubah tingkah laku pengguna terhadap platform e-dagang atau pembelian atas talian. Transformasi teknologi bukan lagi satu kemewahan tetapi keperluan terutamanya bagi perniagaan yang menghadapi cabaran dalam tempoh yang tidak pernah berlaku sebelum ini berikutan pandemik Covid-19. Kecanggihan teknologi pada masa kini telah mempengaruhi corak perbelanjaan pengguna secara atas talian. Secara tidak langsung, teknologi dapat membantu mengembangkan perniagaan dan mendigitalkan perniagaan sesuai dengan perubahan landskap ekonomi pada masa kini. Secara spesifiknya, penggunaan platform digital yang berkesan akan memberikan respon yang positif kepada usahawan untuk terus berdaya saing dalam meningkatkan pemasaran produk secara atas talian (Ramdan et. al., 2020). Menurut (Aiman, 2019) dalam blognya, di Malaysia, laman web paling popular adalah google.com, youtube.com, Google.com.my, Yahoo.com, Maybank2u.com.my, Shopee.com.my, Okezone.com, Facebook.com, Wikipedia.com, Blogspot.com. Menteri Pembangunan Luar Bandar pula melaporkan peningkatan hasil jualan tertinggi dicatatkan pada bulan Mei 2020 iaitu hampir 10 kali ganda berbanding bulan sebelumnya. Peningkatan peratusan hasil jualan ini adalah kesan daripada pembudayaan norma baharu oleh pengguna atau pembeli akibat penularan pandemik Covid-19 (Dolah Aling, 2020).

Kajian daripada (Mohd Fudzi et. al., 2021) mendapati majoriti individu kurang membeli barangan secara fizikal kerana bimbang dengan penularan wabak Covid-19. Mereka lebih selesa untuk menggunakan platform pembelian secara atas talian di mana ia juga dapat menjimatkan masa mereka dan seterusnya mencegah daripada penyakit merbahaya itu. Di samping itu, pengguna sudah mula tidak mengunjungi kawasan sesak seperti taman riadah yang biasanya sesak dengan orang ramai yang ingin meluangkan masa lapang bersama keluarga. Sekarang mereka hanya membuat aktiviti di rumah dan luangkan masa bersama keluarga. Masyarakat juga sudah mula mengurangkan ke pusat kecergasan seperti gim, futsal atau badminton. Aktiviti sukan berkumpulan didapati mengalami perubahan besar semasa pandemik. Aktiviti sukan berkumpulan di banyak tempat tidak digalakkan oleh kerajaan. Selain itu, pusat kecergasan juga perlu mematuhi SOP yang ditetapkan oleh kerajaan dan perlu mengehadkan bilangan pengguna pada satu-satu masa dan juga kurangkan bilangan pelawat. Ini menyebabkan semakin sedikit pengguna yang datang ke pusat kecergasan mereka hanya terlibat dalam aktiviti sukan di taman perumahan atau taman rekreasi tanpa sebarang hubungan dengan orang lain. Seterusnya, masyarakat tidak boleh lagi menjalankan aktiviti percutian bersama keluarga atau rakan-rakan sama ada di dalam atau di luar Negara.

Menurut Ramdan et. al (2020), majoriti pengguna bersetuju bahawa punca aktiviti sosial mereka berubah adalah kerana mereka berasa tidak selamat untuk melakukan aktiviti sosial yang telah menjadi kebiasaan dalam kehidupan mereka. Amsari & Sari (2022) berpendapat analisis gelagat pengguna dalam membuat keputusan untuk pembelian atas talian terutama dalam e-dagang shopee semasa pandemik, pengkaji mendapati terdapat dua faktor yang menentukan keputusan pembelian iaitu faktor luaran dan faktor dalaman. Faktor luaran antaranya adalah larangan berada di tempat awam, arahan daripada kerajaan untuk berada di rumah, mengamalkan penjarakan sosial dan sekatan sosial berskala besar. Faktor dalam pula antaranya adalah faktor kepercayaan, jualan pada 12.12, penghantaran percuma, diskaun dan bayaran tunai semasa penghantaran (COD). Namun Novita et. al (2020) pula mendapati bahawa penjarakan sosial dan kuarantin sendiri semasa pandemik Covid 19 tidak mempengaruhi niat dan tingkahlaku pengguna untuk pembelian atas talian.

Selain itu, pengguna juga mengamalkan sikap berhati-hati dalam melakukan aktiviti mereka dengan tidak keluar rumah tanpa ada sebarang hal yang penting. Sikap berhati-hati ini telah mengubah sedikit sebanyak aktiviti sosial mereka di mana mereka mula untuk cuba melakukan pembelian secara atas talian dan hanya jika perlu sahaja mereka akan ke kedai atau pusat membeli-belah. Tambahan pula, faktor yang mempengaruhi perubahan aktiviti sosial pengguna adalah rakyat telah mula patuh dan mengikut prosedur operasi standard (SOP) yang telah ditetapkan oleh kerajaan yang mana setiap premis tidak boleh mempunyai pelanggan yang ramai pada satu-satu masa. Kajian daripada Bhati et. al. (2021) menyatakan faktor utama yang meningkatkan tingkah laku pembelian pelanggan untuk membeli barangan secara atas talian secara ketara adalah faktor kepercayaan dan (Zahari et. al., 2021) dalam kajiannya mendapati sektor penghantaran makanan mula mendapat perhatian seawal pandemik Covid 19 mula menular di Malaysia. Hal ini dikatakan demikian kerana, masyarakat mula menggunakan saluran penghantaran makanan ke rumah bagi menjamin keselamatan ahli keluarga daripada terdedah kepada tempat awam yang memudahkan virus tersebar. Ini menunjukkan bahawa faktor keselamatan diri menjadi antara punca kecenderungan masyarakat melakukan pembelian atas talian. Ini mengambilkira keadaan semasa yang membimbangkan dengan penambahan kes Covid-19, pengguna sudah tentu lebih selesa untuk membeli barangan secara atas talian berbanding pembelian barangan secara fizikal. Pembayaran digital juga

telah menjadi norma baharu dalam kalangan masyarakat berikutan berlakunya penularan wabak Covid-19 yang kian membimbangkan. Dengan cara ini, individu tidak perlu pergi ke bank untuk mengeluarkan wang dari kaunter atau Mesin Pengeluaran Automatik (ATM). Model pembayaran seperti pembayaran digital atau pembayaran tanpa sentuhan yang dikenali sebagai e-wallet telah digunakan secara meluas pada masa kini (Hussin & Mohammad, 2021). Menurut kajian daripada Mohd Fudzi et. al. (2021) mendapati majoriti individu kurang membeli barangan secara fizikal kerana bimbang dengan penularan wabak pandemik Covid-19. Mereka lebih selesa untuk menggunakan platform pembelian secara atas talian di mana ia juga dapat menjimatkan masa mereka dan seterusnya mencegah daripada penyakit merbahaya itu.

Kecenderungan mendapatkan maklumat dengan melayari internet juga telah mendorong seseorang individu melakukan pembelian atas talian. Untuk membuat keputusan sebelum pembelian dibuat, kebiasaannya seseorang akan menilai kepada testimoni dan maklum balas pelanggan terhadap sesuatu produk yang ingin dibeli. Justeru itu, pengguna harus bijak membuat pertimbangan dengan mendapatkan pandangan dari keluarga atau rakan-rakan sebelum membuat keputusan membeli sesuatu barangan. Hal ini dapat mengelakkan diri daripada menjadi mangsa penipuan pihak yang tidak bertanggungjawab contohnya penjual yang tidak mengepos barang jualan seperti yang telah diiklankan kepada pembeli. Di samping itu, bagi mengelakkan sebarang risiko lain yang tidak diingini berlaku seperti jenayah siber, akaun sosial media digodam dan data peribadi dicuri. CyberSecurity Malaysia merekodkan hampir 5,000 kes jenayah siber di negara ini sejak Januari 2020 (Hasnan, 2020).

Selaras dengan perkembangan pembelian atas talian yang berlaku masa kini secara langsung turut merevolusikan e-dagang dan industri perbankan hingga berkembang pesat. Telah banyak kaedah pembayaran yang boleh digunakan bagi melakukan pembelian atas talian. Terdapat beberapa kaedah pembayaran yang paling utama digunakan oleh rakyat Malaysia pada tahun 2020 iaitu iPay88, Razerpay, senangPay, Billplz, Paypall, PayHalal dan Stripe (Movahost, 2020). Namun, pengguna harus bijak dalam memilih kaedah pembayaran atas talian dengan membandingkan dari segi perbezaan caj bulanan atau tahunan yang dikenakan, caj yang dikenakan pada setiap transaksi pembelian yang dibuat dan sama ada kaedah pembayaran tersebut menyokong atau tidak penggunaan e-wallet yang boleh digunakan oleh pelanggan. Disamping itu, golongan penjual perlu memastikan ketersediaan kaedah pembayaran yang pelbagai supaya pembeli mempunyai pilihan kaedah bayaran yang sesuai. Hal ini selain memudahkan para pengguna perkhidmatan pembelian atas talian, ia akan turut menjadikan penjual lebih berdaya saing dalam menyertai platform jual beli atas talian.

3.0 Metodologi

Populasi kajian ini terdiri daripada pensyarah-pensyarah daripada 4 jabatan utama di Politeknik Kota Bharu iaitu JP, JKM, JKE, JKA. Pengkaji menggunakan 73 responden sebagai sampel. Menurut Roscoe (1975) menyatakan bahawa adalah sudah memadai saiz sampel dalam jumlah 30 hingga 500.

3.1 Instrumen Kajian

Instrumen kajian yang digunakan adalah berbentuk soal selidik sebagai satu kaedah untuk mendapatkan data kajian. Soal selidik ialah satu instrumen kajian yang mengandungi satu siri soalan di mana individu menjawab berdasarkan pendapat mereka.

Menurut Konting (2004), soal selidik lebih praktikal dan berkesan digunakan kerana penggunaannya dapat meningkatkan ketepatan yang diberikan oleh sampel. Ini adalah disebabkan ia tidak dipengaruhi oleh gerak laku penyelidik dan mereka bebas menyatakan pendapat sendiri untuk menjawab setiap item yang diberikan. Melalui kaedah soal selidik ini juga, maklumbalas terhadap aspek yang dikaji dapat diperolehi secara terus, cepat, menjimatkan masa dan perbelanjaan. Kelebihan menggunakan soal selidik adalah membolehkan penyelidik mengumpul maklumat dalam jumlah yang besar dan boleh dibuat dalam masa yang singkat. Segala maklumat yang diterima boleh ditafsirkan secara kuantitatif.

Dalam soal selidik kajian, terdapat beberapa bahagian seperti berikut :

Bahagian A mengandungi soal selidik yang terdiri daripada item-item demografi responden seperti jantina, jabatan, kekerapan membeli belah dalam sebulan sebelum pandemik dan semasa pandemik, barangan yang dibeli atas talian sebelum dan selepas pandemik. Responden dikehendaki menandakan tanda v pada ruang yang disediakan.

Bahagian B pula terdiri daripada bahagian yang mengandungi soalan berkaitan dengan faktor kecenderungan pensyarah untuk membuat pembelian atas talian iaitu faktor keselamatan diri dan faktor kepercayaan.

Untuk mengukur kesahan dan kebolehpercayaan instrumen, pengkaji menggunakan ujian Alpha Cronbach melalui perisian *Statistical Packages for Social Science (SPSS 18.0 for Windows)*. Menurut Sekaran & Bougie (2016), nilai pekali Alpha yang melebihi 0.5 dianggap mencukupi untuk menerima kebolehpercayaan item tersebut. Hasil daripada kajian, didapati nilai kebolehpercayaan adalah 0.898. Ini menunjukkan bahawa instrumen yang dibina adalah boleh dipercayai dan boleh digunakan untuk kajian ini.

3.3 KAEDAH ANALISIS DATA

Data diperolehi dianalisis menggunakan kaedah kuantitatif melalui perisian berkomputer iaitu *Statistical Package for the Social Science (SPSS) 18.0*. Teknik yang digunakan untuk menghuraikan statistik deskriptif adalah nilai kekerapan, peratusan, skor min, ujian t. Nilai min menerangkan kecenderungan setiap pembolehubah bersandar dan pembolehubah tidak bersandar, Ghafar (2003). Jadual 1 di bawah menunjukkan analisa pengelasan bagi skor min dan tahap penilaian.

Jadual 1 : Interpretasi Tahap

Skor min	Interpretasi
1.00 – 2.33	Rendah
2.34 – 3.67	Sederhana
3.68 – 5.00	Tinggi

Responden diminta untuk memilih jawapan berdasarkan Skala Likert seperti yang ditunjukkan dalam jadual di bawah. Pengukuran pembolehubah menggunakan skala likert 5 yang dirujuk sebagai skala bagi menerangkan kecenderungan setiap pembolehubah bersandar dan pembolehubah tidak bersandar. Data yang diperolehi akan digunakan untuk menjawab objektif kajian yang telah ditetapkan.

Jadual 2 : Skala Likert

Skala Likert	Tahap
1	Sangat Tidak Setuju (STS)
2	Tidak Setuju (TS)
3	Tidak Pasti (TP)
4	Setuju (S)
5	Sangat setuju (SS)

4.0 Dapatan Kajian

Bahagian ini akan membincangkan secara terperinci dan menyeluruh tentang data-data yang diperolehi daripada persoalan-persoalan kajian berhubung dengan data demografi dan faktor-faktor pembelian atas talian.

4.1 Keputusan Deskriptif

4.1.1 Data Demografi

Jadual di bawah menunjukkan hasil daripada analisa data yang telah dilakukan oleh penyelidik.

Jadual 3 : Data Demografi

Item	Peratusan	Kekerapan
Jantina		
Lelaki	17.8%	13
Perempuan	82.2%	60
Jabatan		
Jabatan Kejuruteraan Awam	8.2%	6
Jabatan Kejuruteraan Mekanikal	13.7%	10

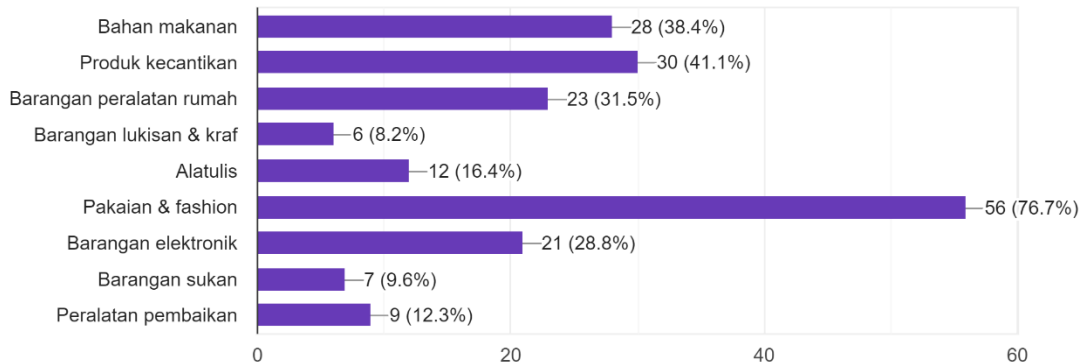
Jabatan Kejuruteraan Elektrik	2.7%	2
Jabatan Perdagangan	75.3%	55
Kekerapan pembelian atas talian sebelum pandemik dalam sebulan		
0 – 1 kali	21.9%	16
2 – 3 kali	38.4%	28
4 – 5 kali	20.5%	15
Lebih daripada 6 kali	19.2%	14
Kekerapan pembelian atas talian semasa pandemik dalam sebulan		
0 – 1 kali	4.1%	3
2 – 3 kali	32.9%	24
4 – 5 kali	23.3%	17
Lebih daripada 6 kali	39.7%	29

Daripada jadual di atas, didapati responden perempuan lebih ramai menjawab soal selidik berbanding lelaki. Seramai 60 orang iaitu 82.2% responden perempuan, manakala hanya 13 orang atau 17.8% sahaja responden daripada kalangan lelaki yang menjawab soal selidik ini. Data demografik juga menunjukkan responden yang menjawab soal selidik, paling ramai adalah daripada pensusah Jabatan Perdagangan iaitu seramai 55 orang atau 75.3%. Manakala responden yang paling sedikit adalah daripada Jabatan Kejuruteraan Elektrik iaitu hanya 2 orang atau 2.7% sahaja.

Daripada data demografi di atas juga didapati keputusan kajian tentang peningkatan kekerapan pembelian di atas talian sebelum dan semasa pandemik. Didapati, kekerapan pembelian di atas talian dengan kekerapan lebih daripada 6 kali dalam sebulan meningkat daripada 19.2% kepada 39.7% sebelum dan semasa pandemik. Manakala kekerapan pembelian atas talian dengan kekerapan 0 hingga 1 kali sebulan pula telah menurun sebelum dan semasa pandemik daripada 21.9% kepada 4.1% sahaja. Daripada data ini, didapati bahawa berlakunya peningkatan corak pembelian atas talian daripada 0 hingga 1 kali sebulan sebelum pandemik kepada lebih daripada 6 kali dalam sebulan semasa pandemik. Dapatan ini disokong oleh laporan daripada Pengarah Urusan Serantau Shopee, Ian Ho yang dilaporkan dalam Berita Harian online pada 17 Mei 2020, beliau menyatakan bahawa sebelum pandemik covid 19, hampir tiada peniaga yang menjual dan membeli hasil segar seperti ikan, ayam, daging dan durian daripada platform e-dagang, namun pada April 2020, kira-kira 1000 penjual hasil segar dan beku, termasuk petani dan nelayan mula menjual di Shopee. Menurut Rafidah (2020) bermula Mac 2020 ketika pku dikuatkuasakan di seluruh negeri dalam Malaysia, aktiviti jual beli dalam talian telah meningkat sebanyak 28.9 peratus pada bulan berikutnya.

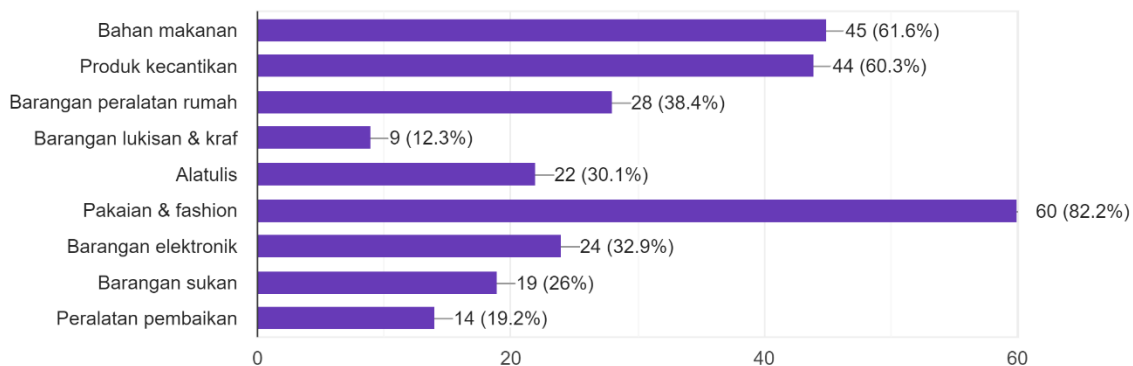
Barangan yang sering dibeli secara atas talian

Barangan yang sering dibeli secara atas talian sebelum pandemik. (boleh ditanda lebih daripada 1)
73 responses



Carta 1

Barangan yang sering dibeli secara atas talian semasa pandemik. (boleh ditanda lebih daripada 1)
73 responses



Carta 2

Carta di atas jelas menunjukkan peningkatan pembelian atas talian kepada semua jenis barangan, namun 3 jenis barangan iaitu pakaian dan fesyen, bahan makanan dan produk kecantikan paling banyak mengalami peningkatan belian semasa pandemik. Didapati pembelian pakaian dan fesyen meningkat daripada 76.7% kepada 82.2%, manakala pembelian produk makanan meningkat daripada 38.4% kepada 61.6% dan pembelian produk kecantikan pula meningkat daripada 41.1% kepada 60.3%. Daripada carta ini jelas dapat dilihat trend pembelian atas talian meningkat dengan banyak semasa pandemik berbanding sebelum pandemik.

4.1.2 Faktor keselamatan diri menyebabkan kecenderungan pensyarah PKB membuat pembelian atas talian semasa pandemic

Jadual 4 – Skor min untuk Faktor Keselamatan Diri

Soalan	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju	Skor min
Saya merasa yakin dapat menghindari diri daripada jangkitan covid19 apabila melakukan pembelian atas talian	1	13	39	20	3.88
Saya berasa selamat daripada ancaman covid 19 apabila melakukan pembelian atas talian berbanding keluar membeli belah di outlet	2	2	47	22	4.16
Saya yakin melakukan pembelian atas talian dengan penghantaran terus barangan ke rumah dapat menghindari diri daripada jangkitan covid19	3	13	40	17	3.75
Saya dapat mengelakkan diri daripada covid 19 kerana tidak perlu berurusan secara berhadapan dengan peniaga apabila membuat pembelian atas talian.	2	4	35	32	4.25
Saya yakin dengan membuat pembelian secara atas talian menjadi norma baharu dan dapat memutuskan rantaian covid 19	2	4	38	29	4.21
Saya rasa lebih selamat membeli belah di atas talian semasa pandemik kerana tidak perlu bersesak – sesak dengan ramai orang	1	1	34	37	4.44
Saya yakin membeli secara atas talian dapat mengurangkan penularan covid 19	1	8	41	23	4.05
Saya rasa selamat untuk membeli belah di talian kerana saya yakin produk belian saya tidak disentuh oleh orang lain	2	18	39	14	3.62
Saya yakin dapat menyelamatkan keluarga daripada ancaman covid 19 apabila saya membuat pembelian atas talian	2	8	45	18	3.95
Pembelian atas talian mampu mengurangkan keresahan saya terhadap bahaya ancaman covid 19 terhadap diri saya	1	5	46	21	4.11
Jumlah Skor Min					4.04

Jadual di atas adalah soalan berkaitan faktor keselamatan yang menyebabkan kecenderungan pensyarah membuat pembelian atas talian semasa Pandemik Covid 19. Didapati skor min tertinggi adalah dengan nilai 4.44 (tinggi) iaitu untuk item saya rasa lebih selamat membeli belah atas talian semasa pandemic kerana tidak perlu bersesak-sesak dengan ramai orang. Skor min terendah pula adalah sebanyak 3.62 (sederhana) untuk item saya rasa selamat untuk membeli belah di talian kerana saya yakin produk belian saya tidak disentuh oleh orang lain. Jumlah keseluruhan skor min untuk faktor keselamatan diri adalah 4.04 pada tahap tinggi. Dapatan kajian ini disokong oleh kajian yang dilakukan oleh Norashikin et. al. (2021) dalam kajiannya bertajuk Kesan Norma Baharu Terhadap Pengguna dari Aspek Aktiviti Sosial. Hasil kajiannya mendapati, semasa pandemik, majoriti responden kajiannya menjawab sangat setuju dengan soalan tidak berkunjung ke kawasan sesak dengan orang ramai kerana bimbang dengan risiko jangkitan Covid 19 yang tinggi. Kajiannya juga mendapati majoriti responden memilih sangat setuju dengan soalan membungkus makanan atau menggunakan khidmat penghantar makanan bagi mengurangkan interaksi dengan orang ramai atau berada di kawasan sesak semasa pandemic.

4.1.3 Faktor kepercayaan menyebabkan kecenderungan pensyarah PKB membuat pembelian atas talian semasa pandemic

Jadual 5 – Skor min untuk Faktor Kepercayaan

SOALAN	Sangat setuju	tidak setuju	Tidak setuju	Setuju	Sangat setuju	Skor min
Saya yakin untuk membeli di atas talian setelah melihat respon positif yang diberikan oleh pelanggan yg lain	0	8	34	31	4.21	
Saya mendapati pihak penjual di Internet seringkali mengenal pasti tahap kepuasan pelanggannya dengan menyediakan ruang untuk pengguna memberikan pendapat/pandangan	2	11	41	19	3.88	
Saya tidak pernah mengalami masalah seperti penipuan semasa membeli atas talian	9	21	30	13	3.23	
Saya sentiasa menerima bukti pengesahan pesanan yang direkodkan menerusi email atau SMS selepas membuat pembayaran kepada penjual	2	10	41	20	3.92	
Saya suka membeli secara atas talian kerana kualiti barangan yang dibeli serupa dengan yang dinyatakan	3	19	33	18	3.60	
Barangan yang saya beli secara atas talian diterima pada masa yang tepat	2	24	31	16	3.48	

Saya hanya membeli atas talian daripada platform atas talian yang saya percaya sahaja	1	7	35	30	4.18
Saya tidak mempunyai masalah untuk memberikan maklumat peribadi ketika membeli secara dalam talian	9	20	35	9	3.21
Saya merasa lebih yakin untuk membeli secara atas talian setelah melihat ramai yang mengikuti kedai tersebut	1	6	40	26	4.15
Saya suka membeli atas talian kerana barang diterima dalam keadaan yang baik	3	12	42	16	3.77
Jumlah Skor Min					3.76

Jadual di atas adalah soalan berkaitan faktor kepercayaan menyebabkan kecenderungan pensyarah PKB membuat pembelian atas talian semasa pandemik. Didapati skor min tertinggi adalah dengan nilai 4.18 (tinggi) iaitu untuk item saya hanya membeli atas talian daripada platform atas talian yang saya percaya sahaja. Skor min terendah pula adalah dengan nilai 3.21 (sederhana) untuk item saya tidak mempunyai masalah untuk memberikan maklumat peribadi ketika membeli secara atas talian. Jumlah keseluruhan skor min untuk faktor kepercayaan adalah dengan nilai 3.76 pada tahap tinggi. Arisah et. al (2016) dalam kajiannya mendapati terdapat lima faktor utama yang menjadi pilihan pengguna sebelum melakukan pembelian secara atas talian, iaitu faktor keselamatan, produk yang ditawarkan, risiko, boleh dipercayai dan pengalaman pengguna. Justeru, pendekatan yang berbeza perlu dilakukan oleh peniaga bagi memenuhi citarasa pengguna sasaran seterusnya mampu mengembangkan lagi empayar perniagaan mereka. Yazid et. al. (2016) juga bersetuju bahawa faktor kepercayaan dan risiko telah dikenalpasti sebagai faktor utama dalam pembuatan keputusan golongan mahasiswa untuk melakukan pembelian secara atas talian.

4.1.4 Perbezaan kekerapan pembelian atas talian sebelum dan semasa pandemik mengikut jantina

Ujian t bersandar digunakan untuk melihat sama ada terdapat perbezaan min yang signifikan kekerapan pembelian atas talian sebelum dan semasa pandemik mengikut jantina seperti dalam jadual 5 di bawah.

Jadual 6 : Ujian t kekerapan pembelian atas talian sebelum & semasa pandemik

Jantina	N	Sebelum pandemik			Semasa Pandemik		
		min	t	Sig (2 tailed)	min	t	Sig (2 tailed)
Lelaki	13	2.08	-1.129	0.263	2.62	-1.568	0.121
perempuan	60	2.43	-1.061		3.07	-1.542	

Keputusan statistik t menunjukkan nilai kesignifikan bagi kekerapan pembelian atas talian sebelum dan semasa pandemic Covid 19 bersamaan 0.263 dan 0.121 dan ianya lebih besar dari nilai aras kesignifikan 0.05. Keputusan ini menunjukkan tiada perbezaan yang signifikan pembelian atas talian sebelum dan semasa pandemik mengikut jantina. Dapatan ini adalah bertentangan dengan kajian yang dijalankan oleh Arisah et. al. (2016) yang mendapati bahawa terdapat perbezaan yang signifikan untuk skor amalan pembelian atas talian di antara responden lelaki dan perempuan. Kajiannya mendapati bahawa responden perempuan lebih cenderung suka membeli di atas talian kerana faktor masa pembelian yang fleksibel, penghantaran barang percuma dan urusan beli belah yang lebih mudah.

5.0 KESIMPULAN

Secara keseluruhannya dapatlah disimpulkan bahawa semasa pandemik kekerapan pembelian atas talian telah meningkat dengan banyak. Antara barangan yang sering atau banyak dibeli secara atas talian adalah pakaian atau fesyen, makanan dan produk kecantikan. Faktor yang menyebabkan kecenderungan pembelian atas talian semasa pandemik adalah faktor keselamatan diri dan faktor kepercayaan. Pengkaji mendapati pembeli sangat mementingkan keselamatan diri semasa pandemik Covid 19 dan memilih untuk membeli secara atas talian bagi mengurangkan risiko atau menghindari diri terdedah dengan virus Covid 19. Pengkaji juga mendapati tiada perbezaan yang signifikan kekerapan pembelian atas talian sebelum dan semasa pandemik mengikut jantina.

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HUBUNGAN ANTARA PEMERKASAAN PSIKOLOGI TERHADAP PRESTASI KERJA DENGAN PERANTARAAN EFIKASI KENDIRI

Ammar Bin Ab Rahman
Graduate School of Business
Universiti Kebangsaan Malaysia, 43600 Bangi, Malaysia
Email: amra7755@gmail.com

Khairul Anuar Bin Mohd Ali
Graduate School of Business
Universiti Kebangsaan Malaysia, 43600 Bangi, Malaysia
Email: kabma@ukm.edu.my

ABSTRAK

Prestasi kerja guru ialah ukuran guru berbanding matlamatnya yang menekankan sama ada pencapaiannya sepadan dengan matlamat yang diharapkan. Efikasi sendiri guru ialah kepercayaan dan keyakinan guru terhadap kebolehannya untuk menyelaras dan melaksanakan sesuatu untuk mencapai matlamat yang diinginkan. Kajian ini membincangkan hubungan antara efikasi sendiri sebagai perantara (moderator) hubungan di antara pemerksaan psikologi dan prestasi kerja. Metodologi kajian ini dilaksanakan dalam kaedah kuantitatif. Analisis deskriptif dan inferensi menggunakan SPSS versi 24.0 untuk menganalisis data 320 responden yang dikumpul daripada guru di 6 MRSM secara persampelan rawak. Hubungan korelasi dianalisis menggunakan regresi hierarki berganda. Kajian ini menguji hipotesis dan hasilnya adalah signifikan. Kajian ini telah menyumbang kepada dapatan kajian yang mendapati terdapat hubungan yang signifikan antara peranan efikasi sendiri sebagai perantara dalam hubungan antara pemerksaan psikologi dengan prestasi kerja.

Kata kunci : prestasi kerja, efikasi sendiri, pemerksaan psikologi, guru

PENGENALAN

Pendidikan di Malaysia pada waktu ini berdepan dengan pelbagai cabaran diantaranya ialah masalah tahap prestasi kerja guru, efikasi sendiri dan pemerksaan psikologi guru. Oleh itu peranan guru pada tahap keupayaan yang tinggi diperlukan untuk meningkatkan produktiviti ini. Menerusi permasalahan ini, penyelidikan ini dilakukan untuk menentukan faktor-faktor yang mungkin dapat mengoptimumkan prestasi kerja guru-guru dengan meningkatkan tahap motivasi mereka. Efikasi sendiri guru dikaji sebagai pemboleh ubah perantara di dalam hubungan di antara pemerksaan psikologi dengan prestasi kerja mereka. Guru-guru yang tidak berpuas hati terhadap prestasi kerja mereka sekali gus melahirkan tingkah laku tidak produktif yang mengganggu produktiviti pengajaran, organisasi, penghasilan kualiti pelajar dan sebagainya.

Dessler (2000) memberi takrifan bahawa prestasi kerja merujuk kepada bagaimana individu mengambil tindakan dan menyumbang kepada tingkah laku yang memenuhi matlamat organisasi dan prestasi kerja juga merujuk kepada tanggungjawab dan tugas yang mesti dilakukan oleh individu sebagai tugas individu.

Yuh dan Kenayathulla (2020), menekankan tentang kemenjadian pelajar terutamanya di dalam pentaksiran pengajaran dan pembelajaran tentunya mempunyai hubungan yang signifikan dengan kemenjadian guru. Efikasi sendiri menyumbang kepada tahap prestasi kerja guru. Akibat daripada efikasi sendiri yang rendah akan menyebabkan kualiti kemenjadian pelajar berada pada tahap yang rendah.

SOROTAN LITERATUR

PEMERKASAAN PSIKOLOGI DAN PRESTASI KERJA

Penyelidik dan pengamal pengurusan telah lama menganggap pemerksaan memainkan peranan yang sangat penting dalam perkembangan kumpulan dan keberkesanan organisasi. Penyelidikan mendapati bahawa pemerksaan psikologi mempunyai kesan yang ketara terhadap hasil berkaitan pekerjaan pekerja seperti komitmen organisasi dan kepuasan kerja (Aryee & Chen, 2006), prestasi tugas (Hempel et al., 2012), prestasi konteks atau OCB (Chi & Hsieh, 2012) dan prestasi inovasi (Singh & Sarkar, 2012; Sun et al., 2012). Namun, masih banyak lagi persoalan yang belum terjawab berkenaan bagaimana perbezaan individu memberi kesan terhadap hubungan prestasi kerja dan pemerksaan psikologi dan mekanisme psikologi yang mengaitkan pemerksaan psikologi dengan prestasi kerja (Li et al. 2015).

Terdapat beberapa kajian yang menunjukkan hubungan antara pemerksaan psikologi dan prestasi konteks (Chiang & Hsieh, 2012). Chan (2003) mengatakan strategi pemerksaan boleh dicirikan sebagai campur tangan untuk meningkatkan efikasi sendiri pekerja dan mendorong mereka secara intrinsik, seterusnya mencipta hubungan berdasarkan sokongan antara pengurusan dan pekerja. Menurut teori pertukaran sosial, pekerja membalas tindakan pengurusan bukan sahaja dengan menjalankan tugas teras dengan lebih baik, malah mengamalkan tingkah laku mengikut budi bicara seperti tingkah laku kewarganegaraan organisasi (Podsakoff et al., 2000).

Pemerksaan psikologi ialah satu perangsang dalaman yang membolehkan tugas mereka disiapkan (Spreitzer, 1995a, 1995b). Jenis pemerksaan ini ialah dorongan dalaman untuk menggalakkan tingkah laku kewarganegaraan organisasi pekerja (Conger & Kanungo, 1988). Pemerksaan psikologi memberi kesan terhadap peranan dan prestasi tugas pekerja. (Kong, Sun & Yan 2016).

Terdapat beberapa kajian (Thomas & Velthouse, 1990; Ilies et al., 2005) yang mendapati autonomi dalam organisasi menjurus kepada peningkatan produktiviti, kepuasan dan prestasi. Di persekitaran sekolah, sebuah kajian oleh Lee dan Nie (2014) mengungkapkan korelasi positif pemerksaan psikologi guru dengan hasil kerja guru dan kepuasan kerja, komitmen organisasi dan profesional serta kemampuan pengurusan sendiri. Pemimpin perlu sedar bahawa mereka dapat membentuk kepercayaan pemerksaan pekerja, yang mempengaruhi bagaimana perasaan pekerja mengenai pengalaman kerja mereka (Schermuly dan Meyer, 2020). Untuk tujuan ini, pemimpin perlu memberikan pengiktirafan peribadi yang bermakna kepada pekerja mereka yang akan meningkatkan efikasi sendiri yang dirasakan pekerja mereka (Minai et al., 2020).

Terdapat proses psikologi tertentu yang membantu meningkatkan tahap kepuasan kerja. Pemerksaan psikologi dianggap sebagai konstruk motivasi, yang mencontohkan empat bentuk kognisi, iaitu autonomi, tekad, pengetahuan, makna, dan kesan (Pathak dan Srivastava, 2017). Kajian lepas menunjukkan hubungan yang kuat antara pelbagai dimensi pemerksaan psikologi dan kepuasan kerja (Pathak dan Srivastava 2017; Lee dan Nie, 2014). Pemerksaan psikologi

mewakili bentuk motivasi intrinsik, dan ia memupuk minat terhadap pekerjaan yang membawa kepada penglibatan kerja yang lebih tinggi (Arogundade et al., 2017).

Pemeriksaan psikologi mempunyai kesan yang kuat terhadap kreativiti dan prestasi (Sun et al., 2012). Pemeriksaan psikologi tahap tinggi mendorong pekerja melaksanakan tugas dengan baik (Bin Saeed et al., 2019). Seorang pekerja yang bertenaga secara psikologi boleh menjadi sangat produktif untuk organisasi (Kundu et al., 2019). Pekerja seperti itu merasa terdorong untuk melakukan aktiviti projek kerana sokongan yang mereka dapat dari pemimpin yang beretika. Newman et al. (2017), percaya bahawa kepemimpinan pelayan (servan) mempengaruhi prestasi pekerja melalui pemeriksaan melalui pengawasan, memberikan peluang untuk pertumbuhan dan pengembangan, dan memperlakukan pekerja dengan rasa hormat, pemimpin pelayan meningkatkan makna pekerjaan.

Pandangan praktikal menafsirkan bahawa pemeriksaan psikologi akan meningkatkan prestasi kerja yang lebih tinggi secara jelas apabila pengurus pertengahan disokong dengan tingkah laku intrapreneurial. Khususnya, pemeriksaan psikologi didapati mempengaruhi prestasi kerja secara positif; penemuan ini disinari dengan lebih baik apabila tingkah laku intrapreneurial campur tangan dalam hubungan. Penemuan ini juga menunjukkan bahawa pemeriksaan psikologi akan membantu meningkatkan penggunaan tingkah laku intrapreneurial di kalangan pengurus. Walau bagaimanapun, penggunaan tingkah laku intrapreneurial akan meningkatkan prestasi kerja para pengurus. Pengaruh positif pemeriksaan psikologi terhadap prestasi kerja akan lebih besar dengan adanya tingkah laku intrapreneurial Mahmoud, M. A., Ahmad, S., & Poespowidjojo, D. A. L., 2021).

Dalam kajian pekerja perbandaran di Afrika Selatan, pemeriksaan kepemimpinan didapati berkait rapat dengan usaha kerja dan prestasi pekerja (Govender, 2017). Chow (2018) juga menunjukkan bahawa memperkasakan kepemimpinan meningkatkan kreativiti di kalangan pekerja bawahan yang dapat meningkatkan lagi prestasi kerja mereka. Beberapa kajian baru-baru ini menunjukkan bahawa pemeriksaan kepemimpinan mempengaruhi hasil tingkah laku di kalangan pekerja melalui mekanisme psikologi yang berbeza (Chow, 2018; Kim dan Beehr, 2018). Chow (2018) telah mendapati bahawa memperkasakan kepemimpinan memberi kesan positif terhadap kreativiti pekerja melalui perantaraan motivasi untuk belajar dan mempercayai kepemimpinan. Kim dan Beehr (2018) mendapati bahawa pemeriksaan kepemimpinan mempunyai pengaruh negatif terhadap dua tingkah laku penarikan pekerja (ketidakhadiran dan niat pusing ganti) dengan perantaraan komitmen afektif. Dalam kajian bank Arab, Abuzid dan Abbas (2017) telah mendapati bahawa pemeriksaan kepemimpinan mempunyai kesan langsung dan tidak langsung terhadap pemeriksaan psikologi melalui kepemimpinan sendiri dan pemeriksaan mereka membawa kepada kepuasan kerja yang lebih tinggi dan prestasi kreatif.

Kajian yang dilakukan oleh Iqbal et al. (2020) menyiasat peranan pemeriksaan psikologi dalam hubungan antara kepemimpinan lestari dan prestasi lestari. Hubungan itu didapati signifikan. Pemimpin memberi kuasa kepada pekerja bawahan mereka melalui penyediaan arah yang jelas terhadap tugas mereka. Begitu juga seorang pemimpin menunjukkan tingkah laku pemeriksaan ketika dia menekankan pentingnya pekerjaan, memfasilitasi pembuatan keputusan secara partisipatif, mendorong peningkatan prestasi dan menghilangkan rintangan menghadapi hasil kerja yang berkesan (Ahearne et al., 2005). Di persekitaran sekolah, sebuah kajian oleh Lee dan Nie (2014) mengungkapkan korelasi positif pemeriksaan psikologi guru dengan hasil kerja guru dan kepuasan kerja, komitmen organisasi dan profesional serta kemampuan pengurusan sendiri.

Selaras dengan penemuan dalam kebanyakan kajian mengenai pemeriksaan psikologi telah menunjukkan bahawa ianya mempunyai kesan positif terhadap prestasi tugas (Tripathiet al., 2020; Varma dan Malhotra, 2020). Sokongan yang kuat menggunakan analisis meta mendapati bahawa pemeriksaan secara bebas menyebarkan kesan amalan pengurusan berprestasi tinggi terhadap prestasi kerja (Chamberlin et al., 2018). Peranan pengantaraan pemeriksaan psikologi yang dinyatakan oleh Kersti et. al (2018) selaras dengan hasil yang diperoleh oleh Lee dan Nie (2014), di mana pemeriksaan psikologi guru muncul sebagai pemboleh ubah perantara antara ciri kepemimpinan sekolah dengan kepuasan kerja dan komitmen organisasi. Peranan pengantaraan pemeriksaan psikologi juga telah dikaji di luar persekitaran sekolah dan didapati bahawa pemeriksaan psikologi memainkan peranan pengantara antara gaya kepemimpinan pemimpin dan kepuasan kerja (Aydogmus et al., 2018). Pekerja yang diberi kuasa secara psikologi mempunyai hak istimewa untuk bekerja dengan baik tanpa persetujuan penyelia mereka dan meningkatkan kepuasan pekerja (Alqatawenh, 2018). Sikap dan tingkah laku kerja para pekerja secara signifikan dan positif dikaitkan dengan pemeriksaan psikologi yang mempunyai kesan yang signifikan terhadap prestasi pekerja (de Klerk dan Stander, 2014).

EFIKASI KENDIRI DAN PEMERKASAAN PSIKOLOGI

Pemeriksaan psikologi ialah pekerja perlu merasakan bahawa dari segi psikologinya perasaan diberikan kepercayaan untuk melaksanakan sesuatu tugas yang ditakrifkan sebagai pemeriksaan. Pemeriksaan struktur dan pemeriksaan psikologi. Pemeriksaan struktur (structural empowerment) lebih fokus kepada "penyerahan kuasa", manakala pemeriksaan psikologi lebih tertumpu kepada "perasaan diberi kuasa". Dengan kata lain, pemeriksaan struktur lebih memfokuskan organisasi berbanding dengan pemeriksaan psikologi yang lebih memfokuskan individu (Meng et.al., 2015).

MacPhee et al. (2014) berpendapat bahawa perspektif psikologi mendefinisikan pemeriksaan sebagai faktor motivasi sendiri yang mencerminkan kepercayaan individu terhadap hubungan peribadi dan khususnya satu set persepsi yang menekankan aspek motivasi kompetensi sendiri atau efiikasi sendiri, termasuk persepsi kawalan peribadi (Khuntia et al., 2017). Pemeriksaan psikologi terdiri daripada empat dimensi: bermaksud (makna), kecekapan, keazaman diri dan kesan (Spreitzer, 1995). Makna merujuk kepada takat di mana seseorang individu percaya bahawa kerjanya penting. Kecekapan ialah satu kepercayaan dalam keupayaan seseorang melaksanakan aktiviti kerja dengan jayanya. Keazaman diri mewakili satu perasaan autonomi atau pilihan atas permulaan dan pencapaian tugas-tugas berkaitan kerja. Kesan mewakili takat di mana seseorang individu percaya bahawa dia boleh mempengaruhi kesudahan-kesudahan di tempat kerja (Spreitzer, 2008). Spreitzer (1995) menampilkan bukti yang empat dimensi ini ialah penting, ketiadaan mana-mana ciri tersebut mengehendkan pengalaman pemeriksaan. Sewajarnya, pemeriksaan psikologi diperhatikan sebagai satu perkara yang 'membolehkan proses menambah pengawalan tugas dan ketabahan seorang pekerja' (Mostafa, A. M. S. (2017).

Sokongan organisasi yang dirasakan dianggap sebagai pendahuluan kepada pemeriksaan psikologi, yang mewakili pihak organisasi dalam hubungan pertukaran, memberi sokongan pekerja, autonomi dan kebebasan untuk membuat keputusan (Kang et al., 2020). Kemudian pekerja merasa diberi kuasa secara psikologi dan membalas organisasi dengan penglibatan kerja (Cain et al., 2018) dan tingkah laku kewarganegaraan organisasi yang berorientasikan perkhidmatan (Abdulrab et al., 2018). Sebilangan sarjana bersetuju bahawa sokongan organisasi yang dirasakan dan pemeriksaan psikologi berfungsi sebagai motivator dalaman, yang memberi inspirasi kepada tingkah laku pekerja yang lebih baik (Aydin dan Tuzun, 2019). Teori pertukaran sosial mengiktiraf hubungan pekerja-organisasi sebagai transaksi timbal balik yang bermanfaat (Cropanzano dan Mitchell, 2005). Ini bermaksud bahawa pekerja cenderung lebih bermotivasi dan terikat dengan organisasi untuk mengembangkan tingkah laku kewarganegaraan organisasi apabila mereka merasakan iklim kerja yang menyokong dan merasa diberi kekuatan secara psikologi (Kang et al., 2020).

Pemeriksaan psikologi yang dikenali sebagai konstruk bertingkat, pemeriksaan meningkatkan efiikasi sendiri di kalangan pekerja, memupuk rasa kekuatan mereka (Conger dan Kanungo, 1988). Argumen biasa dalam literatur pemasaran perkhidmatan adalah bahawa pengurusan harus memupuk pemeriksaan pekerja perkhidmatan, sehingga sumber pertemuan perkhidmatan yang tidak ketara dapat mencapai prestasi yang lebih baik (Hewagama et al., 2019). Sebagai amalan kerja berprestasi tinggi, pemeriksaan dianggap sebagai konstruk yang membolehkan pekerja memenuhi keperluan pelanggan dengan membuat keputusan di tempat (Karatepe et al., 2018).

Hasil kajian yang dibuat oleh Huang, J. (2017) menunjukkan bahawa pekerja yang mempunyai pemeriksaan psikologi yang positif akan meningkatkan efiikasi sendiri dan efiikasi sendiri juga berkorelasi positif dengan tingkah laku proaktif. Selanjutnya, dalam kajian yang buat oleh Taştan, S. B. (2013) disahkan bahawa persepsi efiikasi sendiri secara signifikan mempengaruhi hubungan antara pemeriksaan psikologi dan persepsi kesejahteraan psikologi terhadap individu (guru). Akibatnya, ia dilihat bahawa pemeriksaan psikologi mempunyai peranan terhadap persepsi efiikasi sendiri dan efiikasi sendiri menunjukkan kekuatan hubungan pemeriksaan psikologi pada psikologi kesejahteraan. Efiikasi sendiri telah dinyatakan untuk memainkan peranan penting dalam pemeriksaan pekerja (Cherian dan Jacob, 2013). Pemeriksaan pekerja seterusnya dicadangkan untuk menjadi bahan utama dalam program peningkatan kualiti yang berjaya (Jo dan Park, 2016). Terdapat juga bukti penyelidikan bahawa individu yang mempunyai efiikasi sendiri yang tinggi kurang tahan terhadap inovasi dan perubahan (Ahlin et al., 2014).

Menurut pendapat Çetin dan Askun (2018), pemeriksaan psikologi menghasilkan efiikasi sendiri dan motivasi tugas intrinsik di kalangan pekerja dan kedua-duanya didapati memberi kesan positif terhadap prestasi kerja. Pemeriksaan psikologi juga memberi kesan positif terhadap prestasi kerja melalui perantaraan kepuasan kerja (Sun, 2016). Dalam konteks kajian yang dibuat di India, Mir dan Rainayee (2015) telah menunjukkan bahawa pemeriksaan psikologi mempengaruhi prestasi kerja secara langsung dan tidak langsung melalui perantaraan kepuasan kerja. Spreitzer (1995) mencadangkan, kakitangan dengan tahap tinggi pemeriksaan psikologinya melihat bahawa mereka mempunyai

keazaman diri dan pengaruh, yang seterusnya memperkenalkan prestasi inovasi mereka. Zhang dan Bartol (2010) mendapati pemerksaan psikologi dipengaruhi secara positif kreativiti kakitangan. Ertürk (2012) mendapati tiga daripada empat dimensi pemerksaan psikologi, iaitu, bermaksud (makna), kecekapan dan kesan secara positif berkaitan dengan keupayaan inovasi. Maka tanggapan kakitangan terhadap makna kerja, keberkesanan diri masing-masing, keazaman diri dan kesan menjurus kepada penciptaan inovasi produk dan ilmu baru (Li, Y. (2015).

Akibatnya, pasukan untuk mewujudkan perasaan pemerksaan di kalangan anggota akan mencari jalan untuk mewujudkan sistem dan prosedur rangkaian tidak rasmi yang tidak menyekat pekerja. Ini akan meningkatkan pertukaran idea dan pendapat (Newman et al., 2017). Wu dan Lee (2017), mencadangkan integrasi teori pertukaran sosial dan perspektif positif tingkah laku organisasi. Mereka lebih menekankan peningkatan perkongsian pengetahuan dan pembelajaran ketika memperksakan pemimpin pasukan yang hadir untuk pasukan. Zhang et al. (2018) mencadangkan bahawa pekerja yang merasakan tahap pemerksaan yang lebih tinggi cenderung membina motivasi kepercayaan yang kuat untuk mencapai penglibatan yang lebih baik di tempat kerja mereka. Kajian terdahulu mengandaikan bahawa pemerksaan psikologi pekerja adalah alat untuk mencapai sebuah organisasi yang mantap (Soud Almahamid; 2019).

Pemerksaan guru yang serupa dengan dan berasal dari pemerksaan psikologi, mencerminkan motivasi tugas intrinsik seseorang (Lee dan Nie, 2017). Fong dan Snape (2015) menggariskan kepentingan menganalisis perbezaan antara kumpulan dan antara kumpulan dalam memperksakan kepemimpinan dan kesannya terhadap sikap dan tingkah laku individu. Park (2017) menambah bahawa beberapa pekerja mungkin merasa dan bertindak dengan cara yang diberi kuasa tanpa mengira sejauh mana pekerja diberi suara dan terlibat dalam membuat keputusan. Pekerja yang lebih berpendidikan tinggi, lebih komited terhadap profesion mereka, berada di tahap organisasi yang lebih tinggi dan mempunyai lebih banyak efikasi sendiri cenderung merasakan dan bertindak lebih bertenaga. Individu kemudian mempunyai pengaruh terhadap tahap pemerksaan psikologi mereka.

Pekerja yang mempunyai kekuatan psikologi tinggi cenderung untuk mempercayai bahawa mereka mampu menyelesaikan tugas dan mempunyai autonomi dan kawalan di tempat kerja; oleh itu keperluan asas psikologi mereka terutamanya autonomi dan kecekapan, lebih baik dipuaskan dan mereka merasa bekerja dengan baik (Zheng dan Liu, 2016). Menggabungkan perkara ini, pemerksaan psikologi sebagai sumber peribadi berperanan penting dalam memenuhi keperluan psikologi asas pekerja dan seterusnya menyumbang kepada kesejahteraan kerja yang lebih besar.

EFIKASI KENDIRI DAN PRESTASI KERJA

Hubungan positif antara efikasi sendiri dan prestasi kerja telah disokong dalam banyak kajian. Dua analisis meta yang secara khusus membincangkan hubungan antara efikasi sendiri dan prestasi kerja (Judge & Bono, 2001) melaporkan korelasi yang dibetulkan secara statistik menunjukkan yang ianya signifikan masing-masing 0.23 dan 0.38, antara efikasi sendiri dan prestasi kerja. Bandura dan Locke (2003) meringkaskan bukti hubungan ini daripada sembilan jenis analisis meta berskala besar yang dijalankan dalam bidang prestasi yang berbeza (contohnya, fungsi kesihatan, fungsi psikososial). Pengarang ini meyakinkan bahawa efikasi sendiri mempunyai nilai ramalan untuk motivasi dan prestasi. Efikasi sendiri dapat meningkatkan prestasi kerana individu yang melihat diri mereka sebagai sangat cekap akan mengaktifkan upaya mencukupi yang berkaitan dengan tugas dan bertahan lebih lama pada tugas tersebut walaupun mengalami pelbagai masalah. Tingkah laku peraturan sendiri ini dapat meningkatkan peluang untuk berjaya.

Pekerja dengan efikasi sendiri yang tinggi melaporkan sedikit keletihan emosi dan lebih banyak kepuasan kerja daripada pekerja yang kurang pasti tentang keberkesanan masa depan mereka (Van Seggelen-Damen & Dam Van 2016). Dalam kajian analitik meta mereka, Avey et al. (2009) melihat perkaitan yang kuat antara efikasi sendiri dengan kepuasan kerja dan kesejahteraan subjektif. Faktor-faktor ini akan meningkatkan prestasi kerja seseorang.

Tim, Bakker & Derks (2014) menyatakan efikasi sendiri mampu meningkatkan prestasi kerana individu yang melihat diri mereka sebagai sangat cekap akan mengaktifkan usaha yang berkaitan dengan tugas yang mencukupi dan bertahan lebih lama dalam tugas tersebut walaupun menghadapi pelbagai halangan. Tingkah laku peraturan sendiri ini dapat meningkatkan peluang hasil yang berjaya. Sebaliknya, individu yang beranggapan efikasi sendiri yang rendah mungkin lebih cenderung untuk menghentikan usaha mereka dan gagal dalam tugas. Walau bagaimanapun, sesetengah penyelidik mendapati bahawa tahap efikasi sendiri yang tinggi sebenarnya boleh menjejaskan prestasi kerja kerana peserta menjadi terlalu yakin dan seterusnya memperuntukkan sumber yang lebih sedikit untuk mencapai matlamat mereka (Vancouver et al., 2002).

Efikasi sendiri yang tinggi dianggap menyumbang kepada peningkatan prestasi dalam pelbagai situasi kerana perkaitannya dengan strategi tingkah laku yang berkesan. Teori efikasi sendiri menganjurkan bahawa individu menilai kemampuan mereka untuk menghadapi cabaran dengan jaya apabila menghadapi tuntutan persekitaran dan berdasarkan penilaian tersebut, individu memulakan dan meneruskan strategi tingkah laku untuk mengatasi cabaran dengan berkesan dan mencapai hasil yang diinginkan (Bandura, 1997).

Terdapat pengaruh bersama yang ketara antara prestasi kerja dan kepuasan kerja. Selain itu, kepuasan kerja yang lebih tinggi membawa kepada prestasi kerja yang lebih baik dan prestasi kerja yang lebih baik akan memberi kepuasan kerja yang lebih tinggi. Mungkin alasan di sebaliknya keadaan ini ialah pekerja yang melaksanakan tugas dengan lebih baik lebih cenderung disenangi oleh organisasi. Akibatnya, mereka berasa pekerjaan mereka memenuhi keperluan kesempurnaan sendiri dan oleh itu, berasa lebih puas dengan pekerjaan tersebut. Mungkin juga, individu yang lebih puas dengan pekerjaan mereka berasa lebih bersemangat bekerja dan dengan itu prestasi mereka lebih baik (Yang, C. & Hwang, 2014).

Selcuk (2020) telah menyatakan bahawa semakin tinggi efikasi sendiri guru, semakin tinggi prestasi kerja yang menunjukkan penglibatan guru dalam organisasi dan penglibatan mereka dalam melaksanakan tugas. Kajian tersebut juga menunjukkan bahawa efikasi sendiri guru mempunyai kesan penyederhanaan yang signifikan antara penglibatan guru dalam pekerjaan dan prestasi kerja mereka. J Cherian dan J Jacob (2013) menggariskan pertamanya, bahawa prestasi pekerja secara keseluruhannya dipengaruhi secara positif oleh efikasi sendiri. Ini juga telah ditunjukkan bahawa tingkah laku organisasi profesional yang skeptikal biasanya dipengaruhi dengan kuat oleh keyakinan diri. Keduanya ialah kerumitan tugas serta lokasi prestasi, didapati mengurangkan hubungan antara efikasi sendiri dengan kecekapan tempat kerja. Kedua-dua faktor ini memainkan peranan penting dalam organisasi, kerana cenderung memperburuk hubungan antara efikasi sendiri dan prestasi. Kerumitan tugas yang semakin meningkat menunjukkan bahawa hubungan ini semakin lemah.

Beberapa kajian menunjukkan bahawa terdapat hubungan positif antara efikasi sendiri dan prestasi dalam domain seperti tingkah laku proaktif dan prestasi yang berkaitan dengan pekerjaan (Ozyilmaz et al., 2018). Walau bagaimanapun, sebilangan penyelidik berpendapat bahawa kaitan antara efikasi sendiri dan kriteria yang berkaitan dengan prestasi tidak selalu positif; sebaliknya, ia boleh menjadi neutral atau bahkan negatif, bergantung pada faktor kontekstual (Beck dan Schmidt, 2018). Walaupun kajian terdahulu telah mengkaji hubungan antara efikasi sendiri dan prestasi kerja (Ozyilmaz et al., 2018), penemuan hanya beberapa kajian (De Clercq et al., 2018) memberikan pandangan yang jelas bagaimana efikasi sendiri pekerja mempengaruhi prestasi kerja mereka melalui mekanisme pengantaraan. Tzur et al. (2016) mendapati bahawa ganjaran menyederhanakan pengaruh efikasi sendiri terhadap prestasi, di mana efikasi sendiri secara positif berkaitan dengan prestasi dalam keadaan ganjaran tinggi tetapi dikaitkan secara negatif dengan prestasi dalam keadaan ganjaran rendah.

Terdapat juga beberapa pandangan dan kajian yang berbeza berkaitan efikasi sendiri dan prestasi kerja seperti yang dikemukakan oleh Nakir et al.; (2020). Efikasi sendiri tidak berkaitan langsung dengan prestasi kerja kerana efikasi sendiri mewakili penilaian sendiri subjektif individu mengenai kemahiran pekerjaan mereka sendiri tanpa berkaitan langsung dengan kemahiran sebenar yang dimiliki oleh mereka (Nakir et al., 2020). Sebagai contoh, penyelidikan mendapati bahawa efikasi sendiri akademik tidak berkaitan langsung dengan prestasi akademik tetapi secara tidak langsung melalui motivasi atau aspirasi akademik (Arastaman dan Ozdemir, 2019). Penyelidikan mendapati bahawa efikasi sendiri yang lebih kuat menyokong motivasi orang untuk berusaha lebih gigih (Tolsgaard et al., 2016), yang seterusnya memperkuat prestasi kerja mereka yang seterusnya.

Tingkah laku kognitif pekerja sangat mempengaruhi prestasi pekerja (Salman et al., 2016). Dalam kajian ini, efikasi sendiri dipilih sebagai pemboleh ubah perantara yang merupakan tingkah laku kognitif, yang diyakini sebagai kepercayaan seseorang bahawa mereka dapat melaksanakan tugas-tugas tertentu dengan jayanya. Beberapa kajian telah menyatakan peranan efikasi sendiri dalam meningkatkan prestasi pekerja (Santoso et al., 2019). Seorang pekerja yang mempunyai efikasi sendiri yang tinggi dapat menumpukan semua usaha dan perhatiannya untuk mencapai tujuan yang telah ditetapkan oleh syarikat, sementara pekerja yang mempunyai efikasi sendiri yang rendah cenderung malas untuk mencuba ketika menghadapi situasi yang sukar. Lloyd et al. (2017) menekankan bahawa pekerja dengan tahap efikasi sendiri berkaitan dengan pekerjaan yang rendah memberi tindak balas yang lebih negatif terhadap situasi yang sukar dan beban kerja yang berlebihan, berbanding pekerja yang mempunyai tahap efikasi sendiri yang berkaitan dengan kerja yang tinggi.

METODOLOGI KAJIAN

Enam MRSM yang terlibat dalam kajian ini dipilih secara mudah (convenience sampling) dengan Semenanjung Malaysia sebagai latar kajian. MRSM tersebut ialah MRSM Muadzam Shah, Pahang dan MRSM Gerik, Perak (Premier). MRSM Alor Gajah, Melaka dan MRSM Kubang Pasu (IGCSE) dan MRSM Kepala Batas, Pulau Pinang (Ulul Albab) serta MRSM Tun Ghafar Baba (PKP). Terdapat antara 55 hingga 100 orang guru yang bertugas di setiap MRSM yang dinyatakan di atas. Kajian ini menasarkn semua guru untuk setiap MRSM yang dipilih bagi menjawab soalan soal selidik. Ini menjadikan jumlah jangkakan responden seramai 457 orang.

Kajian ini menggunakan kaedah convenience sampling yang mana sesiapa sahaja yang bertugas sebagai guru di MRSM adalah berpeluang untuk dipilih sebagai responden tidak kiralah di mana mereka bertugas kerana semua MRSM menggunakan sistem yang sama sahaja.

Memandangkan penyelidikan ini mengambil pendekatan deduktif, oleh itu strategi penggunaan soal selidik lebih sesuai digunakan kerana lebih popular dan biasa digunakan dalam kajian perniagaan dan pengurusan di bawah falsafah positivis (Saunders et al., 2011). Tambahan lagi, soal selidik secara umumnya dianggap autoritatif, mudah diterangkan, dan boleh digunakan untuk mencadangkan kemungkinan alasan bagi hubungan tertentu antara pemboleh ubah dan menghasilkan model hubungan tersebut (Saunders et al, 2011).

Kajian ini menggunakan perisian SPSS (*Statistical Package For Social Science*) Version 24 untuk pemasukan data, pengekodan, penyuntingan dan analisis set data bagi analisis data awal. Pertama, kajian ini menganalisis taburan kekerapan untuk pengelasan, pemboleh ubah persendirian, skor maksimum minimum, min dan sisihan piawai untuk gagasan kajian pada peringkat ini (Zikmund & Babin, 2006). Kaedah ini memberikan maklumat asas berkaitan profil responden.

Menurut Wilson (2010) analisis data awal dijalankan untuk menyiasat statistik deskriptif dan analisis nilai yang hilang. Statistik deskriptif ialah teknik untuk mendapatkan maklumat daripada butiran data populasi yang dikumpulkan (Cleff, 2014). Lazimnya statistik deskriptif merangkumi min, median, sisihan piawai, kekerapan, julat, peratusan, varians, minimum, maksimum, kurtosis, dan kepencongan (Pallant, 2013). Kajian ini menjalankan dan menyiasat data secara deskriptif termasuk min, median, kekerapan, sisihan piawai, julat, peratusan, kurtosis dan pencongan bagi memastikan kenormalan data untuk ujian selanjutnya (Cooper & Schindler, 2014, Haeir et al., 2014).

Analisis regresi pelbagai model kedua pula digunakan bagi meramal pemboleh ubah terikat secara lebih komprehensif dengan menggunakan maklumat-maklumat daripada banyak pemboleh ubah bebas pada masa yang sama.

DAPATAN KAJIAN

Efikasi sendiri berpengaruh perantara positif terhadap hubungan antara pemeraksanaan psikologi dan prestasi kerja.

Regresi hirarki adalah regresi yang dilakukan secara berulang-ulang dengan komposisi pemboleh ubah yang berbeza, sama ada mungkin ditambah atau dikurangkan. Tujuannya untuk melihat perbezaan tahap pengaruh di setiap pengujian. Maka analisis regresi hirarki digunakan bagi melihat hubungan antara ;

- 1) Kesan positif efikasi sendiri sebagai perantara terhadap hubungan pemeraksanaan psikologi dengan prestasi kerja

Jadual: Pengaruh Efikasi Kendiri Dalam Hubungan Pemeraksanaan Psikologi dan Prestasi Kerja

Model	R	R Square	SE	b	t	F	sig
1	.6606 ^a	0.436	0.088	0.485	10.002	121.4	0
2	.667 ^c	0.445	0.019	-1.446	-2.3	83.809	0.022

a. Dependent Variable D.Prestasi_Kerja

- b. Predictors: (Constant), E.Efikasi_Kendiri, B.Pemeriksaan_Psikologi
- c. Predictors: (Constant), E.Efikasi_Kendiri, B.Pemeriksaan_Psikologi, INTERAKSI_B_E

Analisis regresi pelbagai hierarchial dijalankan bagi menguji persoalan kajian di mana pengkaji ingin melihat pengaruh positif efikasi sendiri sebagai perantara dalam hubungan pemeriksaan psikologi dengan prestasi kerja. Daripada jadual diatas didapati nilai R² (R square) sebanyak 0.436 (Model 1) menunjukkan bahawa sebanyak 43.6% daripada perubahan dalam pemboleh ubah perantara iaitu efikasi sendiri adalah disebabkan oleh pemboleh ubah bebas iaitu pemeriksaan psikologi dan pemboleh ubah terikat prestasi kerja . Hasil analisis menunjukkan apabila kedua-dua pemboleh ubah bebas digunakan (Beta = 0.485) , (t =10.002 , k < 0.05) merupakan peramal yang signifikan kepada pemboleh ubah prestasi kerja .

Nilai R² sebanyak 0.445 bagi Model 2 pula menunjukkan bahawa sebanyak 44.5% daripada perubahan dalam pemboleh ubah perantara adalah disebabkan oleh perubahan dalam gabungan dua iaitu pemboleh ubah bebas pemeriksaan psikologi dan pemboleh ubah terikat efikasi sendiri serta gabungan interaksi kedua-dua pemboleh ubah . Hasil analisis menunjukkan interaksi kedua pemboleh ubah (pemeriksaan psikologi x efikasi sendiri) merupakan peramal signifikan kepada pemboleh ubah terikat prestasi kerja (Beta = -1.446) , (t = -2.3, k < 0.05) .

HASIL KAJIAN TERHADAP HIPOTESIS

Analisis regresi pelbagai hirarki menunjukkan bahawa pemeriksaan psikologi adalah peramal yang signifikan terhadap prestasi kerja manakala efikasi sendiri juga merupakan peramal yang signifikan terhadap prestasi kerja. Apabila mempertimbangkan pemeriksaan psikologi dan efikasi sendiri sebagai peramal pemboleh ubah (iv) pada masa yang sama dan prestasi kerja sebagai pemboleh ubah terikat (dv), efikasi sendiri menambahkan pekali regresi dari pemeriksaan psikologi kepada prestasi kerja. Oleh itu, kita dapat menyimpulkan bahawa efikasi sendiri adalah pemboleh ubah perantara (moderator) antara pemeriksaan psikologi dan prestasi kerja, yang selaras dengan hipotesis. Hasilnya menunjukkan bahawa organisasi dapat meningkatkan prestasi kerja pekerja dengan meningkatkan efikasi sendiri mereka. Hasil kajian ini menunjukkan bahawa hubungan antara pemeriksaan psikologi dan prestasi kerja sebahagiannya dimoderasi oleh efikasi sendiri.

KESIMPULAN

Pekerja yang mempunyai perasaan pemeriksaan psikologi yang lebih kuat daripada yang dimiliki orang lain, cenderung meningkatkan prestasi kerja daripada pekerja lain. Lebih-lebih lagi, pekerja yang merasa pemeriksaan psikologi juga mempunyai efikasi sendiri yang lebih tinggi daripada yang tidak merasa diberikan kuasa. Di dalam keadaan sebegini akan terus meningkatkan efikasi sendiri mereka pada tahap yang tinggi. Oleh itu di dalam kajian ini, pemeriksaan psikologi tidak hanya mempengaruhi prestasi kerja pekerja secara langsung tetapi secara tidak langsung turut mempengaruhi prestasi kerja pekerja dengan meningkatkan efikasi sendiri mereka.

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PENILAIAN PELAKSANAAN KURIKULUM PENGAJARAN KEMAHIRAN BAHASA MELAYU SEKOLAH RENDAH DALAM KALANGAN SISWA GURU ELEKTIF TERAS BAHASA MELAYU DI INSTITUT PENDIDIKAN GURU (IPG)

Amat Tarop bin Sumo
IPG Kampus Ilmu Khas
Email: tarop@ipgkik.edu.my

ABSTRAK

Kajian ini bertujuan untuk menilai kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah dalam kalangan siswa guru elektif teras Bahasa Melayu di IPG bagi Program Ijazah Sarjana Muda Perguruan (PISMP). Kajian ini akan menilai keberkesanan kurikulum ini kepada siswa guru bukan opsyen yang mengambil elektif teras Bahasa Melayu sebagai subjek minor. Model Penilaian Stufflebeam 1971 iaitu *Context-Input-Process-Product* (CIPP) telah digunakan dalam kajian ini. Keberkesanan kurikulum ini terhadap siswa guru akan dilihat dalam dimensi konteks, input, proses dan produk. Kaedah kuantitatif dengan menggunakan tinjauan soal selidik telah digunakan bagi mendapatkan data daripada siswa guru. Data kuantitatif diperoleh melalui soal selidik daripada 119 orang siswa guru. Analisis data menggunakan perisian IBM SPSS versi 26.0. Dapatan deskriptif menunjukkan beberapa aspek konteks, input, proses dan produk adalah baik. Melalui kajian ini didapati bahawa kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah amat memberi kesan yang positif kepada siswa guru berdasarkan keempat-empat dimensi. Aspek-aspek seperti hasil pembelajaran dan isi kandungan kurikulum, sumber fizikal, sumber manusia, dan pentaksiran didapati memberi kesan yang positif kepada siswa guru yang mengambil kursus. Keberkesanan kurikulum ini terhadap siswa guru elektif teras Bahasa Melayu menjadi pemangkin untuk melahirkan siswa guru yang berpengetahuan luas berkenaan Kemahiran Bahasa Melayu Sekolah Rendah.

Kata kunci : kurikulum, elektif teras, penilaian, kemahiran

1.0 PENDAHULUAN

Latar Belakang

Kualiti sesuatu program juga dapat dikenal pasti melalui penilaian yang dijalankan. Program yang berkualiti dapat menentukan sistem pendidikan itu bermutu tinggi dan dapat mengenal pasti kelemahan sesuatu program pendidikan. Finch (1984), menjelaskan bahawa penilaian adalah satu usaha untuk menentukan sesuatu kurikulum itu bermutu tinggi dan dapat mengenal pasti kelemahan program. Penilaian yang berkesan juga akan membantu memberi nilai yang bermakna terhadap perkembangan sistem pendidikan negara agar matlamat yang ingin dicapai dalam Falsafah Pendidikan Kebangsaan membuahkan hasil. Hal ini selari dengan pandangan Rohana et al. (2017) yang mengatakan bahawa proses penilaian merupakan komponen penting kurikulum untuk memastikan keberkesanan program akademik yang dilaksanakan dan perlu menjadikan falsafah pendidikan sebagai teras kepada perencanaannya.

Penilaian juga merupakan satu proses untuk mengesahkan dan memberi nilai pada sesuatu program supaya dapat dijalankan dengan berkesan. Hal ini selari dengan pandangan Nor Asimah (2019) yang mengatakan bahawa penilaian dapat memberi bimbingan dan panduan kepada pemegang taruh untuk mengatasi dan memperbaiki kekurangan yang wujud. Fitzpatrick et al. (2004) pula mentakrifkan penilaian sebagai memberi identifikasi, membuat pengesahan dan penggunaan kriteria yang boleh dipertahankan untuk menentukan nilai objek yang sedang dinilai itu berkaitan dengan kriteria yang telah ditetapkan. Linn dan Miller (2005) pula mengatakan bahawa penilaian adalah segala yang berkaitan dengan keupayaan untuk menghakimi nilai sesuatu bahan dengan tujuan yang tertentu.

Program yang dirancang oleh sesebuah institusi perlulah dibuat penilaian secara sistematik agar program tersebut dapat dilaksanakan dengan berkesan dan lancar. Sehubungan dengan itu, Rossi et al. (2018) mengatakan bahawa tujuan penilaian adalah untuk memberi jawapan kepada persoalan tentang apa yang dilakukan oleh program pendidikan, bagaimana program dilaksanakan, dan adakah program tersebut memberi faedah dan bernilai. Dalam hal ini, Borich dan Jemelka (1982), menjelaskan bahawa dalam membuat penilaian aspek yang perlu diberi penekanan ialah proses mengumpul, menganalisis, dan mensintesis data bagi menghasilkan maklumat yang tepat untuk membentuk prinsip dan dasar. Oleh itu, sesuatu program akan diperhalusi kesesuaiannya dengan kehendak semasa agar terus relevan. Maklumat ini disokong oleh Brinkerhoff, Hluchyi dan Nowakowski (1983) yang mendefinisikan penilaian sebagai penyiasatan yang sistematik dalam pelbagai aspek perkembangan profesional dan latihan.

Penilaian Kurikulum

Dalam membuat penilaian terhadap kurikulum terdapat dua jenis penilaian yang digunakan iaitu penilaian formatif dan penilaian sumatif. Menurut Ishak (2008), penilaian formatif dijalankan semasa proses pembangunan kurikulum. Proses ini dilaksanakan mengikut keadaan semasa pembangunan kurikulum dan diuji dalam situasi yang lebih kecil untuk melihat keberkesanannya. Manakala Penilaian sumatif dilakukan untuk menilai kualiti keseluruhan program yang dilaksanakan. Dalam hal ini, penilaian sumatif dapat menentukan sama ada objektif kurikulum dapat dicapai atau tidak oleh pelajar. Pendapat ini turut disokong oleh Abdul Rahim (2007) yang menjelaskan bahawa penilaian kurikulum merupakan satu proses yang menyeluruh untuk mengumpulkan data bagi sesuatu program atau kurikulum supaya menepati objektif dan tujuan yang telah ditetapkan.

Penilaian sumatif juga bertujuan untuk membantu pihak yang berkepentingan untuk membuat keputusan terhadap kurikulum yang telah dinilai. Hal ini amat bertepatan dengan pendapat Siti Rahayah (2003) yang mentakrifkan penilaian sebagai proses menentukan, mendapatkan, dan memberikan maklumat yang berguna untuk membuat pertimbangan mengenai tindakan selanjutnya. Seterusnya, Cronbach (1982), menjelaskan bahawa terdapat tiga jenis keputusan yang akan diperoleh apabila sesuatu penilaian telah dilakukan iaitu dapat menentukan jenis kaedah pengajaran yang sesuai, dapat mengenal pasti jenis peralatan yang sesuai, dan dapat menetapkan bidang perubahan yang perlu dilakukan. Menurut Mohini dan Fatmahanim (2010), penilaian kurikulum dapat memperlihatkan kelemahan-kelemahan sepanjang sesuatu program itu dijalankan dan secara amnya, penilaian kurikulum adalah bertujuan untuk memperbaiki proses pengajaran dan pembelajaran. Dalam membuat penilaian terhadap latihan perguruan beberapa aspek penting perlu diambil kira. Antaranya ialah kesesuaian kursus yang ditawarkan, isi kandungan kurikulum, dan kesan kepada produk. Menurut Kirkpatrick (1994), penilaian latihan bertujuan untuk mengukuhkan dan menilai kebaikan sesuatu program latihan dan kesannya kepada pengguna akhir. Fitzpatrick et al. (2004), turut menekankan bahawa penilaian latihan bertujuan untuk mengenal pasti kekurangan kandungan dan struktur bagi membolehkan pindaan dan penambahbaikan program latihan dijalankan. Pendapat ini disokong oleh Muhammad Fawiz dan Zulkifli (2018) yang mengatakan bahawa kurikulum yang baik sudah tentu bersifat dinamik dan relevan di samping bersistematik.

Kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah

Kod kursus ini ialah BMMB3073 yang mempunyai tiga jam nilai kredit dan mula dipelajari oleh siswa guru pada semester tiga pengajian. Kursus ini menghuraikan pengajaran kemahiran mendengar dan bertutur berdasarkan DSKP BM SR, pengaplikasian kaedah dan teknik pengajaran kemahiran mendengar dan bertutur, penghasilan bahan bantu belajar bersumberkan TMK bagi kemahiran mendengar dan bertutur, penulisan Rancangan Pengajaran Harian kemahiran mendengar, penulisan Rancangan Pengajaran Harian kemahiran bertutur, pengajaran kemahiran membaca, pengaplikasian kaedah dan teknik pengajaran kemahiran membaca, penghasilan bahan bantu belajar bersumberkan TMK bagi kemahiran membaca, penulisan Rancangan Pengajaran Harian bagi kemahiran membaca, pengaplikasian strategi pengajaran dan pembelajaran dalam simulasi pengajaran modular bertema, pengajaran kemahiran menulis, pengaplikasian pengajaran kemahiran menulis, kemahiran menulis karangan dan Penulisan Rancangan Pengajaran Harian kemahiran menulis. Hasil pembelajaran bagi kursus ini ialah menghuraikan modul kemahiran bahasa dan objektif kemahiran bahasa berdasarkan DSKP, mengaplikasikan kaedah dan teknik, membina bahan bantu belajar bersumberkan Teknologi Maklumat dan Komunikasi dan menghasilkan Rancangan Pengajaran Harian kemahiran bahasa. Strategi pengajaran dan pembelajaran ialah kuliah dan tutorial melalui perbincangan dan pembentangan kumpulan manakala kaedah pentaksiran kursus ini ialah 60% kerja kursus dan 40% peperiksaan akhir.

Penyataan Masalah

Kurikulum elektif teras Bahasa Melayu khususnya kurikulum Pengajaran Bahasa Melayu Sekolah Rendah perlu dikemas kini dari semasa ke semasa untuk memastikan hasil pembelajaran dan isi kandungan kurikulum selari dengan siswa guru bukan opsyen yang mengambil kursus tersebut. Dalam hal ini, Zedda, Bernardelli dan Maran (2017) menyatakan bahawa untuk memastikan pelajar memperoleh kepuasan dalam pembelajaran, hasil pembelajaran perlulah dinilai. Namun begitu, sejak kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah diperkenalkan pada tahun 2015 belum ada lagi kajian tentang kesan hasil pembelajaran dan isi kandungan terhadap siswa guru dijalankan. Penyataan ini disokong oleh Muhamad Hafizan dan Anuar (2017) yang menyatakan bahawa pengetahuan isi kandungan merupakan suatu pengetahuan yang unik dan penting bagi seseorang yang bergelar guru. Oleh itu, adalah wajar kajian ini dilakukan kerana hasil pembelajaran dan isi kandungan merupakan input utama dalam pelaksanaan kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah di IPG.

Sumber fizikal seperti sumber pengajaran merupakan input penting dalam memastikan pelaksanaan kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah berjalan dengan lancar dan mengikut perubahan semasa. Merujuk kajian Alizah Lambri dan Zamri Mahamod (2019), dalam konteks pembelajaran berpusatkan pelajar, selain kaedah pengajaran, sumber pengajaran dan pembelajaran juga merupakan aspek yang penting dalam proses pengajaran dan pembelajaran (P&P).

Untuk menilai pelaksanaan kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah dalam proses pembelajaran pula sumber manusia menjadi medium yang penting untuk menyampaikan maklumat dan ilmu kepada siswa guru. Sumber manusia merujuk pada pensyarah yang mengajarkan kurikulum Pengajaran Bahasa Melayu Sekolah Rendah kepada siswa guru yang bukan opsyen. Keupayaan sumber manusia harus dinilai dalam proses pengajaran dan pembelajaran supaya produk yang akan dihasilkan adalah selari dengan matlamat kurikulum yang dibangunkan.

Produk yang akan diperoleh hasil daripada kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah melalui pentaksiran seharusnya dikaji dan dinilai untuk melihat impaknya kepada pihak yang terlibat terutamanya siswa guru bukan opsyen. Merujuk pendapat Azizi Jaafar (2019), penilaian produk akan menentukan sama ada sesuatu program mencapai tahap keperluan atau sebaliknya. Oleh hal yang demikian aspek produk dalam kajian ini perlu dinilai selepas pentaksiran kursus kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah. Pentaksiran dilakukan bagi melihat sama ada kursus yang diikuti memberi impak kepada siswa guru bukan opsyen atau tidak yang merupakan produk utama. Hal ini dikatakan demikian kerana penilaian produk akan menentukan implikasi kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah kepada siswa guru dalam pelbagai aspek seperti memperoleh ilmu baharu.

Secara keseluruhannya, kajian ini amat berbeza dengan kajian-kajian penilaian kurikulum yang lain kerana kajian ini memfokuskan kurikulum Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah dalam elektif teras Bahasa Melayu yang ditawarkan di IPG. Keunikan kajian ini terletak pada fokus utama kajian yang berkaitan kurikulum elektif teras Bahasa Melayu iaitu pengajaran kemahiran Bahasa Melayu sekolah rendah

Objektif Kajian

Objektif kajian ini adalah untuk:

1. mengenal pasti kesan hasil pembelajaran dan isi kandungan kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah terhadap siswa guru bukan opsyen dari segi konteks.
2. menganalisis kesan sumber fizikal kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah terhadap siswa guru bukan opsyen dari segi input.
3. menilai kesan sumber manusia kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah terhadap siswa guru bukan opsyen dari segi proses.
4. menilai kesan pentaksiran kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah terhadap siswa guru bukan opsyen dari segi produk.

Persoalan Kajian

1. Adakah hasil pembelajaran dan isi kandungan kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan kepada siswa guru berdasarkan dimensi konteks.
2. Apakah kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan dari segi sumber fizikal terhadap siswa guru bukan opsyen berdasarkan dimensi input.
3. Apakah kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan dari segi sumber manusia terhadap siswa guru bukan opsyen berdasarkan dimensi proses.
4. Adakah kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan dari segi pentaksiran terhadap siswa guru bukan opsyen berdasarkan dimensi produk.

2.0 KAJIAN LITERATUR

Kajian Lepas

Fetus dan Kurumeh (2015) mengatakan bahawa pelaksanaan penilaian kurikulum adalah merangkumi jumlah aktiviti dan pengalaman pembelajaran yang dialami oleh pelajar dengan bimbingan sekolah. Akinoglu (2017) mengaitkan penilaian pelaksanaan kurikulum dengan elemen asas dalam sistem pendidikan yang merangkumi standard yang diharapkan untuk dicapai oleh seseorang pelajar. Kedua-dua pernyataan ini adalah selaras dengan kajian yang dilakukan oleh Nor Hayati dan Bani Hidayat, 2016. Kajian tersebut telah menjelaskan bahawa penilaian pelaksanaan kurikulum merupakan satu mekanisme yang dilaksanakan untuk pelbagai tujuan dan mengisi pelbagai keperluan. Hasil kajian telah berjaya mengetengahkan beberapa fungsi penilaian kurikulum dan mengemukakan beberapa model dalam penilaian kurikulum. Dalam hal ini, Barnes dan Olsan (1985) berpendapat pelaksanaan kurikulum adalah lebih penting berbanding kurikulum yang didokumentasikan.

Reformasi dalam dunia pendidikan akan berlaku dengan adanya penilaian pelaksanaan kurikulum selari dan bersesuaian dengan kehendak dan tuntutan negara. Begitu juga dengan perkembangan kurikulum di Malaysia yang bermula dengan Kurikulum Lama Sekolah Rendah (KLSR) dan Kurikulum Lama Sekolah Menengah (KLSM). Kemudian diganti dengan Kurikulum Baru Sekolah Rendah (KBSR) dan Kurikulum Baru Sekolah Menengah dan hari ini KPM telah memperkenalkan Kurikulum Standard Sekolah Rendah (KSSR) dan Kurikulum Standard Sekolah Menengah (KSSM). Sehubungan dengan itu, kurikulum di IPG turut mengalami perubahan yang ketara sejak mula ditubuhkan hingga sekarang. Al-Nisywan (1992) menyatakan bahawa penilaian boleh dilihat dari perspektif setiap komponen pembentukannya iaitu penilaian matlamat dan objektif, penilaian kandungan dan pengalaman pembelajaran, penilaian penyusunan dan reka bentuk, dan penilaian. Menurut Briggs et al. (2012), usaha untuk meningkatkan kualiti kurikulum mesti dilakukan supaya kejayaan pembelajaran dapat dicapai.

Dedek, Badrun dan Samsul (2018) telah menjalankan kajian membangunkan instrumen untuk menilai kurikulum tempatan yang telah dibangunkan oleh pihak kerajaan Indonesia. Kajian tersebut menilai pelaksanaan kurikulum tempatan dalam kalangan pelajar. Dapatan kajian menunjukkan bahawa kurikulum tempatan yang dibangunkan oleh kerajaan sesuai digunakan mengikut keunikan tempatan atau wilayah. Kajian ini selari dengan pandangan Mohd. Majid (1990), yang menyatakan bahawa kajian susulan sering digunakan dalam bidang pendidikan terutama sekali bagi tujuan menilai keberkesanan pelaksanaan sesuatu program. Kajian perlu dibuat bagi menyelidiki kesesuaian kurikulum sama ada menepati kehendak masyarakat dan negara. Chatterji (2006) pula berpendapat pelaksanaan penilaian kurikulum merupakan proses lanjutan daripada pengukuran yang lengkap. Penilaian akan melibatkan integrasi maklumat daripada pelbagai sumber termasuk ujian dan pentaksiran yang lain.

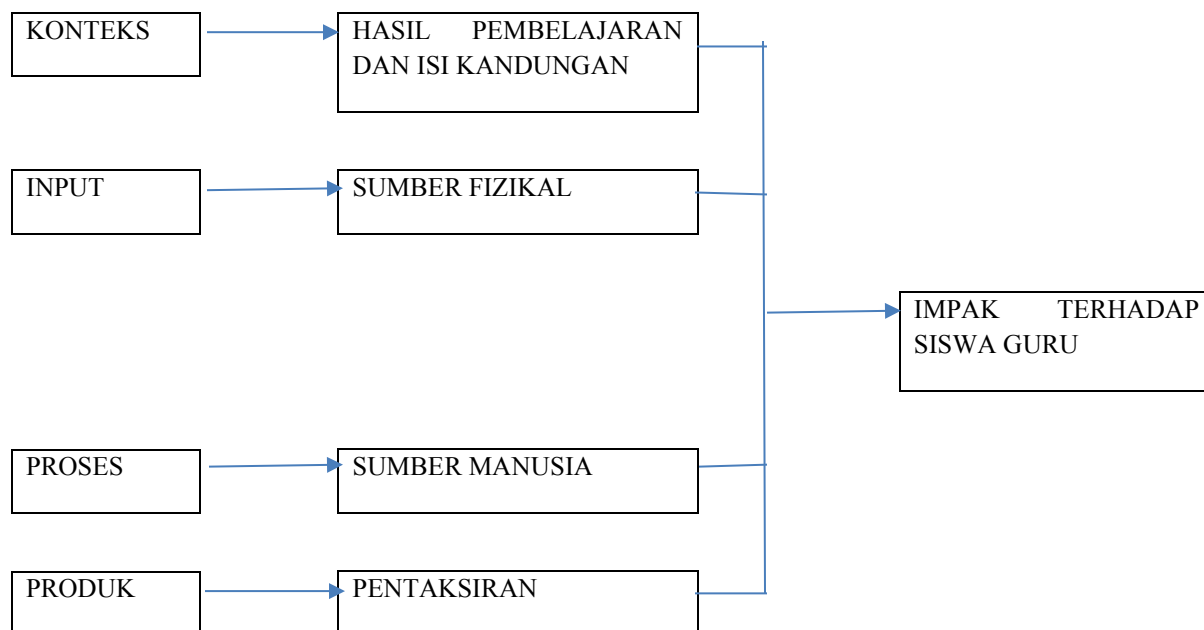
Roselan (2003), berpendapat bahawa kemahiran berbahasa merupakan kemahiran asas yang amat penting dan perlu ditekankan dalam proses pengajaran dan pembelajaran di dalam bilik darjah. Guru sebagai pelaksana kurikulum perlu mengambil berat tentang objektif kurikulum yang digubal bagi membolehkan hasrat kerajaan tercapai. Berdasarkan kajian yang dilakukan oleh Abdul Rasid (2011), kelemahan murid menguasai kemahiran membaca dan menulis menjejaskan potensi serta motivasi dalam menguasai pelbagai kemahiran lain dalam mata pelajaran Bahasa Melayu. Hasil dapatan kajian menunjukkan bahawa kesemua responden bersetuju bahawa faktor kebolehan dan kreativiti guru dapat mengubah persepsi serta kesedaran bahawa mereka juga mempunyai potensi untuk berjaya dalam pembelajaran. Menurut Fadzillah dan Norazlina (2015), usaha memartabatkan bahasa Melayu hanya boleh dicapai jika setiap individu menguasai kemahiran mendengar, bertutur, membaca dan menulis dengan baik.

Model CIPP

Model CIPP dipelopori oleh Daniel L. Stufflebeam yang mula dibentuk pada tahun 1971. Tujuan model ini adalah untuk memenuhi kehendak penilaian yang berorientasikan objektif. Konsep penilaian yang dikemukakan oleh Stufflebeam ialah penilaian seharusnya menjadi sains pengumpulan maklumat untuk membuat keputusan. Penilai bertanggungjawab mengumpul data, merancang, menganalisis, menyediakan maklumat untuk memilih tindakan alternatif dan membuat laporan. Model CIPP Stufflebeam ini mengalami beberapa siri kemas kini iaitu pada tahun 1985 dikemas kini oleh Stufflebeam dan Shinkfield. Seterusnya, dikemas kini Stufflebeam pada tahun 2003 dan sekali lagi dikemaskinikan oleh Stufflebeam dan Shinkfield pada tahun 2007. Model ini berasaskan empat dimensi penilaian iaitu penilaian konteks, penilaian input, penilaian proses dan penilaian produk. Menurut Shinkfield dan Stufflebeam (2007) model CIPP merupakan satu model yang komprehensif dan pendekatan penilaian berorientasikan pengurusan (Decision Management Oriented) untuk melaksanakan penilaian formatif dan sumatif terhadap program, projek, personal, produk, organisasi dan sistem penilaian supaya dapat membuat keputusan yang sewajarnya terhadap pelaksanaan sesuatu kurikulum.

Kerangka Konseptual Kajian

Kerangka konseptual kajian dibina berdasarkan model CIPP Stufflebeam 1971. Konteks dalam kajian ini merujuk pada hasil pembelajaran dan isi kandungan, input pula merujuk pada sumber fizikal manakala proses akan menganalisis sumber manusia dan produk ialah pentaksiran yang perlu dilalui oleh siswa guru bukan opsyen bagi melihat impaknya. Empat-empat dimensi ini memainkan peranan yang penting dalam kajian ini. Pembinaan kerangka konseptual kajian ini dapat menggambarkan secara keseluruhan hala tuju kajian ini. Rajah 1 di bawah ialah kerangka konseptual kajian dalam kajian ini.



Rajah 1

Kerangka Konseptual Kajian yang diubah suai berdasarkan Model CIPP Stufflebeam 1971.

3.0 METODOLOGI

Reka Bentuk Kajian

Pengkaji menggunakan kaedah tinjauan secara deduktif. Menurut Neuman (1991) kaedah ini dimulakan dengan pembinaan hipotesis, kemudian memungut data dan diakhiri dengan menganalisis data secara kritikal. Manakala jenis tinjauan yang digunakan ialah tinjauan hirisan rentas (cross-sectional survey) iaitu memungut data sekali sahaja terhadap satu sampel pada satu masa (Creswell, 2008). Kaedah ini membantu pengkaji untuk memperoleh dapatan yang jelas. Menurut Jackson (2003), kaedah tinjauan merupakan satu cara menyoal responden tentang suatu topik dan maklum balas yang diperoleh akan dianalisis secara deskriptif.

Kajian tinjauan membolehkan pengkaji memungut data yang diperlukan dengan cepat dalam masa yang singkat. McMillan (2008) menyatakan bahawa kelebihan penggunaan kajian tinjauan ialah soalan berkaitan tajuk yang hendak dikaji boleh ditanya kepada ramai responden, mudah diuruskan oleh penyelidik, dan amat sesuai apabila kajian melibatkan banyak pemboleh ubah untuk dianalisis secara statistik. Menurut Mazidah (2020), kaedah tinjauan skop kajiannya lebih luas dan menyeluruh. Hal ini amat membantu penyelidik menjelaskan lagi dapatan data kuantitatif dengan lebih terperinci.

Data dianalisis untuk menghasilkan analisis deskriptif seperti min dan sisihan piawai. Populasi dan sampel merupakan dua elemen yang saling berkait dan sangat penting dalam melakukan penyelidikan. Pendapat ini disokong oleh Lim (2007) yang menyatakan bahawa persampelan ialah proses memilih suatu subset (kumpulan) kes daripada suatu kelas kes iaitu populasi. Menurut Othman (2009) memilih latar, populasi, dan sampel bergantung pada objektif dan persoalan kajian. Dalam kajian penilaian kurikulum elektif teras Fonetik dan Fonologi Bahasa Melayu di IPG ini, bergantung pada jenis kurikulum yang ingin dibuat penilaian iaitu kurikulum elektif teras Bahasa Melayu dalam kalangan siswa guru bukan opsyen.

Populasi dan Sampel

Dalam kajian ini, pengkaji telah menggunakan persampelan tujuan (purposive sampling) dalam memilih sampel. Menurut Noraini (2010), persampelan tujuan melibatkan pertimbangan individu untuk memilih sampel berdasarkan

pengetahuan penyelidik dan tujuan khusus penyelidikan. Beliau turut menyatakan bahawa penyelidik boleh menggunakan pengetahuan mereka tentang populasi untuk mengenal pasti sama ada sesuatu sampel itu mewakili populasi atau tidak. Sehubungan dengan itu, sampel kajian ini adalah dipilih dalam kalangan siswa guru bukan opsyenambilan Jun 2018 danambilan Jun 2019.

Pemilihan sampel ini juga adalah atas rasional siswa guru ini mempunyai ciri-ciri yang sama iaitu masih menuntut di IPG dan sekarang mereka berada pada semester 5 dan 7. Menurut Creswell (2014), populasi yang terdiri daripada kumpulan individu yang mempunyai ciri-ciri yang sama amat sesuai untuk dijadikan sampel. Tambahan pula, siswa guru tersebut baru sahaja selesai mengambil kursus kurikulum elektif teras Bahasa Melayu pada semester 4. Oleh itu, pengkaji yakin dan percaya bahawa responden dapat membekalkan maklumat dan input yang berguna untuk menjawab persoalan kajian. Pendapat ini adalah selari dengan kajian yang pernah dilakukan Syed Khalid (2018).

Hanya empat IPGK yang terlibat dalam kajian ini daripada 27 IPGK yang ada di Malaysia kerana empat IPGK ini sahaja yang menawarkan kursus elektif teras Bahasa Melayu kepada siswa guru bukan opsyen. IPGK tersebut ialah IPG Kampus Ilmu Khas, Kuala Lumpur, IPG Kampus Pendidikan Teknik, Bandar Enstek, Negeri Sembilan, IPG Kampus Pulau Pinang, dan IPG Kampus Tun Abdul Razak, Kota Samarahan, Kuching, Sarawak.

Populasi siswa guru bukan opsyen yang mengambil kurikulum Bahasa Melayu sebagai elektif teras adalah sebanyak 149 orang siswa guru. Responden yang terlibat dalam kajian ini ialah 119 orang siswa guru. Penentuan sampel juga dilakukan dengan merujuk jadual penentuan sampel Krejcie dan Morgan 1970 iaitu populasi 150 saiz sampel ialah 108 orang. Oleh itu, saiz sampel 119 orang ini sangat mencukupi untuk kajian ini.

Instrumen

Instrumen yang digunakan dalam kajian ini ialah soal selidik. Soal selidik merupakan salah satu cara yang berkesan bagi mendapatkan maklumat daripada sampel yang ramai. Fungsi soal selidik mengikut Pratt (1980) adalah untuk memudahkan pengkaji memungut data terhadap responden yang ada di merata tempat dan masa responden yang terhad untuk mendapatkan maklumat yang tepat. Field (2009) mengatakan bahawa instrumen soal selidik mestilah mempunyai kesahan dan mudah untuk difahami oleh responden.

Soal selidik dalam kajian ini berfokus pada dimensi produk iaitu hasil pembelajaran dan isi kandungan lima item, dimensi input iaitu sumber fizikal lapan item, dimensi proses iaitu sumber manusia 6 item, dan dimensi produk iaitu pentaksiran sembilan item. Seterusnya, proses kesahan dan kebolehpercayaan soalan soal selidik telah dijalankan. Soal selidik telah disemak dan dibuat penambahbaikan setelah mendapat pengesahan daripada tiga orang pakar dalam bidang pendidikan. Soal selidik juga telah menjalani kajian rintis terhadap 30 orang siswa guru bukan opsyen untuk memastikan soalan yang dikemukakan berkualiti dan bermakna. Menurut Azizi Yahaya et al. (2017) kesahan ialah keupayaan penyelidik untuk menghasilkan dan membina instrumen yang mampu mengukur data yang sepatutnya diukur supaya hasil kajian menjadi sesuatu yang bermakna.

4.0 DAPATAN KAJIAN DAN PERBINCANGAN

Dapatan deskriptif pada bahagian ini akan menjawab persoalan kajian 1 hingga 4. Dapatan dilaporkan dengan membentangkan nilai min siswa guru bukan opsyen secara deskriptif. Bagi mengetahui tahap nilai min setiap pemboleh ubah yang dikaji, penyelidik mengkategorikan dan menginterpretasikan skor min dalam tiga tahap seperti yang dipamerkan dalam Jadual 1 di bawah ini:

Jadual 1
Skala Interpretasi Min

Min	Interpretasi
1.00 - 2.33	Rendah
2.34 - 3.67	Sederhana
3.68 - 5.00	Tinggi

Sumber: Mohd Majid Konting (2000)

Persoalan Kajian 1

Adakah hasil pembelajaran dan isi kandungan kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan kepada siswa guru berdasarkan dimensi konteks.

Jadual 2
Kesan Hasil Pembelajaran dan Isi Kandungan Kurikulum Elektif Teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah Terhadap Siswa Guru Bukan Opsyen

Dimensi	Item	Min	SP
Konteks	Meningkatkan kualiti diri saya sebagai siswa guru	4.72	0.47
	Meningkatkan pengetahuan saya	4.68	0.49
	Meningkatkan keupayaan berfikir secara kreatif dan kritis.	4.66	0.54
	Mengetahui objektif pembelajaran	4.64	0.58
	Memperoleh ilmu baharu berkenaan isi kandungan	4.61	0.51

Berdasarkan Jadual 2, hasil dapatan menunjukkan bahawa item yang paling tinggi ialah meningkatkan kualiti diri saya sebagai siswa guru dengan min 4.72 (S.P = 0.47). Seterusnya, min meningkatkan pengetahuan saya ialah 4.68 (S.P = 0.49). Selanjutnya meningkatkan keupayaan berfikir secara kreatif dan kritis memperoleh min 4.66 (S.P = 0.54). Diikuti dengan min mengetahui objektif pembelajaran ialah 4.64 (S.P = 0.58). Sementara itu, min memperoleh ilmu baharu berkenaan isi kandungan adalah sebanyak 4.61 (S.P = 0.51). Situasi ini menunjukkan bahawa kesan hasil pembelajaran dan isi kandungan terhadap siswa guru bukan opsyen berdasarkan dimensi konteks adalah tinggi. Hal ini selari dengan kajian Anuar (2017) yang menyatakan bahawa pengetahuan isi kandungan merupakan suatu pengetahuan yang penting bagi seseorang yang bergelar guru. Dapatan menunjukkan bahawa siswa guru bukan opsyen memperoleh impak yang positif dari segi pengetahuan hasil pembelajaran dan isi kandungan. Hal ini secara tidak langsung akan membantu siswa guru bukan opsyen menjadi lebih mahir dalam bidang yang dipelajari.

Persoalan Kajian 2

Apakah kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan dari segi sumber fizikal terhadap siswa guru bukan opsyen berdasarkan dimensi input.

Jadual 3
Kesan Sumber Fizikal Kurikulum Elektif Teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah Terhadap Siswa Guru Bukan Opsyen

Dimensi	Item	Min	SP
Input	Peralatan pembelajaran seperti komputer riba membantu meningkatkan kualiti pembelajaran saya	4.72	0.49
	Bahan pembelajaran seperti nota tambahan daripada pensyarah membantu meningkatkan pengetahuan dan pemahaman saya	4.70	0.51
	Bahan pembelajaran seperti video memberi pelbagai input yang berguna kepada saya	4.63	0.55
	Bilik kuliah yang kondusif membantu saya memperoleh input pembelajaran dengan jelas	4.55	0.61
	Pusat sumber yang kondusif memberi nilai tambah kepada pembelajaran saya.	4.54	0.59
	Buku rujukan yang terkini melancarkan	4.47	0.56

pembelajaran saya		
Buku rujukan yang pelbagai dapat meningkatkan pengetahuan saya berkenaan isi kandungan setiap kursus	4.45	0.61
Pusat sumber menyediakan bahan rujukan yang mencukupi kepada saya	4.25	0.77

Merujuk Jadual 3, hasil dapatan mendapati bahawa peralatan pembelajaran seperti komputer riba memperoleh min paling tinggi iaitu 4.72 (S.P = 0.49). Selain itu, bahan pembelajaran seperti nota tambahan daripada pensyarah membantu meningkatkan pengetahuan dan pemahaman saya dengan min 4.70 (S.P = 0.51). Seterusnya, bahan pembelajaran seperti video memberi pelbagai input yang berguna kepada saya dengan min 4.63 (S.P = 0.56). Diikuti pula dengan bilik kuliah yang kondusif membantu saya memperoleh input pembelajaran dengan jelas iaitu min 4.55 (S.P = 0.61). Selanjutnya, pusat sumber yang kondusif memberi nilai tambah kepada pembelajaran saya dengan min 4.54 (S.P = 0.59). Di samping itu, buku rujukan yang terkini melancarkan pembelajaran saya memperoleh min 4.47 (S.P = 0.56). Sementara itu, buku rujukan yang pelbagai dapat meningkatkan pengetahuan saya berkenaan isi kandungan setiap kursus dengan min 4.45 (S.P = 0.61). Akhir sekali, pusat sumber menyediakan bahan rujukan yang mencukupi kepada saya memperoleh min 4.25 (S.P = 0.77). Keadaan ini menunjukkan bahawa kesan sumber fizikal terhadap siswa guru bukan opsyen berdasarkan dimensi input adalah tinggi dan sememangnya memberikan impak yang positif kepada siswa guru bukan opsyen. Dapatan ini juga sangat selari dengan kajian yang dilakukan oleh Mucherah et al. (2008), yang menyatakan bahawa persekitaran kondusif adalah signifikan dalam merangsang kelakuan pembelajaran dan maklum balas serta persepsi guru dan pelajar tentang pengalaman mereka di sekolah. Menurut beliau lagi persekitaran sekolah yang baik dikatakan mampu menjana sikap positif tahap minat serta semangat pelajarnya untuk terus berada dalam mood belajar. Namun begitu, aspek penambahbaikan juga perlu dilaksanakan bagi memastikan kualiti kemudahan fizikal dalam keadaan terbaik bagi menjamin pengajaran dan pembelajaran yang lebih efektif.

Persoalan Kajian 3

Apakah kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan dari segi sumber manusia terhadap siswa guru bukan opsyen berdasarkan dimensi proses.

Jadual 4
Kesan Sumber Manusia Kurikulum Elektif Teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah Terhadap Siswa Guru Bukan Opsyen

Dimensi	Item	Min	SP
Proses	Menghasilkan kerja kursus yang berkualiti	4.61	0.60
	Meningkatkan motivasi untuk belajar dengan lebih gigih	4.61	0.61
	Meningkatkan pengetahuan berkenaan isi kandungan	4.59	0.53
	Memperoleh maklumat berkenaan peperiksaan dengan lebih jelas	4.57	0.63
	Memperoleh maklumat berkenaan RMK	4.53	0.58
	Meningkatkan fokus terhadap pembelajaran	4.51	0.58

Jadual 4 menunjukkan bahawa nilai min menghasilkan kerja kursus yang berkualiti ialah 4.61 (S.P = 0.60) manakala meningkatkan motivasi untuk belajar dengan gigih juga mempunyai nilai min yang sama iaitu 4.61 (S.P = 0.61). Seterusnya, meningkatkan pengetahuan berkenaan isi kandungan nilai min ialah 4.59 (S.P = 0.53). Diikuti dengan memperoleh maklumat berkenaan peperiksaan dengan jelas nilai min ialah 4.57 (S.P = 0.63). Min bagi item memperoleh maklumat berkenaan RMK dan meningkatkan fokus terhadap pembelajaran pula masing-masing ialah 4.53 (S.P = 0.58) dan 4.51 (S.P = 0.58). Keadaan ini menunjukkan bahawa kesan sumber manusia terhadap siswa guru bukan opsyen berdasarkan dimensi proses adalah tinggi dan sememangnya sangat penting. Dapatan ini juga sangat selari dengan kajian yang dilakukan oleh Ong Sze, Zamri, dan Mohd Izham (2017) yang menegaskan bahawa adalah menjadi tanggungjawab

guru untuk menyediakan rangka kerja pengajaran (perancangan mengajar) dalam satu waktu yang telah diperuntukkan sebelum sesi PdPc bermula. Manakala, dari sudut pelaksanaan pengajaran, guru perlu memahami dan bersedia melakukan perubahan dalam pengajaran dan pembelajaran (PdPc) sesuai dengan pembelajaran abad ke-21 (PAK-21). Oleh itu, pensyarah perlu mempelbagaikan usaha untuk menarik minat pelajar agar pengajaran dan pembelajaran berjalan lancar dan menyeronokkan.

Persoalan Kajian 4

Adakah kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah memberi kesan dari segi pentaksiran terhadap siswa guru bukan opsyen berdasarkan dimensi produk.

Jadual 5
Kesan Pentaksiran Kurikulum Elektif Teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah Terhadap Siswa Guru Bukan Opsyen

Dimensi	Item	Min	SP
Produk	Memperoleh pengetahuan berkenaan hasil pembelajaran dengan mudah	4.50	0.57
	Menilai kehendak kerja kursus secara kritikal	4.45	0.59
	Menghasilkan bahan inovasi Bahasa Melayu berasaskan TMK	4.57	0.60
	Mempelbagaikan bahan rujukan	4.56	0.55
	Meningkatkan pengetahuan saya secara menyeluruh tentang kandungan kurikulum	4.55	0.59
	Meningkatkan keupayaan saya untuk berfikir secara kreatif dan kritis	4.54	0.59
	Meningkatkan motivasi saya untuk mendalami isi kandungan	4.48	0.65
	Meningkatkan keinginan saya untuk membuat pelbagai rujukan.	4.55	0.61
	Membantu saya mengaitkan isi pelajaran dengan soalan peperiksaan	4.52	0.64

Berdasarkan Jadual 5 hasil dapatan menunjukkan bahawa nilai min memperoleh pengetahuan berkenaan hasil pembelajaran dengan mudah 4.50 (S.P = 0.57) manakala nilai min menilai kehendak kerja kursus secara kritikal ialah 4.45 (S.P = 0.59). Seterusnya, menghasilkan bahan inovasi Bahasa Melayu berasaskan TMK nilai min ialah 4.57 (S.P = 0.60). Diikuti dengan mempelbagaikan bahan rujukan nilai min ialah 4.56 (S.P = 0.55). Min bagi meningkatkan pengetahuan saya secara menyeluruh dan meningkatkan keupayaan saya untuk berfikir secara kreatif dan kritis pula masing-masing ialah 4.55 (S.P = 0.59) dan 4.54 (S.P = 0.59). Min item meningkatkan motivasi saya untuk mendalami isi kandungan KETBM ialah 4.48 (S.P = 0.65), meningkatkan keinginan saya untuk membuat pelbagai rujukan min 4.55 (S.P = 0.61) dan membantu saya mengaitkan isi pelajaran dengan soalan peperiksaan min ialah 4.52 (S.P = 0.64). Keadaan ini menunjukkan bahawa kesan pentaksiran terhadap siswa guru bukan opsyen berdasarkan dimensi produk adalah tinggi dan sememangnya sangat penting. Dapatan ini juga sangat selari dengan pendapat McMillan (2000) yang menyatakan bahawa pentaksiran pembelajaran adalah sebahagian daripada aktiviti penting pengajaran dan pembelajaran. Manakala Azizi (2010) berpendapat pentaksiran merangkumi pelbagai maklum balas daripada murid serta perbincangan untuk mengukur dan menilai kualiti pembelajaran. Oleh itu, dari segi dimensi produk pentaksiran terhadap siswa guru bukan opsyen memberi kesan yang positif dari segi untuk melahirkan siswa guru bukan opsyen yang boleh mengajar subjek Bahasa Melayu semasa di sekolah nanti.

5.0 KESIMPULAN

Tuntasnya, kurikulum elektif teras Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah dalam kalangan siswa guru bukan opsyen memberi kesan yang positif kepada mereka. Kesan positif ini dapat dilihat dalam dimensi konteks, input, proses, dan produk. Dimensi konteks aspek hasil pembelajaran dan isi kandungan kurikulum memberi kesan yang positif kepada siswa guru bukan opsyen yang mengambil kursus ini. Selain itu, kesan positif yang seterusnya adalah dalam dimensi input dari aspek sumber fizikal. Di samping itu, dimensi proses menunjukkan bahawa sumber manusia turut memberikan kesan yang positif. Akhir sekali, berdasarkan dimensi produk pentaksiran juga menunjukkan kesan yang positif terhadap siswa guru bukan opsyen.

Rumusan yang dapat dibuat ialah kurikulum elektif Pengajaran Kemahiran Bahasa Melayu Sekolah Rendah harus dikekalkan dalam kursus elektif teras Bahasa Melayu kerana banyak memberi kesan yang positif. Namun begitu, kurikulum ini haruslah dibuat semakan dari semasa ke semasa supaya sentiasa relevan. Kurikulum ini juga mampu untuk melahirkan siswa guru bukan opsyen yang kompeten dan berdaya saing.

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ISU ATRIBUT KUALITI PERIBADI GURU DI DALAM SISTEM PENDIDIKAN DI MALAYSIA, AMERIKA SYARIKAT DAN AUSTRALIA

Lim Kong Teong
Pusat Pengajian Pengurusan Teknologi & Logistik
Universiti Utara Malaysia
Email: ktlim@uum.edu.my

Nurul Shahidah binti Ahmad Nasir
Pusat Pengajian Pengurusan Teknologi & Logistik
Universiti Utara Malaysia
Email: nurul_shahidah3@oyagsb.uum.edu.my

Abdull Sukor bin Shaari
Pusat Pengajian Pendidikan
Universiti Utara Malaysia
Email: abdsukor@uum.edu.my

Tang Swee Mei
Pusat Pengajian Pengurusan Perniagaan
Universiti Utara Malaysia
Email: smtang@uum.edu.my

Mastora binti Mustafar
Pusat Pengajian Pengurusan Teknologi & Logistik
Universiti Utara Malaysia
Email: mastora@uum.edu.my

ABSTRAK

Kualiti peribadi merupakan aspek yang lebih penting berbanding pengetahuan dan kemahiran yang perlu dimiliki setiap individu. Seorang guru seharusnya mempunyai kualiti peribadi yang baik yang dapat menjadi contoh kepada pelajarannya. Atribut peribadi terpuji yang ada dalam diri guru mampu membantu membentuk para pelajar yang bersahsiah tinggi seterusnya dapat meningkatkan prestasi akademik mereka. Kajian ini meneliti dokumen rasmi sistem pendidikan semasa di Malaysia, Amerika Syarikat dan Australia bagi mengenal pasti atribut-atribut peribadi guru dalam membentuk seorang guru yang berkualiti. Berdasarkan penelitian ke atas sejumlah 13 model atau standard pendidikan semasa ketiga-tiga buah negara tersebut, didapati (1) terdapat banyak atribut peribadi yang sama ditekankan bagi setiap negara, (2) terdapat atribut peribadi yang hampir sama bagi setiap negara dan (3) terdapat juga atribut peribadi yang unik bagi setiap negara tersebut. Persoalannya, apakah atribut peribadi yang paling penting dan sangat diperlukan oleh seorang guru atau bakal guru? Jika terlalu banyak sudah pasti ianya memberi sedikit kesukaran kepada barisan pendidik. Justeru itu, terdapat satu keperluan yang ketara bagi melakukan kajian susulan untuk mengenal pasti atribut peribadi guru lazim ditekankan dan mempunyai konsensus dalam membentuk guru berkualiti agar dapat meneroka dengan lebih meluas mengenai kepentingan atribut tersebut dalam membentuk kualiti peribadi guru.

Kata kunci : Kualiti guru, kualiti peribadi guru, atribut peribadi

PENGENALAN

Kualiti guru merupakan suatu konsep menyeluruh yang terdiri daripada tiga komponen iaitu komponen pengetahuan, komponen kemahiran dan komponen kualiti peribadi (ATEE, 2006; BPG, 2009; Jasmi & Nawawi, 2012; Stronge, 2018). Ia adalah gabungan kesemua tiga komponen yang membawa kepada keberkesanan dalam kehidupan bekerja. Kualiti peribadi guru (KPG) merupakan keseluruhan atribut positif yang dimiliki oleh seseorang guru (Lim et al., 2021). Seiring dengan pengetahuan dan kemahiran pedagogi, guru juga perlu memiliki atribut peribadi yang betul kerana guru yang mempunyai atribut peribadi kritikal tertentu dapat menjadikan pengajaran dan pembelajaran (PdP) di dalam bilik darjah lebih berkesan (Diez, 2006; Freeman, 2007; & Rath, 2007; Walker, 2019).

Atribut peribadi merupakan sifat-sifat atau kualiti peribadi yang dimiliki oleh seseorang individu yang merangkumi aspek nilai peribadi, kepercayaan, cara berfikir, cara berperilaku, tabiat fikiran dan sikap (Taylor & Wascisko, 2000; West et al., 2020). Menurut Martin (2008), kualiti peribadi merupakan prasyarat kepada kualiti profesional individu. Kekurangan kualiti peribadi yang baik boleh menyebabkan seseorang itu tidak berjaya, tidak penting, dan tidak dihargai. Ini bermakna guru dengan kualiti peribadi yang baik bukan sahaja dapat membangunkan diri sendiri tetapi juga membangunkan individu di sekeliling mereka terutamanya pelajar. Bagi melahirkan masyarakat yang bermoral dan beretika, guru sendiri perlu memainkan peranan sebagai *role model* kepada pelajar. Sudah pastinya KPG harus dititikberatkan. Guru seharusnya menjadi contoh teladan penghayatan nilai terhadap pelajar bagi merealisasikan hasrat Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. Hal ini kerana, tingkah laku guru sentiasa diperhatikan dan dicontohi oleh pelajar (Roslan et al., 2016). Justeru itu, guru perlu sentiasa mengekalkan dan menambah baik kualiti peribadi mereka agar dapat terus bergerak seiring dengan peredaran zaman, di samping dapat menjalankan tugas dengan lebih baik dan berkesan.

Sementara itu, Othman (2010) menyatakan bahawa guru perlu memberi penekanan terhadap proses PdP yang dapat menerapkan nilai-nilai murni kerana ia adalah asas kepada pembentukan pelajar yang bermoral dan beretika. Nilai murni yang ada perlu diterapkan dalam diri pelajar sejak dari awal lagi ibarat kata pepatah “melentur buluh biarlah dari rebungnya”. Justeru itu, seseorang guru seharusnya perlu memiliki kualiti peribadi yang sesuai bagi memastikan mereka menggunakan pengetahuan dan kemahiran mereka untuk kepentingan para pelajar (Walker, 2019). Maka, selain memiliki pengetahuan, kemahiran dan komitmen yang tinggi sebagai pendidik, guru-guru juga perlu ada perwatakan dan keperibadian yang baik serta boleh menjadi teladan kepada pelajar mereka (Ebbie et al., 2019).

PERMASALAHAN KAJIAN

Sistem pendidikan di Malaysia khususnya dan juga di luar negara umumnya memerlukan para guru yang memiliki pakej lengkap bukan sahaja daripada segi pengetahuan, kemahiran dan komitmen yang tinggi, tetapi juga perwatakan dan keperibadian yang baik serta mampu menjadi teladan buat anak didik mereka (Ebbie et al., 2019). Hal ini adalah kerana guru memainkan peranan yang amat penting dalam membentuk akhlak, sahsiah dan moral pelajar. Guru bukan sahaja berperanan melahirkan modal insan yang berpengetahuan, berkemahiran tinggi dalam bidang sains teknologi, malahan bertanggungjawab menerapkan pembudayaan sikap progresif dan nilai etika yang tinggi kepada pelajar (Rashidi et al. 2014). Sehubungan itu, guru perlu mempunyai kualiti peribadi yang terpuji agar dapat menjadi contoh yang baik kepada para pelajar.

Walau bagaimanapun, melalui sorotan literatur yang dilakukan KPG masih menjadi isu perdebatan di mana tidak terdapat kesepakatan dalam kalangan pengamal dan penyelidik apakah inti pati yang membentuk komponen KPG. Dalam erti kata lain, apakah sifat-sifat atau atribut KPG yang patut dimiliki oleh seorang guru? Tidak dapat dinafikan, sudah pastinya ianya banyak dan mungkin tidak dapat dibilang, namun sebenarnya atribut yang manakah paling penting dalam membentuk seseorang guru yang berkualiti. Hal ini bukan sahaja menjadi masalah di dalam negara, malah turut berlaku di luar negara. Sebilangan atribut peribadi tersebut bertindih dan banyak yang terangkum dalam atribut peribadi yang lain (contohnya seperti jujur, ikhlas, integriti dan amanah).

Hakikatnya, kajian berkaitan KPG adalah kompleks kerana kualiti peribadi adalah konstruk afektif yang terdapat dalam diri individu dan tidak dapat dilihat (Diez, 2006; Walker, 2019; Lang & Wilkerson, 2007). Hal ini kerana, komponen kualiti peribadi lebih sukar diperhatikan, diukur dan diubah berbanding dengan komponen pengetahuan dan kemahiran yang lebih mudah dilihat dan dinilai (Awang & Abdul Wahab, 2016; Peterson, 2016, Tamim et al., 2017; Strom et al., 2019). Menurut Walker (2019), suatu teknik mesti dibangunkan untuk melihat apa yang tidak dapat dilihat dan mengkaji tingkah laku individu agar dapat mendedahkan sesuatu sifat yang ada di sebalik individu tersebut. Justeru itu, terdapat satu

keperluan yang signifikan untuk mencari jalan bagi membantu para guru khususnya dan penggubal polisi pendidikan umumnya untuk mengenal pasti apakah atribut KPG yang paling ditekankan dalam membentuk guru yang berkualiti.

METODOLOGI KAJIAN

Kajian ini menggunakan kaedah tinjauan literatur yang bertujuan untuk mengenal pasti serta meneliti secara kritis penemuan semula kajian (Baumeister & Leary, 1997). Tujuan utama analisis dokumen ini adalah untuk mengenal pasti atribut peribadi yang terdapat dalam sistem pendidikan semasa di dalam dan juga di luar negara. Metodologi kajian yang digunakan ialah analisis dokumen berdasarkan standard atau model pendidikan semasa (seperti standard guru dan standard etika guru pelatih) serta silibus mata pelajaran Pendidikan Moral atau Pendidikan Karakter yang meliputi tiga buah negara iaitu Malaysia, Amerika Syarikat dan Australia. Amerika Syarikat dan Australia merupakan negara yang tersenarai sebagai kategori negara maju dan turut tersenarai sebagai negara yang mempunyai sistem pendidikan terbaik di dunia (BAV Group & Wharton School of the University of Pennsylvania, 2021). Pemilihan negara tersebut diharapkan dapat menjadi penanda aras kepada sistem pendidikan Malaysia dengan harapan kualiti sistem pendidikan negara ini dapat ditingkatkan seiring hasrat kerajaan untuk menjadikan Malaysia sebuah *hub* pendidikan bertaraf global. Dalam kajian ini, kata kunci ‘atribut peribadi’, ‘disposisi guru’, ‘nilai murni’ dan ‘nilai peribadi’ digunakan bagi mendapatkan data kajian.

DAPATAN DAN PERBINCANGAN

Atribut Peribadi Guru Berkualiti di Malaysia

Di Malaysia, atribut peribadi guru diterjemahkan dengan jelas melalui nilai-nilai murni yang ada di dalam standard guru, kurikulum kebangsaan, etika kerja Kementerian Pendidikan Malaysia (KPM) dan juga ujian kemasukan program perguruan memandangkan ianya adalah aspek penting dalam pengajaran dan boleh mempengaruhi kehidupan para guru dan juga pelajar.

Nilai murni merujuk kepada atribut peribadi yang membawa maksud garis panduan yang ditetapkan oleh setiap individu untuk menyesuaikan dengan gaya hidup mereka, menentukan keperibadian mereka, memenuhi tujuan dan keperluan dengan mengikut senarai tingkah laku positif (Raths et al., 1987). Nilai murni ialah nilai yang menjadi asas kepada pembentukan akhlak mulia (Abd. Rahim, 2001). Di dalam konteks pendidikan, konsep nilai murni berkait rapat dengan moral, prinsip atau kelakuan manusia, khususnya bagi pelajar dan guru di sekolah. Falsafah Pendidikan Kebangsaan (FPK) menekankan perkembangan potensi individu secara menyeluruh dan bersepadu dari segi emosi, intelek, jasmani dan rohani agar dapat melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara. Nilai-nilai murni merupakan salah satu elemen penting dalam merealisasikan hasrat FPK dan penerapan nilai-nilai murni telah menjadi dasar kepada kurikulum pendidikan kebangsaan.

Penekanan kepada nilai-nilai murni dalam sistem pendidikan di Malaysia amat diutamakan oleh KPM. Penerapan nilai-nilai murni secara menyeluruh adalah melalui semua mata pelajaran berdasarkan pendekatan penerapan nilai merentas kurikulum, melalui PdP, kegiatan kokurikulum, dan melalui tingkah laku guru-guru yang menjadi ikutan para pelajar (KPM, 2018). Antara nilai murni yang dinyatakan dalam isi kandungan mata pelajaran Pendidikan Moral sekolah menengah adalah seperti atribut baik hati, hemah tinggi, hormat, kasih sayang, kerjasama, kesederhanaan dan toleransi (KPM, 2019). Oleh itu, guru hendaklah terlebih dahulu mengamal dan menghayati nilai murni yang hendak diajar. Hal ini kerana, guru sememangnya memainkan peranan yang penting untuk membantu memupuk nilai murni dalam kalangan pelajar kerana mereka bertanggungjawab sebagai model penerapan nilai murni (Lickona, 1991). Justeru itu, guru seharusnya mempunyai kualiti peribadi yang baik agar dapat membudayakan amalan nilai murni di sekolah.

Hakikatnya di Malaysia, seseorang guru perlu patuh kepada Etika Kerja KPM, Tatasusila Profesion Keguruan, Kod Etika Guru dan Standard Guru Malaysia (SGM) kerana tidak mahu pendidikan seolah-olah hanya untuk melahirkan insan yang berpelajaran tetapi tidak berakhlak (Alis Puteh, 2016). SGM merupakan satu standard yang menjadi kayu ukur kepada kualiti guru dan bakal guru. Dokumen SGM telah digubal pada tahun 2009 (Idris & Hamzah, 2012). Inisiatif ini diambil oleh KPM bagi merealisasikan hasrat untuk menghasilkan guru yang kompeten dan berkualiti. Bahagian Pendidikan Guru (BPG) KPM telah membangunkan SGM sebagai garis panduan dan rujukan kepada guru, pendidik guru, agensi dan institusi pendidikan guru di Malaysia (Low et al., 2016). Asas penentuan SGM adalah melalui Misi Nasional, FPK, Falsafah Pendidikan Guru, Tatasusila Profesion Keguruan dan Etika Kerja KPM (SGM, 2009). Aspek

nilai murni dapat dilihat dengan jelas melalui Domain Diri: Standard 1 Amalan Nilai Profesionalisme Keguruan SGM (lihat Rajah 1) yang menekankan atribut peribadi yang perlu ada pada setiap guru. Domain diri bermaksud pegangan nilai diri yang sedia ada pada seorang guru dan patut dikembangkan supaya guru dapat memberikan sumbangan kepada profesion keguruan bagi mencapai matlamat sistem pendidikan negara (SGM, 2009).

S1.1.1 kepercayaan kepada Tuhan	S1.1.8 adil
S1.1.2 amanah	S1.1.9 bertimbang rasa
S1.1.3 ikhlas	S1.1.10 daya tahan, daya saing dan tahan lasak
S1.1.4 berilmu	S1.1.11 cergas, aktif dan sihat
S1.1.5 kasih sayang	S1.1.12 kemahiran interpersonal dan intrapersonal
S1.1.6 sabar	S1.1.13 semangat sukarela
S1.1.7 budi bahasa	S1.1.14 efisien

Rajah 1: Domain Diri Standard Guru Malaysia

Sumber: Standard Guru Malaysia, KPM (2009)

Etika Kerja KPM pula memberi fokus kepada aspek nilai murni setiap guru. Setiap guru perlu melaksanakan dan menghayati Etika Kerja KPM berdasarkan enam prinsip iaitu niat yang betul, perlakuan yang baik, penggerak ke arah kebaikan, memperkotakan apa yang dikatakan, berdisiplin dan beradab serta menghargai dan bertanggungjawab terhadap hasil usaha organisasi (SGM, 2009). Guru-guru juga turut perlu mengamalkan Nilai Utama dalam Perkhidmatan Awam seperti bersikap amanah, benar, bijaksana, bersyukur, dedikasi, ikhlas, penyayang (KPM, 2009).

Manakala bagi individu yang berminat untuk menjadi guru pula perlu melalui proses kelayakan masuk program latihan perguruan terlebih dahulu sebelum dapat mengikuti latihan perguruan di mana-mana agensi dan institut latihan perguruan. Ujian kelayakan masuk ke program latihan perguruan merupakan suatu keperluan sebagai syarat dan kriteria bagi memastikan individu yang betul-betul layak sahaja akan diterima masuk (SGM, 2009). Antara ujian kelayakan masuk calon guru yang dilaksanakan di Malaysia ialah Malaysian Educators Selection Inventory (MEDSI), Inventori Sahsiah Keguruan (INSAK) dan “Malaysian Teacher Selection Test” (MTeST) untuk menyaring calon yang memiliki ciri pendidik berkualiti. Ujian-ujian ini adalah untuk memastikan calon yang memohon betul-betul berminat untuk menjadi guru dan mempunyai kebolehan untuk mengajar. Kecenderungan memiliki peribadi yang selaras dengan latar belakang kerjaya dapat membantu individu mencapai kestabilan kerja (Sidek, 2009). Pada hari ini, ujian INSAK merupakan ujian yang wajib diambil oleh calon guru melalui Ujian Kelayakan Calon Guru (UKCG). UKCG merupakan ujian yang wajib diduduki oleh calon Program Ijazah Sarjana Muda Pendidikan (PISMP) di Institut Pendidikan guru Malaysia (IPGM) dan juga calon Program Guru Interim KPM (individu yang mempunyai ijazah di luar bidang pendidikan).

Secara ringkas, nilai-nilai murni yang dinyatakan dalam sistem pendidikan Malaysia adalah seperti yang tertera di dalam Jadual 1.

Jadual 1: Atribut peribadi yang ditekankan dalam Sistem pendidikan Malaysia

Bil	Kurikulum Kebangsaan	Standard Guru		Ujian Kemasukan Program Perguruan	
	Nilai Murni dalam Silibus Pendidikan Moral	Standard Guru Malaysia	Prinsip dan Nilai Utama Etika Kerja KPM	Malaysian Educator Selection Inventory (MEDSI)	Ujian Inventori Sahsiah Keguruan (INSAK)
1	Kepercayaan kepada Tuhan	Amanah	Amanah	Amanah (kebolehpercayaan, cekap, menghargai masa, komited)	Amanah
2	Bertanggungjawab	Adil	Perlakuan yang baik	Bersih (ketinggian peribadi, baik hati, menjadi contoh)	Ikhlas dan dedikasi
3	Berdikari	Kasih sayang	Penyayang	Bijaksana (Kesederhanaan, berhemat, kreatif, proaktif, sabar)	Taat setia
4	Harga Diri	Berilmu	Dedikasi	Ekstrovert (suka bekerja dengan orang ramai)	Kawalan emosi

5	Kerajinan	Ikhlas	Ikhlas	Intelektual (mencabar minda dan kebolehan intelektualan)	Disiplin
6	Berterima kasih	Sabar	Niat yang betul	Ketahanan Diri (cekal, bermotivasi)	Kepekaan
7	Patriotisme	Budi bahasa	Benar	Kepimpinan	Kepimpinan
8	Kebebasan	Kepercayaan kepada tuhan	Bijaksana	Menolong (simpati, kasih sayang, beri bantuan, buat baik kepada orang lain)	Motivasi
9	Keberanian	Bertimbang rasa	Bersyukur	Pencapaian (bermotivasi, status tinggi, suka bersaing)	Kreatif dan inovatif
10	Kejujuran	Daya tahan, daya saing dan tahan lasak	Berdisiplin dan beradab	Analitikal (sensitif dan prihatin kepada persekitaran, permerhatian dan analisis sebelum buat keputusan)	Kematangan fikiran
11	Rasional	Cergas, aktif dan sihat	Menghargai dan bertanggungjawab	Asertif (tegas)	
12	Baik hati	Semangat sukarela	Memperkotakan apa yang dikatakan	Autonomi (suka kebebasan dalam tindakan dan dapat mengawal aktiviti harian)	
13	Hemah tinggi				
14	Hormat				
15	Kasih sayang				
16	Kerjasama				
17	Kesederhanaan				
18	Toleransi				

Atribut Peribadi Guru Berkualiti di Amerika Syarikat

Sistem pendidikan di Amerika Syarikat menggunakan istilah disposisi yang membawa maksud atribut peribadi atau nilai murni yang ada pada seseorang individu. Di Amerika Syarikat, atribut peribadi diterjemahkan melalui Pendidikan Karakter yang diintegrasikan dalam kurikulum sekolah (U.S. DoE, 2008). Dengan itu, pembentukan atribut menjadi sebahagian daripada apa yang dapat dilihat melalui nilai dan iklim di sekolah. Menurut Smith (2013), pembentukan akhlak yang bermoral adalah pendekatan sekolah untuk membantu pelajar menjadi individu yang baik dan beretika. Domain nilai yang menjadi tumpuan program pendidikan perwatakan adalah: 1) Nilai intrapersonal yang meliputi ciri-ciri tingkah laku dan sikap individu dalam pelbagai situasi dan aktiviti seperti kejujuran, keberanian, ketekunan, disiplin diri, tanggungjawab, integriti; 2) Nilai-nilai interpersonal yang mencirikan tingkah laku dan sikap individu terhadap orang lain, terutama dalam hubungan dengan keluarga, rakan sebaya, guru, dan orang lain seperti prihatin, rasa hormat, empati, kepercayaan, keadilan, toleransi terhadap kepelbagaian; dan 3) Kebajikan sivik yang mencirikan tingkah laku dan sikap individu terhadap masyarakat seperti warganegara yang baik, patriotisme, kesaksamaan (IES, 2020). Walaupun tidak terdapat peraturan yang ditetapkan berkenaan nilai murni apa yang perlu ada di dalam kurikulum Pendidikan Karakter, namun Jabatan Pendidikan Amerika Syarikat (U.S. DoE), telah menjadikan dapatan laporan tersebut sebagai suatu mandat agar dapat menjadi garis panduan di sekolah (Ohler, 2011).

Disposisi guru juga telah menjadi komponen penting dalam program latihan perguruan dan standard pengajaran profesional di Amerika Syarikat sejak tahun 1990-an (Thomas, Huffman & Flake, 2016). Pada tahun 1996, *The National Commission on Teaching and America's Future (NCTAF)* telah mengesyorkan tiga badan profesional yang memainkan fungsi yang signifikan dan diiktiraf peranannya dalam menambah baik kualiti guru kepada sekolah-sekolah di Amerika Syarikat (Peterson, 2016), iaitu *The National Council for Accreditation of Teacher Education (NCATE)*, *The Interstate Teacher Assessment and Support Consortium (InTASC)*, dan *The National Board for Professional Teaching Standards (NBPTS)*. Oleh yang demikian, menangani masalah kualiti peribadi guru dalam program latihan perguruan telah menjadi satu keperluan dalam proses akreditasi di peringkat negeri dan kebangsaan sejak tahun 2002 (NCATE, 2008). Pada Jun 2013, terdapat dua badan akreditasi kebangsaan, iaitu *The National Council for Accreditation of Teacher Education (NCATE)* dan *The Teacher Education Accreditation Council (TEAC)*. Kemudiannya, pada tahun 2009, TEAC dan NCATE telah melantik satu pasukan reka bentuk yang bertanggungjawab untuk menubuhkan suatu badan akreditasi tunggal yang kemudiannya dikenali sebagai *The Council for Accreditation of Teacher Education (CAEP)*. Justeru, pada

Julai 2013 CAEP berfungsi sepenuhnya sebagai satu-satunya badan akreditasi untuk pendidikan guru di Amerika Syarikat (Michelli & Karp, 2017).

Dalam buku panduan CAEP (2018), disposisi merujuk kepada tabiat mengenai tingkah laku profesional dan komitmen etika yang menjadi asas kepada prestasi seseorang pendidik (*InTASC Model Core Teaching Standards*, m.surat 6.). Namun, dokumen akreditasi CAEP tidak menyatakan dengan jelas disposisi profesional yang manakah perlu dimiliki oleh calon guru (Kinderwater, 2013). Sebaliknya, CAEP menyarankan agar merujuk kepada dokumen standard InTASC. Secara spesifik, InTASC (1992) menggunakan kata-kata berikut untuk menerangkan ciri-ciri yang terangkum dalam konsep disposisi: mengamalkan, menghormati, percaya, komited, bersemangat (penuh minat), tabah, menyedari, mengenali, keyakinan diri, responsif, ambil berat, bertimbang rasa, bertanggungjawab, cuba memperoleh, sensitif, memahami, dan menghargai” (Johnston et al., 2011; Peterson, 2016). Di samping itu, setiap unit pendidikan profesional boleh mengenal pasti, menentukan, dan mengoperasikan disposisi profesional tambahan berdasarkan misi dan kerangka konseptual masing-masing.

Matlamat TEAC adalah untuk menyokong penyediaan guru profesional yang kompeten, penyayang, dan berkelayakan. TEAC mengakreditasi program pengajian berdasarkan tiga prinsip kualiti: 1. bukti pembelajaran calon guru; 2. pembelajaran institusi; dan 3. kemampuan dari segi kurikulum, fakulti, sumber, kemudahan, penerbitan, perkhidmatan sokongan pelajar dan polisi untuk menyokong pembelajaran calon guru dan kualiti program pengajian. Prinsip-prinsip kualiti TEAC memerlukan bukti bahawa calon guru memahami mata pelajaran dan pedagogi pengajaran serta mereka telah memperoleh kemahiran mengajar profesional yang prihatin (Murray, 2005). Menurut TEAC (2012), prihatin merangkumi disposisi profesional (sikap, nilai-nilai, dan kepercayaan) yang dihargai dalam bidang pendidikan dan dipamerkan dalam tingkah laku guru. Boleh dikatakan disposisi spesifik yang ditekankan dalam standard akreditasi TEAC adalah lebih samar lagi (Smith & Skarbek, 2013).

Disebabkan (1) ketidakjelasan berkenaan disposisi profesional guru yang manakah standard akreditasi program latihan perguruan dan standard pengajaran profesional inginkan guru (kedua-dua pra-perkhidmatan dan dalam perkhidmatan) miliki serta (2) keperluan memantau dan menilai disposisi guru untuk tujuan akreditasi maka setiap institusi pendidikan telah membangunkan instrumen penilaian masing-masing untuk menilai disposisi calon guru (Kinderwater, 2013; Young & Wilkins, 2008). Sehubungan dengan ini, Young dan Wilkins (2008) telah menjalankan satu kajian kualitatif ke atas instrumen penilaian disposisi calon guru yang digunapakai oleh 32 institusi pendidikan di Amerika Syarikat. Menurut Young dan Wilkins (2008), walaupun kualiti peribadi mungkin adalah yang paling sukar untuk dikenal pasti dan diukur, namun ia merupakan bidang yang mempunyai kesan paling ketara terhadap pembelajaran dan motivasi pelajar. Semangat, sikap, keyakinan diri, dan tahap kematangan guru memainkan peranan utama dalam keseluruhan pembelajaran di dalam kelas. Secara keseluruhannya sistem pendidikan di Amerika Syarikat menyatakan atribut peribadi yang tersendiri walaupun ianya tidak dinyatakan secara jelas (Lihat Jadual 2).

Jadual 2: Atribut yang ditekankan dalam Sistem Pendidikan Amerika Syarikat

Bil.	Kurikulum Kebangsaan (Character Education)	Standard Guru InTASC Standards (1992)	Standard Akreditasi Pendidikan Guru NCATE	Standard Guru Pelatih Young & Wilkins Report (2008)
1	Rasa hormat	Menghormati	Penyayang	Menghormati pelajar
2	Kebolehpercayaan	Bertanggungjawab	Adil	Pemikiran kritikal
3	Bertanggungjawab	Ambil berat	Kejujuran	Penuh minat dan dedikasi
4	Prihatin	Bertimbang rasa	Bertanggungjawab	Etika (bermaruah diri)
5	Toleransi	Keyakinan diri	Keadilan Sosial	Kepimpinan (sanggup bertanggungjawab dan boleh memimpin)
6	Disiplin diri	Responsif		Personaliti (mesra, sikap positif, disenangi, fleksibel, tenang, sabar)
7	Kejujuran	Bersemangat (penuh minat)		Perkembangan profesional
8	Empati	Tabah		Reflektiviti
9	Keberanian	Komited		Perhubungan positif

10	Keadilan	Memahami	Keyakinan diri Menerima kritikan Berkhidmat kepada pelajar, sekolah dan komuniti
11	Ketekunan	Menghargai	
12	Integriti		
13	Patriotisme		Tabiat kerja (berdisilin, boleh dipercayai, berinisiatif, berdikari)
14	Warganegara yang baik		
15	Saksama		

Atribut Peribadi Guru Berkualiti di Australia

Pada tahun 2005, kerangka kebangsaan Australia yang merangkumi sembilan nilai murni bagi pendidikan nilai telah diperkenalkan untuk semua sekolah di Australia (DEST, 2005). Nilai-nilai teras dalam kerangka kebangsaan itu datangnya daripada *Values Education Study* (2003) yang dijalankan ke atas komuniti sekolah Australia dan juga dokumen *National Goals for Schooling in Australia in the Twenty-First Century*. Sekolah-sekolah digalakkan untuk mengembangkan sembilan nilai teras melalui kerjasama dengan komuniti setempat. 9 nilai murni tersebut adalah penyayang dan belas kasihan, melakukan yang terbaik, bersikap adil, kebebasan, kejujuran dan kepercayaan, berintegriti, saling menghormati, bertanggungjawab serta memahami, bertoleransi dan penglibatan (DEST, 2005).

Berbeza dengan standard pendidikan profesional di Amerika Syarikat yang dibangunkan oleh konsortium nasional dan badan profesional, kebanyakan standard profesional bagi pendidikan di Australia dikeluarkan oleh agensi pendidikan kerajaan negeri (Louden, 2000). Pihak kerajaan Australia juga telah mengeluarkan standard kebangsaan profesional guru bagi menggantikan pelbagai versi standard yang sebelum ini dikeluarkan mengikut negeri masing-masing agar dapat meningkatkan kualiti pengajaran guru dengan lebih berkesan (Clarke & Moore, 2013).

Australian Institute for Teaching and School Leadership (AITSL) telah dibentuk pada tahun 2005 bagi menyediakan kepimpinan di peringkat kebangsaan untuk kerajaan Komanwel, negeri dan wilayah dalam mempromosikan kecemerlangan profesion guru dan kepimpinan sekolah melalui dana yang disediakan oleh pihak kerajaan Australia (AITSL, 2011). Pada tahun 2011, AITSL telah menetapkan *Australian Professional Standards for Teachers* (APST) (Call, 2018) yang disahkan oleh MCEECDYA (*Ministerial Council for Education, Early Childhood Development and Youth Affairs*) (Celik, 2011). Tujuan standard ini adalah sebagai garis panduan kepada guru-guru di Australia satu set standard yang akan berfungsi sebagai mekanisme jaminan kualiti bagi meningkatkan kualiti pengajaran secara keseluruhan serta memberi impak maksimum terhadap pembelajaran pelajar (Timperley, 2011). APST mencerminkan prinsip yang dipersetujui secara meluas dalam profesion perguruan, telah disusun dalam tiga domain dan tujuh standard (lihat Jadual 3). Prinsip-prinsip tersebut menetapkan penanda aras bagi amalan pengajaran yang berkesan, menggunakan standard sebagai rujukan umum bagi menentukan jangkaan kompetensi guru dan membentuk asas bagi proses akreditasi guru sepanjang kerjaya (Green et al., 2018).

Jadual 3: Domain Guru dan Kenyataan Standard dalam Standard Profesional Australia

DOMAIN PENGAJARAN	STANDARD
Pengetahuan Profesional	1. Mengetahui pelajar dan mengetahui bagaimana mereka belajar 2. Mengetahui silibus subjek dan bagaimana hendak mengajar
Amalan Profesional	3. Mempunyai perancangan untuk implementasi pembelajaran dan pengajaran yang efektif 4. Mewujudkan dan mengekalkan persekitaran yang saling menyokong dan selamat

	5. Menilai, memberi maklum balas dan laporan mengenai pembelajaran pelajar
Penglibatan Profesional	6. Penglibatan di dalam pembelajaran profesional
	7. Penglibatan profesional dengan rakan sekerja, ibu bapa atau penjaga dan komuniti setempat

Sumber: AITSL, (2011)

APST dirancang untuk menyokong guru dengan kerangka yang dapat membimbing pembelajaran profesional mereka di setiap empat peringkat kerjaya sebagai guru iaitu; Siswazah, Mahir, Berprestasi Tinggi dan Memimpin (AITSL, 2013). Dalam setiap peringkat kerjaya, tiga domain yang sama menyediakan tujuh standard pengajaran. Standard ini juga menjadi asas untuk akreditasi kursus-kursus pendidikan calon guru, pendaftaran guru yang baru dilantik, dan penilaian prestasi serta akreditasi profesional (Mars, 2012). Walau bagaimanapun, analisis dokumen APST menunjukkan bahawa APST tidak membuat rujukan eksplisit terhadap kualiti, nilai dan disposisi peribadi guru (Fletcher, Walker & Boniface, 2013; Maree, Wyatt-Smith & Looney, 2016). Penglibatan profesional pula hanya merujuk kepada pembelajaran profesional dan hubungan dengan ibu bapa, rakan sekerja dan masyarakat.

Bagi institusi latihan perguruan pula, garis panduan pemilihan calon guru dengan jelas menyatakan calon perlu menunjukkan prestasi dari segi akademik, tetapi prestasi dari aspek non-akademik (*non-academic*) yang membolehkan mereka membangunkan kemahiran yang diperlukan untuk memenuhi keperluan APST di penghujung program pendidikan. Antara aspek non-akademik yang dikenal pasti penting untuk kejayaan pengajaran adalah termasuk bermotivasi untuk mengajar, kemahiran interpersonal dan komunikasi, kesanggupan untuk belajar, sifat penyayang, kecekapan diri, yakin, berhemat (menjalankan tugas dengan teliti dan bertanggungjawab) dan kemahiran mengatur serta merancang (AITSL, 2015). Di Australia, kod etika dan tingkah laku adalah berkaitan dengan negeri dan wilayah sementara standard profesional, kurikulum dan matlamat strategik telah berpindah ke domain nasional (Forster, 2012). Namun, setiap negeri dan wilayah mempunyai beberapa perbezaan yang signifikan serta persamaan dalam mendefinisikan tanggungjawab etika dan peraturan tingkah laku guru. Analisis ke atas dokumen kod etika dan tingkah laku profesional guru di Australia yang dilakukan oleh Forster (2012) mengesahkan bahawa Australia secara amnya bersetuju bahawa atribut integriti dan atribut menghormati adalah aspek penting sebagai seorang guru yang bermoral. Dua aspek ini wujud secara jelas dalam semua kod etika dan tingkah laku yang ada di negeri dan wilayah dalam Australia, manakala aspek lain seperti adil dan bermaruah serta prihatin dan bertanggungjawab juga agak dititikberatkan. Ringkasnya, nilai peribadi yang terdapat dalam sistem pendidikan di Australia adalah seperti yang terdapat pada Jadual 4.

Jadual 4: Atribut Peribadi yang ditekankan dalam Sistem Pendidikan Australia

Bil.	Kurikulum Kebangsaan	Standard Guru	Standard Guru Pelatih
	National Framework for Values Education	Codes of Ethics	Australian Professional Standards for Teachers
			Panduan Pemilihan Calon Guru
1	Integriti (beretika, bermoral) jujur	Integriti (kejujuran, bertanggungjawab, benar, saksama, bermaruah, hormat, dapat dipercayai (amanah)	Penglibatan profesional dengan rakan sekerja, ibu bapa atau penjaga dan komuniti
2	Hormat	Hormat-menghormati	Motivasi untuk mengajar
3	Adil	Keadilan	Sanggup belajar
4	Prihatin dan belas kasihan (empati, memahami)	Prihatin	Berhemat
5	Bertanggungjawab	Bertanggungjawab	Bersikap penyayang
			Kecekapan diri (yakin)

6	Kebebasan	Bermaruah (menjaga maruah profesion)
7	Kejujuran dan kepercayaan (Jujur, ikhlas dan mencari kebenaran)	
8	Buat yang terbaik	
9	Pemahaman dan penglibatan	

Isu Utama Kajian

Berdasarkan sorotan literatur yang telah dibincangkan, pengkaji telah meneliti nilai-nilai murni dan atribut kualiti peribadi yang ditekankan dalam sistem pendidikan semasa di Malaysia dan di Amerika Syarikat dan juga Australia seperti yang terdapat pada Jadual 1, Jadual 2 dan Jadual 4. Walaupun secara keseluruhannya, sistem pendidikan di ketiga-tiga negara telah menyatakan atribut peribadi yang tersendiri menerusi standard pendidikan sedia ada, namun setiap negara tidak menyatakan dengan jelas apakah atribut peribadi yang sebenarnya yang paling diperlukan oleh seorang guru atau bakal guru. Jelas kelihatan di sini, terdapat terlalu banyak atribut peribadi yang dinyatakan dan perlu dipraktikkan oleh setiap guru. Ironinya, jika terlalu banyak ianya pasti sukar buat para guru untuk fokus terhadap atribut mana yang mesti dipatuhi terutamanya ketika sesi PdP dijalankan. Oleh itu, terdapat keperluan untuk mengkaji dengan lebih mendalam bagi mengenal pasti apakah atribut peribadi yang paling lazim ditekankan oleh negara-negara berkenaan agar dapat menambah baik aspek kualiti peribadi seorang guru.

Selain itu, kelihatan standard-standard setiap negara juga mengemukakan berpuluh-puluh atribut peribadi yang berbeza yang yang perlu dimiliki oleh seorang guru. Hakikatnya, setiap guru sudah pastinya tidak mampu untuk memiliki kesemua atribut peribadi tersebut memandangkan terlalu banyak yang perlu mereka tumpukan. Masalah akan berlaku di mana timbulnya kekeliruan dalam kalangan guru atribut manakah yang sepatutnya mereka betul-betul miliki, tetapi dalam masa yang sama mereka perlu patuh kepada setiap standard yang telah ditetapkan. Jika hal ini berterusan, impaknya mungkin guru-guru akan rasa terbeban dan juga kurang bersemangat dan rendah motivasi diri untuk kekal fokus sebagai seorang pendidik. Ini pastinya akan membantutkan usaha kerajaan untuk menambah baik dan meningkatkan kualiti guru. Oleh yang demikian, set atribut peribadi yang parsimoni perlu wujud supaya dapat menjadikan konsep KPG lebih mudah untuk difahami, diukur dan diuruskan. Dengan mengambil kira maksud dan sifat sesuatu atribut, beberapa atribut peribadi telah dikenal pasti mempunyai persamaan, perbezaan serta tunggal (unik) berdasarkan penelitian ke atas sejumlah 13 standard pendidikan semasa setiap negara tersebut (Rujuk Jadual 5).

Jadual 5: Atribut Peribadi yang ditekankan di Malaysia, Amerika Syarikat dan Australia

	Malaysia (5)*	Amerika Syarikat (4)*	Australia (4)*
	Bertanggungjawab	Bertanggungjawab	Bertanggungjawab
	Jujur	Jujur	Jujur
	Penyayang	Penyayang	Penyayang
	Hormat	Hormat	Hormat
	Disiplin	Disiplin	Disiplin
Atribut Peribadi (SAMA)	Adil	Adil	Adil
	Ikhlas	Ikhlas	Ikhlas
	Berdaya usaha	Berdaya usaha	Berdaya usaha
	Yakin	Yakin	Yakin
	Berilmu	Berilmu	Berilmu
	Rasional	Rasional	Rasional
	Sabar	Sabar	Sabar
Atribut Peribadi (HAMPIR SAMA)	Tabah	Tabah	-
	Setia	Setia	-
	Mencari Kebenaran	-	Mencari Kebenaran
	Berdikari	Berdikari	-
Atribut Peribadi (UNIK)	Kepercayaan kepada Tuhan	Reflektiviti	Bermaruah

* Rujukan atribut berdasarkan model/standard/silibus pendidikan moral sistem pendidikan semasa setiap negara.

Jika diteliti, terdapat beberapa atribut yang sama dan hampir sama ditekankan di dalam sistem pendidikan di Malaysia, Amerika Syarikat dan Australia. Manakala kewujudan atribut peribadi unik tersebut pula, mungkin disebabkan faktor perbezaan agama, budaya, iklim bilik darjah dan pelbagai lagi faktor lain yang menyebabkan atribut peribadi tersebut penting dalam sistem pendidikan negara masing-masing. Justeru itu, usaha untuk menjalankan kajian susulan perlu dilakukan bagi mengetahui apakah atribut peribadi positif guru yang paling ditekankan dan mempunyai konsensus dalam membentuk seorang guru yang berkualiti. Suatu pendekatan untuk mengenal pasti set atribut KPG yang parsimoni perlu dilaksanakan dengan mengambil kira komponen KPG tersebut dapat dipraktikkan oleh warga pendidik tanpa ada perbezaan agama, latar belakang, jantina serta budaya yang terdapat di sesebuah negara. Set komponen KPG itu juga pastinya dapat membantu guru-guru dalam membentuk sahsiah pelajar dan seterusnya menjadi pemangkin untuk meningkatkan kecemerlangan akademik para pelajar.

KESIMPULAN

Kualiti peribadi yang ada pada guru akan membentuk sikap, personaliti, nilai dan etika profesional mereka sepanjang menjalankan tugas sebagai pendidik. Guru berkualiti merupakan guru yang memiliki atribut peribadi positif yang dapat menjadi suri teladan terhadap para pelajar. Oleh itu, guru-guru seharusnya dapat mengekalkan, mengamalkan menambah baik atribut peribadi yang positif dari masa ke semasa seiring dengan tugas guru hari ini yang semakin mencabar. Di samping dapat membantu pelajar meningkatkan prestasi akademik mereka, KPG yang ada pada setiap guru secara tidak langsung akan membantu membentuk sahsiah peribadi yang baik dalam kalangan pelajar selaras dengan aspirasi Falsafah Pendidikan Kebangsaan. Kajian susulan perlu dilakukan untuk membangunkan suatu set atribut peribadi guru yang paling lazim ditekankan dan mendapat kesepakatan agar dapat memberikan pendedahan yang lebih meluas mengenai kepentingan KPG dalam membentuk seorang guru yang berkualiti.

PENGHARGAAN

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HINDU-MUSLIM UNITY IN ABUL KALAM AZAD’S WRITINGS WITH SPECIFIC REFERENCE TO *AL-HILAL* AND *TARJUMAN AL-QUR’AN*

Md Yousuf Ali

ABSTRACT

Abul Kalam Azad (1888-1958), a champion of Hindu-Muslim unity was one of the most outstanding journalists, Islamic scholars, educationists, and leaders of modern India of his time. Born and raised in varied socio-cultural and religious environments, he became an ardent advocate of constructive Hindu-Muslim relations. Stepping out of the mold of his religious reform-oriented perspectives that dominated his earlier thought, he courageously embraced the ‘Hindu other’ in a spirit of unity and friendship against a backdrop of tempestuous Hindu-Muslim relations and recurring communal riots that characterized modern India. The present article investigates Azad’s perspectives on Hindu-Muslim unity mainly as reflected in two of his literary works, namely *al-Hilal* and *Tarjuman al-Qur’an*. It seeks to explain the rationale of his espousal for such a bold vision regarding Hindu-Muslim relations in a multi-religious and multi-cultural India. It also discusses the significance and relevance of his thoughts and ideas to the post-colonial era, particularly to the Indian subcontinent.

Kata kunci: Hindu-Muslim unity, *al-Hilal*, *Tarjuman al-Qur’an*, Abul Kalam Azad, independence, British-India.

FEAR OF FAILURE AND PERFECTIONISM: A PRELIMINARY STUDY OF BUSINESS STUDENTS AT A MALAYSIAN POLYTECHNIC

Madiha binti Hasbulah
Department of Commerce
Politeknik Kota Bharu, KM 24, Pangkal Kalong
16450 Ketereh, Kelantan, Malaysia
email: madiha@pkb.edu.my

Asmahani binti Mohd Hanapi
Department of Commerce
Politeknik Kota Bharu, KM 24, Pangkal Kalong
16450 Ketereh, Kelantan, Malaysia
email: asmahani@pkb.edu.my

Masidah binti Masri
Department of Commerce
Politeknik Kota Bharu, KM 24, Pangkal Kalong
16450 Ketereh, Kelantan, Malaysia
email: masidah@pkb.edu.my

ABSTRACT

The aim of this quantitative study was to investigate the level of Fear of Failure (FoF) and perfectionism among a sample of business students at a Malaysian polytechnic. The American Psychological Association (2007) has defined FoF as ‘persistent and irrational anxiety about failing to measure up to the standards and goals set by oneself or others’. Perfectionism, on the other hand, has been defined as ‘setting of excessively high standards of performance in combination with an overall tendency towards critical self-evaluation’ (Frost et al., 1990). A total of 94 students enrolled in Diploma in Marketing program completed the short form versions of the Revised Almost Perfect Scale (Rice et al., 2014) and the Performance Failure Appraisal Inventory (Conroy et al., 2002). The majority of the students were females (n = 72; 76.6 %) from 2 different levels of study (i.e. 2nd and 5th semester). Descriptive (e.g. mean and frequency) and inferential (e.g. t-tests) statistical analyses were conducted to provide information with reference to the research questions. The results of this study have revealed that the levels of FoF and perfectionism were moderate. There was a significant difference in FoF scores between male and female students but not between levels of study. On the contrary, there was a significant difference in perfectionism scores between levels of study but not between genders. The findings of this study will help fill the gap in the literature regarding the extent of perceived FoF and perfectionism of Malaysian polytechnic students. These findings will also be beneficial to the polytechnic educators and administrators in managing students to overcome the negative consequences of FoF and perfectionism.

Keywords: Fear of Failure (FoF), Perfectionism, Adaptive Perfectionism, Maladaptive Perfectionism

INTRODUCTION

There are a multitude of external and internal factors that impact student achievement in higher education. Some of the external factors often mentioned in literature are learning attitudes, quality of teaching and family background (Li & Qui, 2018). As for internal factors, often highlighted are personal self-confidence (self-efficacy), optimism, fear of failure (FoF) and perfectionism (Chemers et al., 2001; Flett et al. 1995; Stoeber & Rambow, 2007). Lambert (1969) defined academic failure as a performance below expectation. According to Stuewig et al. (2010), FoF in students can elicit shame and lead to undesirable behaviors such as cheating to achieve. Covington and Omelich (1991) opined that these type of individuals typically doubt their ability to succeed and capability to avoid failure. To measure students' perceived FoF, this study used the 5-item short form of the Performance Failure Appraisal Inventory (Conroy et al., 2002). Frost et al. (1990) defined perfectionism as a high standard of performance accompanied by an inclination to critical self-evaluation. Some authors suggested that perfectionism is a multidimensional characteristic involving both positive and negative aspects (Hewitt, Flett, 1991; Stoeber, Otto, 2006). In this study, perfectionism is categorized into adaptive (i.e. positive perfectionism) and maladaptive (i.e. negative perfectionism). Some of the positive outcomes of adaptive perfectionism found in literature are academic achievement, self-esteem and life satisfaction while examples of maladaptive perfectionism outcomes are anxiety, stress and depression (e.g. Chang & Rand, 2000; Rice & Slaney, 2002). To measure students' perceived perfectionism, this study utilized the 8-item Short Form of the Revised Almost Perfect Scale (Rice et al., 2014) which measured both adaptive and maladaptive perfectionism dimensions. This study aimed to investigate the level of FoF and perfectionism among a sample of business students at a Malaysian polytechnic. The two personality traits were chosen because of an absence of literature regarding their impact on polytechnic students' well-being and academic performance. Research questions designed for this study will provide practical insights for polytechnic educators and administrators to manage students that exhibit negative outcomes arising from these two personality traits.

LITERATURE REVIEW

Fear of Failure

Elliot and Thrash (2004) defined fear of failure (FoF) as a tendency of trying to avoid failure because of the anticipated experience of shame or embarrassment when failing in an achievement task. FoF can be both beneficial and detrimental to achieving success. On a positive note, it can be a factor that can motivate individuals to reach a high level of performance. Conversely, it can hinder these individuals from actualizing their potential (Entwistle, 1988). Golden (1998) stated that FoF can be categorized into interpersonal failure and educational or academic failure. Some researchers opined that the pressure to perform well coupled with a general lack of confidence in the ability to succeed could result in FoF (e.g. Covington & Omelich, 1991; Kumaraswamy, 2013; Shaver, 1976). Studies have shown a number of aversive consequences with regards to feelings of FoF. The latter has been found to be associated with i) negative feelings of incompetence (McGregor, 2003), ii) negative self-evaluation (Pantziara & Philippou, 2015), iii) shame and humiliation (Conroy et al., 2007), iv) threat to self-esteem (Entwistle, 1988) and v) anxiety and stress (Entwistle & Ramsden, 1983).

There are numerous studies that examined FoF in academic settings. Examples of FoF constructs studied in relation to FoF include procrastination (Anoita et al., 2020), anxiety and locus of control (Onyekuru & Ibegbunam, 2014), motivation (Friedman & Mandel, 2011) and gender (Nelson et al., 2013). Moores Stuart (2013) in a study of 237 college students discovered that students who experienced higher levels of FoF received lower academic results compared to their counterparts who were less anxious about failing. However the inverse relationship between FoF and academic success correlation was weak which indicated the existence of other moderating factors. A similar study of high-school students found FoF to be a significant predictor of grade point average and an inverse relationship between FoF and school engagement (Caraway et al., 2003).

The levels of FoF in 220 male and female university engineering students were investigated by Nelson and colleagues (2013). Using the Performance Failure Appraisal Inventory (PFAI), results revealed that female students had significantly higher FoF than their male counterparts. Female students also exhibited higher scores on the subscales of Fear of Experiencing Shame and Embarrassment (FSE), Fear of Devaluing One's Self-Estimate (FDSE) and Fear of Having an Uncertain Future (FUF). The authors opined that self-efficacy (i.e. beliefs about own internal abilities) and self-esteem (i.e. beliefs about own worth and value) could be amongst the factors influencing this finding. In another study of FoF of student athletes by Sagar et al. (2011), similar findings were obtained where females reported higher levels of FDSE than males. Males however reported higher levels of Fear of Important Others Losing Interest (FIOLI). These findings are supported by Ellison and Partridge (2012) and Alabduljabbar et al. (2022) who reported that females had higher FDSE

compared to males. These results seem to suggest that males had higher fear of negative relational consequences compared to females. However, not all studies on FoF showed significant differences between males and females. Fitrianda and Amna (2019) compared FoF of 70 engineering undergraduates and found no significant differences between genders. On the factor of academic levels, a study by Alabduljabbar et al. (2022) found significant relations between study levels of medical students and 3 dimensions of the PFAI. Specifically, third-year students had significantly higher FSE, FDSE and Fear of Upsetting Important Others (FUIO) scores when compared with fourth and fifth-year students.

Perfectionism

Perfectionism according to Flett and Hewitt (2016) is a popular topic in educational research because it is generally related to students' academic achievement. Slaney et al. (2001) described perfectionism as one's inclination to set high standards and strives for flawlessness. Perfectionists are also individuals who are overly self-critical and are often highly concerned with how others perceive and evaluate them (Frost et al., 1990). Scholars have distinguished two types of perfectionism, i) adaptive (i.e. positive perfectionism) and ii) maladaptive (i.e. negative perfectionism). Adaptive perfectionism is usually associated with achievement and success where the focus is on setting and having high objectives and personal standards (Silverman, 2007). On the other end of the spectrum, maladaptive perfectionism focuses on the discrepancy between an individual's actual personal performance and high goals (Comerchero & Fortugno, 2013). These individuals strive for excessive and unrealistically high standard, and are overly critical and evaluative of their own behaviour (Chan, 2010).

Many studies have reported the positive outcomes of adaptive perfectionism such as resilience, optimism and academic success (Enns et al., 2001; Hicks & Meng Yao Wu, 2015). In contrast, maladaptive aspects of perfectionism have been associated with amongst others, anxiety and depression (Rice et al., 2012). Verner-Filion & Gaudreau (2010) stated that maladaptive perfectionism leads to low academic performance. This is supported by a study of 793 students where Roohafza et al. (2010) discovered that maladaptive perfectionism had a negative impact on academic achievement. The FoF factor which is prominent in maladaptive perfectionist standards could be one of the reasons for the problems in academic achievement (Conroy, 2003; Martin, 2006). Hill and Curran (2016) meanwhile mentioned that perfectionistic concerns (e.g. doubts about action and concern over mistakes) could also contribute to an array of maladaptive outcomes, such as performance anxiety and achievement challenges.

Perfectionistic tendencies of students are often studied in relation to gender, age-groups and academic levels. In an academic setting, studies on adaptive and maladaptive perfectionisms and academic achievement have produced mixed results. According to Stoeber et al. (2009), adaptive perfectionism dimensions have been correlated with, amongst others, academic confidence, academic achievement and higher levels of hope for success. Studies that showed adaptive perfectionism contributing to high academic achievement included those by Ashby & Bruner (2005), Grzegorek et al., (2004) and Enns et al. (2001). A study of 350 university students revealed that positive perfectionism has a significant positive effect on academic achievement and perceived self-efficacy (Akar, et al., 2018). Frost et al. (1990) opined that this could be linked to the increase in study time and time spent in consultation with instructors/lecturers. Bieling et al. (2003) while agreeing that adaptive perfectionism had an effect on academic performance, mentioned that the relationship was not very significant. Scholars however have cautioned that some students might have academic-related difficulties as a result of perfectionism. These difficulties included test anxiety (Burns, 2004), anxiety (Flett et al., 1989) and FoF (Adderholt-Elliott, 1989).

Studies investigating differences in perception of perfectionism between males and females are inconclusive. Ghosh and Roy (2017) investigated 90 female and 60 male university students and found the level of perfectionism differed between gender. Macsinga and Dobrița (2010) analysed differences in perceived perfectionism in a sample of 29 men and 33 women. Their findings revealed significant differences regarding perceived perfectionism where men showed more concerned over making mistakes than women. Similar findings were obtained by McCreary et al. (2004) who found significant differences of perfectionism levels between male and female students. On the contrary, studies that showed the absence of differences in perfectionist tendencies between males and females include those of Sand et al. (2021) and Curran and Hill (2017). Sand et al. (2021) investigated perfectionism among 10,217 Norwegian adolescents using gender and parental education level as independent variables and found no significant differences between male and female respondents. Similarly, Curran and Hill (2017) found no evidence of differences in levels of perfectionism between male and female college students. The authors conducted a meta-analysis of birth cohort differences from 1989 to 2016.

On the relationship between FoF and perfectionism, Sagar and Stoeber (2009) believed that there exists an association between these two student-related factors. According to Conroy et al. (2007), FoF is mainly associated with socially prescribed perfectionism. The latter refers to the tendency for an individual to believe that others expect perfection from him or her (Hewitt & Flett, 1991). A number of studies found in literature indicated a positive relationship between perfectionism and FoF. Leland et al. (2017), for example, in a study of 338 university students found a positive association between clinical perfectionism and fear of failure. Another study by Sunkarapalli and Agarwal (2017) using a sample of 200 students yielded similar results where there was a positive correlation between Perfectionism and all dimensions of FoF, namely FSE, FUF, FSE, FDSE and FUIO.

STATEMENT OF PROBLEM

There are a host of student-related factors that have been investigated to determine their impact on students' academic achievement. Some of these factors were study habits, study skills, self-learning efforts, self-efficacy, motivation, interest and prior knowledge. However, most of these studies were conducted in western countries and the findings may not be appropriate or applicable elsewhere due to socio-cultural differences. A review of literature has also revealed that studies investigating perceived perfectionism and FoF with regard to level of study and gender have produced mixed results. There is also limited knowledge on the level of FoF and perfectionism among Malaysian polytechnic students due to an absence of studies conducted locally. Thus there exists a need to conduct research studies in polytechnic educational settings that contribute to the body of knowledge regarding FoF and perfectionism which prior studies have shown to impact students' academic achievements.

OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS

The main aim of this study was to investigate students' perception of FoF and perfectionism when undertaking a business course at a Malaysian polytechnic. Two groups of students from different semesters (2nd and 5th) but enrolled in the same academic program (Diploma in Marketing) were surveyed. This was done primarily to identify the differences in the levels of FoF and perfectionism with respect to gender and academic level. The following research questions (RQ) guided this study:

- RQ1. What is the level of FoF among the students based on level of study?
- RQ2. What is the level of FoF among the students based on gender?
- RQ3. What is the level of perceived perfectionism among the students based on level of study?
- RQ4. What is the level of perceived perfectionism among the students based on gender?
- RQ5. Is the difference in mean perceived FoF scores between levels of study statistically significant?
- RQ6. Is the difference in mean perceived FoF scores between male and female students statistically significant?
- RQ7. Is the difference in mean perceived perfectionism scores between levels of study statistically significant?
- RQ8. Is the difference in mean perceived perfectionism scores between male and female students statistically significant?

SIGNIFICANT OF THE STUDY

This research study adds to the present body of knowledge regarding FoF and perfectionism of Malaysian students. However, prior studies found in literature had only focused on university students. According to the Ministry of Higher Education (MOHE, 2020), the total number of graduates produced by the polytechnic education system in 2020 was 28,924. This study aims to fill the gap in the literature given the large number of polytechnic graduates entering the job market annually and the important role played by the polytechnics in producing technically skilled graduates that meet industry needs. Studies on the extent of perceived FoF and perfectionism of Malaysian polytechnic students will be of benefit to polytechnic educators and administrators who are directly or indirectly involved in producing competent and well-rounded graduates.

METHODOLOGY

Participants

Convenient sampling was used for this study because it was a convenient and inexpensive way to gather data. Furthermore, all three researchers were involved in the polytechnic education system and had easy access to the students. The total number of participants in this study was 94. Two groups of students enrolled in Diploma in Marketing program were surveyed and these groups represented participants in the 2nd and 5th semester of their studies. The majority of the students were females (n = 72; 76.6 %).

Instruments

The Short Form of the Revised Almost Perfect Scale

The Short Form of the Revised Almost Perfect Scale (SAPS; Rice et al., 2014) consists of two subscales; i) Standards (4 items) and ii) Discrepancy (4 items). The Standards subscale measures the adaptive dimension of perfectionism (i.e. high performance expectations). A sample item is “I have a strong need to strive for excellence”. The Discrepancy subscale, on the other hand, measures the maladaptive aspect of perfectionism (i.e. self-critical evaluation of performance). A sample item is “I am hardly ever satisfied with my performance”. Each item on both subscales uses a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). According to Rice et al. (2014), the Cronbach alphas (α) ranged from .85 to .87 for Standards and .84 to .87 for Discrepancy. This study had a Cronbach’s alpha of 0.70 to 0.74 for Standards and a Cronbach’s alpha of 0.72 to 0.77 for discrepancy.

This short form of the Performance Failure Appraisal Inventory was developed by Conroy et al. (2002) to measure general FoF. This self-report 5-item measure assessed aversive consequences of failure, namely i) experiencing shame and embarrassment (FSE), ii) devaluing one's self-estimate (FDSE), iii) having an uncertain future (FUF), iv) important others losing interest (FIOLI) and v) upsetting important others (FUIO). A sample item included “When I am failing, I worry about what others think about me”. A five-point Likert scale ranging from -2 (Do not believe all the time) to +2 (Believe 100% all the time) was used to solicit responses from the participants. Conroy et al. (2002) reported its internal consistency (α) of 0.72. The present study had a Cronbach’s alpha of 0.70.

Statistical Analysis

The analyses were performed using IBM SPSS (version 25.0) software. This study utilized both descriptive and inferential statistics. Descriptive statistics (means and standard deviations) were used to answer RQ1, RQ2, RQ3 and RQ4. T-tests were used to answer RQ5, RQ6, RQ7 and RQ8.

RESULTS

Description of the Study Participants

Table 1. Demographics of the Study Participants

		2 nd Semester		
No. of Participants		CGPA*		
Male	Female	< 2.0	2.1 to 2.9	> 3.00
12	38	8 (16.0 %)	26 (52.0 %)	16 (32.0 %)
		5 th Semester		
No. of Participants		CGPA*		
Male	Female	< 2.0	2.1 to 2.9	> 3.00
10	34	6 (13.6 %)	26 (59.1 %)	12 (27.3 %)

* denotes both male and female students

From Table 1, fifty 2nd semester students were surveyed as compared to forty four 5th semester students. The number of female participants in both semesters were 72 (76.6 %) compared to only 22 (23.4 %) male participants. Students' academic achievement was determined from their end of the semester cumulative GPA (CGPA). As displayed in Table 1, the majority of students of both semesters achieved CGPAs between 2.1 and 2.9.

Research Question 1.

RQ1. What is the level of FoF among the students based on level of study?

Mean and standard deviation for the dimensions of FoF were calculated. Results are presented in Table 2.

Table 2. Descriptive Statistics for the Dimensions of FoF based on Level of Study

Dimensions of FoF	Semester 2		Semester 5	
	Mean	S.D	Mean	S.D
Fear of experiencing shame and embarrassment (FSE)	.40	1.245	.30	1.069
Fear of devaluing one's self-estimate (FDSE)	.32	.741	.27	.727
Fear of having an uncertain future (FUF)	.66	.626	.61	.754
Fear of important others losing interest (FIOLI)	.10	.909	.34	.888
Fear of upsetting important others (FUOI)	.20	.670	.39	.754
Overall Mean	0.34	.191	0.38	.166

Table 2 shows that 2nd semester students had higher means for fear of experiencing shame and embarrassment ($M = 0.40$), fear of devaluing one's self-estimate ($M = 0.32$) and fear of having an uncertain future ($M = 0.66$) as compared to 5th semester students. The latter had higher means for fear of important others losing interest ($M = 0.34$) and fear of upsetting important others (0.39). Overall, 5th semester students experienced higher FoF ($M = 0.38$) compared to 2nd semester students ($M = 0.34$).

Research Question 2.

RQ2. What is the level of FoF among the students based on gender?

Mean and standard deviation for the dimensions of FoF were calculated. Results are presented in Table 3

Table 3. Descriptive Statistics for the Dimensions of FoF based on Gender

Dimensions of FoF	Male		Female	
	Mean	S.D	Mean	S.D
Fear of experiencing shame and embarrassment (FSE)	.18	1.259	.40	1.134
Fear of devaluing one's self-estimate (FDSE)	-.09	.610	.31	.959
Fear of having an uncertain future (FUF)	.41	.590	.26	.769
Fear of important others losing interest (FIOLI)	.32	.716	.28	.716
Fear of upsetting important others (FUOI)	.68	.716	.63	.680
Overall Mean	.30	.134	.38	.189

From Table 3, male students had higher means in 3 dimensions of FoF i.e. fear of having an uncertain future ($M = 0.41$), fear of important others losing interest ($M = 0.32$) and fear of upsetting important others ($M = 0.68$). Female students had higher means for the dimensions of fear of experiencing shame and embarrassment ($M = 0.40$) and fear of devaluing one's self-estimate ($M = 0.31$). Overall, female students experienced higher FoF ($M = 0.376$) compared to male students ($M = 0.30$).

Research Question 3.

RQ3. What is the level of perceived perfectionism among the students based on level of study?

Mean and standard deviation for perceived perfectionism were calculated. Results are presented in Table 4.

Table 4. Descriptive Statistics for Perceived Perfectionism based on Level of Study

Level of Study	Mean	S.D
2 nd Semester	3.73	.375
5 th Semester	3.35	.366

Table 4 shows that 2nd semester students had higher mean scores (M = 3.73) than 5th semester students (M = 3.35) for perceived perfectionism.

Research Question 4.

RQ4. What is the level of perceived perfectionism among the students based on gender?

Mean and standard deviation for perceived perfectionism were calculated. Results are presented in Table 5

Table 5. Descriptive Statistics for Perceived Perfectionism based on Gender

Gender	Mean	S.D
Male	3.58	.427
Female	3.55	.411

Table 5 shows that male students had higher mean scores (M = 3.58) than female students (M = 3.55) for perceived perfectionism.

Research Question 5.

RQ5. Is the difference in mean perceived FoF scores between levels of study statistically significant?

The independent variable of FoF was calculated for mean and standard deviation. T-test was then calculated to determine the significant differences between the two groups of students. Results are presented in Table 6.

Table 6. Descriptive and Inferential Statistics for FoF based on Level of Study

Student Population	N	Mean	SD	t	Sig.
2 nd Semester	50	.336	.191	-1.231	.221
5 th Semester	44	.381	.166		

Table 6 shows that the mean score for FoF in 2nd semester students (M = .336) was lower than the mean score for 5th semester students (M = .381).

A two sample t-test performed to compare perceived FoF levels between 2nd semester students and 5th semester students indicated that 2nd semester student' scores (M = .336, SD = .191) did not differ significantly from 5th semester students' scores (M = .382, SD = .166); $t(92) = -1.231, p = .221$

Research Question 6.

RQ6. Is the difference in mean perceived FoF scores between male and female students statistically significant?

The independent variable of FoF was calculated for mean and standard deviation. T-test was then calculated to determine the significant differences between the two group of students. Results are displayed in Table 7.

Table 7. Descriptive and Inferential Statistics on Variable of Fear of Failure based on Gender

Student Population	N	Mean	SD	<i>t</i>	Sig.
Male	50	.300	.134	-2.062	.044
Female	44	.375	.189		

A two sample t-test was performed to compare perceived FoF between male and female students. Table 7 shows that there was a significant difference in perceived FoF between male students ($M = .300$, $SD = .134$) and female students ($M = .375$, $SD = .189$); $t(92) = -2.062$, $p = .044$

Research Question 7.

RQ7. Is the difference in mean perceived perfectionism scores between levels of study statistically significant?

The independent variable of perceived perfectionism was calculated for mean and standard deviation.

T-test was then calculated to determine the significant differences between the two group of students. Results are displayed in Table 8.

Table 8. Descriptive and Inferential Statistics on Variable of Perfectionism based on Level of Study

Student Population	N	Mean	SD	<i>t</i>	Sig.
2 nd Semester	50	3.730	.375	4.853	.000
5 th Semester	44	3.358	.366		

Table 8 shows that the mean score for perfectionism in 2nd semester students ($M = 3.73$) was higher than the mean score for 5th semester students ($M = 3.358$).

A two sample t-test analysis comparing 2nd semester students' perceived perfectionism levels to 5th semester students' perceived perfectionism levels indicated that the 2nd semester students' scores ($M = 3.730$, $SD = .375$) did differ significantly from the 5th semester students' scores ($M = 3.358$, $SD = .366$); $t(92) = 4.853$, $p = .000$

Research Question 8.

RQ8. Is the difference in mean perceived perfectionism scores between male and female students statistically significant?

The independent variable of perfectionism was calculated for mean and standard deviation. T-test was then calculated to determine the significant differences between the two group of students. Results are displayed in Table 9.

Table 9. Descriptive and Inferential Statistics on Variable of Perfectionism based on Gender

Student Population	N	Mean	SD	<i>t</i>	Sig.
Male	50	3.579	.427	.306	.761
Female	44	3.548	.411		

A two sample t-test was performed to compare perceived FoF between male and female students. The results displayed in Table 9 shows that there was not a significant difference in perceived FoF scores between male students ($M = 3.579$, $SD = .427$) and female students ($M = 3.548$, $SD = .411$); $t(92) = -.306$, $p = .761$

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The present study investigated Malaysian polytechnic business students' perception of FoF and perfectionism. Specifically, this study sought to determine if the variables FoF and perfectionism were significantly different between genders and levels of study.

The results of this study indicated that the level of FoF of business students was moderate. Further inspection with reference to different levels of study indicated that 2nd semester students experienced higher FoF in the following subscales: FSE, FDSE and FUF. However, 5th semester students exhibited higher FoF for the other two dimensions: FIOLI and FUIO. These results mirrored those of a study by Alabduljabbar et al. (2022) where 3rd year medical students showed higher FSE and FDSE scores in comparison with 4th and 5th year students. This result is also in line with a study by Conroy et al. (2007) who found that age influenced FoF scores. Overall, 5th semester students exhibited higher FoF in comparison to 2nd semester students and one possible explanation on this higher mean FoF scores is that the latter has to cope with more challenging courses when compared with 2nd semester students. However, the mean scores of FoF between the two groups of students was not significantly different (Table 6).

When comparing FoF between genders, there was a significant difference in scores between male and female students (Table 7). Overall, female students experienced higher FoF compared to male students. Specifically, female students had higher means in 2 dimensions of FoF i.e. FSE and FDSE. This result supported previous findings by Reddy et al. (2018) and Nelson (2013) who found female university students scoring higher FoF in comparison to their male counterparts. The authors also discovered female students demonstrated higher scores on the subscales of FDSE and FSE. According to Ellison and Partridge (2012) and Thompson et al. (2008), females exhibited higher FDSE and FSE scores when appraising feelings of threat, guilt and self-criticism.

Some authors (e.g. Sherry et al., 2013) mentioned that previous studies did not show significant associations between levels of perfection and age and school level. In this study, the results show that 2nd semester students demonstrated higher scores compared to their seniors and the difference is significant (Table 8). This indicated that younger students' inclination towards being perfect is greater than that of older students. However, Lozano-Fernández et al. (2012) cautioned that this tendency to be perfect will diminish over time. Further investigation comparing perfectionism between genders reveals that male students exhibited higher perfectionism than their female counterparts. However the difference is not significant (Table 9). This supports previous findings of Stoeber & Stoeber (2009) who found no significant correlations between gender (and age) with the overall perfectionism scores across a sample of 107 students. This however contradicts the results of a study of 100 university students by Gawlik (2012) who discovered that females had higher scores in FoF and the difference was statistically significant.

In summary, the results of this study show that the levels of FoF and perfectionism among a sample of polytechnic business students were moderate. There was a significant difference in FoF scores between male and female students but not between levels of study. On perfectionism, there was a significant difference in scores between levels of study but not between genders. The present preliminary study has some limitations that could be improved in future studies. Firstly, the sample was small (N = 94) and unbalanced in terms of gender composition (f = 72, m = 22). This was unintended because the majority of business students in polytechnics are females. To address this imbalance, future studies should include students from other academic programs such as engineering and hospitality. Bigger samples of study participants should also be considered so that the results are more representative of the student population. The impact of FoF and perfectionism on students' academic performance and well-being should also be investigated in future studies. The findings will be beneficial to the polytechnic educators and administrators in managing students who experience these two personality traits and putting in place intervention programs that help improve their academic performance.

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EFFECTIVENESS OF USING DIGITAL STORYTELLING IN ENHANCING CRITICAL LISTENING SKILLS AMONG SAUDI NINTH GRADERS

Ahmed Basyoni

Yeoju Technical Institute (Ytit) In Tashkent, Uzbekistan.
100121, 156 Usman Nasyr St, Tashkent, Uzbekistan.
Email: mr.ahmedaziz2013@yahoo.com

Maria Shu Hong Bee

Faculty of Languages & Communication
Sultan Idris Education University,
35900 Tanjong Malim, Malaysia
Email: mariashb@fbk.upsi.edu.my

Goh Hock Seng

Faculty of Languages & Communication
Sultan Idris Education University,
35900 Tanjong Malim, Malaysia
Email: goh.hs@fbk.upsi.edu.my

ABSTRACT

For the development of higher order thinking skills, it is imperative for students to develop critical listening skills (CLS). However, Saudi students demonstrate limited CLS. With the promising prospects and significance of technology-based teaching, schools in Saudi Arabia have started to make use of such teaching approach—and that includes digital storytelling (DST). Addressing students' learning needs in this digital era, DST serves as a technology-based tool that engages students with interesting stories for language learning in the classroom and development of CLS. Focusing on Saudi ninth graders, a quasi-experimental study was conducted to evaluate the effectiveness of DST in enhancing students' CLS. In particular, this study conducted semi-structured interview to qualitatively explore the influence of DST on CLS and pre-post test to quantitatively evaluate the effectiveness of DST in enhancing CLS. All instruments were reviewed and approved by an expert panel of jury members prior to the data collection. The interview involved eight participants, and the CLS test involved 70 other purposively sampled participants who were randomly divided into experimental and control groups. The obtained t-test results revealed statistically significant differences between the mean scores of the control and experimental groups in CLS and related sub-skills, namely auditory discrimination, analysis, inference, and evaluation and judgment skills, which complemented the obtained qualitative findings in this study. Based on the obtained results and findings, this study successfully proved that the use of DST can enhance students' CLS. It is recommended for future research to expand the study in terms of time frame and samples of different backgrounds to obtain more evidence related to the use of DST in language learning, especially for the development and improvement of CLS.

Keywords: Digital Storytelling, Critical Listening Skills, Socio-cultural theory, Schema Theory.

INTRODUCTION

With respect to the objectives and research questions, a quasi-experimental study was conducted, which involved Saudi ninth graders from MOIS. The purposively sampled participants were divided into control and experimental groups. The experimental group, which consisted of 35 participants, was exposed to the use of DST. Firstly, in order to explore how Saudi ninth graders collaborate to create DST during critical listening lessons, qualitative method was applied, which involved listening to selected stories, instructional rubric, students' created DST, and semi-structured interview. Besides that, the pre-post test was conducted to determine the effectiveness of DST in enhancing students' CLS.

- **Quantitative Data Analysis**

Reliability and Validity of the Test

Pearson's correlation coefficient was used to determine the consistency of the test. As shown in Table 4.1, high correlation coefficients, which were statistically significant at 0.05 level, indicated the appropriateness and internal consistency of the test in measuring these sub-skills.

Table 4.1. Pearson's Correlation Coefficients for Critical Listening Skills

Skills	Pearson's Correlation Coefficient
Skills as a whole	0.809
Auditory discrimination	0.82
Analysis	0.791
Inference	0.783
Evaluation and judgment	0.744

As for the validity of the test, the expert panel of jury members was appointed to review and determine the appropriateness of the items in measuring the constructs under study linguistically and scientifically. As previously discussed, certain items and phrases were removed, added, and modified accordingly prior to the administration of the test. As for the self-validity, the square root value of the coefficient recorded 0.899, suggesting high accuracy of the content in measuring what it intends to measure.

Controlling the Relevant Variables

The study ensured a random selection of participants from a purposive sample when these participants had to be divided into the experimental group (Class 9A) and the control group (Class 9B). This approach of random selection ensured the accuracy of the results and avoided any marginal interference. Besides that, other variables (e.g., age) were controlled to avoid potential bias by examining the academic records provided by the school administration. The pre-test was conducted to equivalently measure the participants' critical listening performance. All recorded data were statistically analyzed using homogeneity and normality tests, which are discussed in the subsequent subsections.

Homogeneity Test

The homogeneity test was considered to determine whether the sample came from the same population. With that, Levene's test was performed on the critical listening pre-post test data using IBM SPSS (version 26). The results are tabulated in Table 4.2 and Table 4.3, which revealed that the experimental and control groups were homogeneous, as the recorded p-values of pre-post test data exceeded 0.05. Despite different language proficiency levels, the results of post-test confirmed data homogeneity.

Table 4.2. Results of Homogeneity Test on Critical Listening Pre-Test Data

Levene Statistic	df ¹	df ²	Sig.
.135	1	58	.714

Table 4.3. Results of Homogeneity Test on Critical Listening Post-Test Data

LeveneStatistic	df ¹	df ²	Sig.
.881	1	58	.352

Testing of Normality

Firstly, the study's dependent variable was continuous (interval). Secondly, the study's participants were randomly selected. Furthermore, the same participants participated in the pre-test and post-test, and no outliers were found in the pre-post test data. Besides that, the scores of pre-test and post-test were calculated using IBM SPSS. Referring to Table 4.4, the testing of normality for the pre-test data revealed that Kolmogorov-Smirnov test recorded p-value of 0.326, while Shapiro-Wilk test recorded p-value of 0.673. Meanwhile, the testing of normality for the post-test revealed that Kolmogorov-Smirnov test recorded p-value of 0.174, while Shapiro-Wilk test recorded p-value of 0.905. All p-values exceeded 0.05, which implied normal distribution of data.

Table 4.4. Testing of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.362	35	.658	.673	35	.562
Post-test	.174	35	.562	.905	35	.231

a. Lilliefors Significance Correction

With that, all requirements of the paired samples t-test were met. For the testing of hypotheses, paired samples t-test was performed on the pre-post test data. The results of the analysis are presented later in this chapter (Section 4.2.3).

Testing the Equivalence between Control and Experimental Groups

Testing the equivalence between control and experimental groups in this study involved performing independent samples t-test on the pre-test data. As shown in Table 4.5, the mean scores of the control group (M = 6.00, SD = 1.68) and experimental group (M = 6.54, SD = 1.48) were not statistically significantly different, as the recorded p-value exceeded 0.05 ($T(34) = 1.43$, p-value = 0.156).

Table 4.5. Independent Samples T-Test on the Pre-Test Data for Critical Listening Skills

Pre-Test		N	Mean (M)	Std. Deviation (SD)	t-value	p-value
Critical Listening Skills	Control group	35	6.00	1.68	1.43	0.156
	Experimental group	35	6.54	1.48		

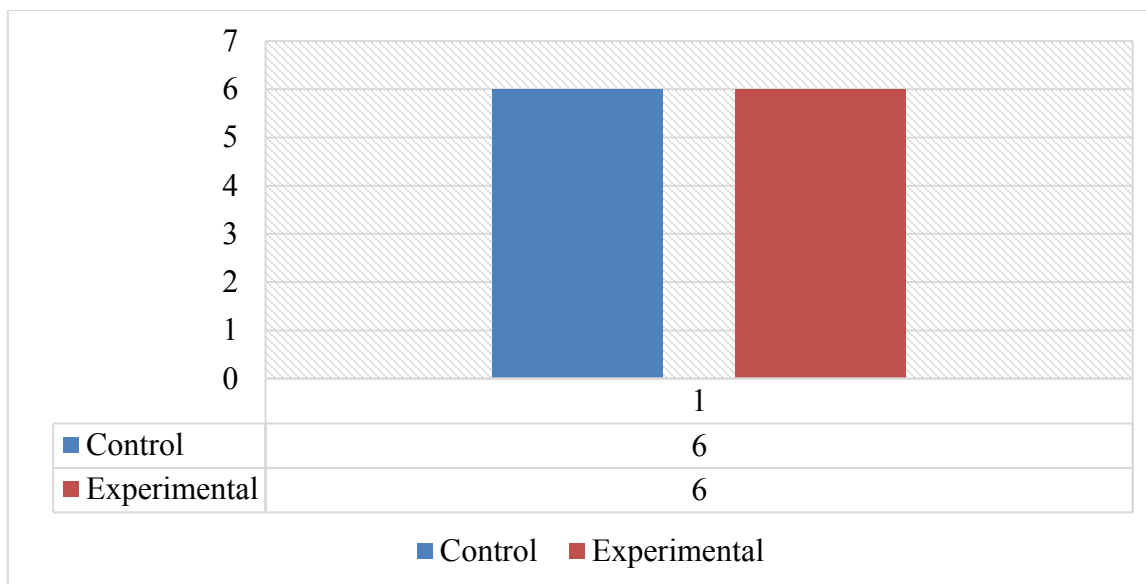


Figure4.1. Difference between Mean Scores of Control group and Experimental group in Pre-Test for Critical Listening Skills

TESTING OF HYPOTHESES

Testing of the First Hypothesis

The current study hypothesized the following:

H1: The mean scores of the pre-test and post-test in CLS are statistically significant different, in favor of the post-test.

For the testing of the first hypothesis, paired samples t-test was performed on the pre-post test data. The results of the paired samples t-test in Table 4.6 revealed statistically significant difference ($T(34) = 42.13$, $p\text{-value} = 0.000$) between the mean scores of the post-test ($M = 19.14$, $SD = 0.91$) and the pre-test ($M = 6.54$, $SD = 1.48$). The results in Figure 4.2 revealed that the statistically significant difference was in favor of the post-test. This means that students' critical listening skills, in general, have enhanced due to the experimentation. Also, it can be said that the digital storytelling has a great effect on developing students' critical listening skills with a doubt degree at the level of (0.05). Table (4.6) and figure (4.2) show that the digital storytelling had a positive effect on developing the overall critical listening skills of the EFL ninth graders. Therefore, this provides enough evidence to support hypothesis one. In other words, H1 was supported.

Table 4.6. Paired Samples T-Test on the Pre-Post Test Data for Critical Listening Sub-Skills

		N	Mean (M)	Std. Deviation (SD)	t-value	P-value	Effectiveness ≥ 1
Critical Listening Skills	Pre-Test	35	6.54	1.48	42.13	0.000	1.20 (Effective and acceptable)
	Post-Test	35	19.14	0.91			

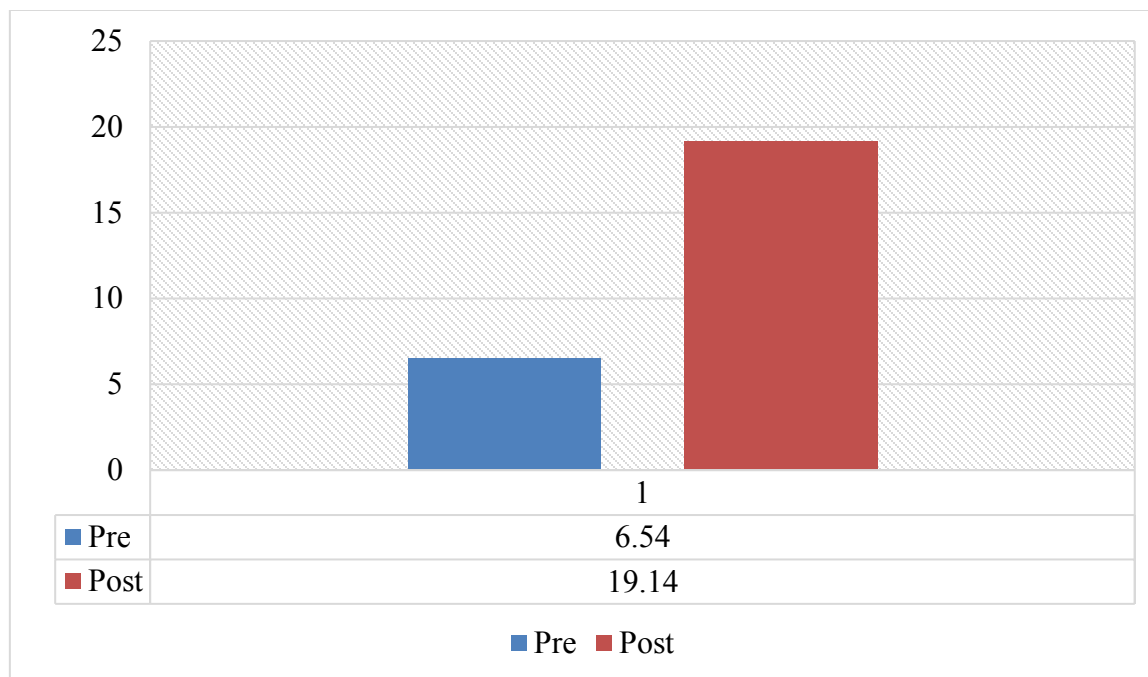


Figure 4.2. Difference between Mean Scores of the Pre-test and Post-test for Critical Listening Skills

Interpretation of Results of the First Hypothesis:

The results of the current study mentioned above support and are in line with the previous research results of: Smeda, Dakich and Sharda (2014), Robin (2015), El-Harbi (2016), Hannele and Jari (2016), Niemi and Multisilta (2016), Wessel-Powell, Kargin and Wohlwend (2016), Widodo (2016), Hamdy (2017), Jamissen, Hardy, Nordkvelle and Pleasants (2017), Schmoelz (2018), Thompson and Hall (2018), Yang, Chen, and Hung (2020), Wu and Chen (2020), Avcı (2021), and Wisnumurti, Setyaningsih and Wahyuni (2021). The current study results assure the potent effect of using students' created digital storytelling in enhancing critical listening skills among Saudi ninth graders. The results also mentioned that digital storytelling encouraged the students to use multiple skills and build their digital literacies. It created a learning environment which encouraged students to use different forms of thinking, such as critical thinking, reflective thinking, and creative thinking in order to understand, infer, synthesize, analyze, evaluate, assess and use information to create a digital story that subsequently helped increase critical listening skills and are in line with previous results of El-Harbi (2016), Rahimi and Yadollahi (2017), Anderson, Chung and Macleroy (2018), Del-Moral-Pérez, Yang, Chen and Hung (2020) and Tanrikulu (2021).

In addition, the results showed that digital storytelling develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds; links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life; it extends students' understanding of how speakers of different languages use gesture, volume, and intonation, moreover, it develops students' understanding of gaining meaning from phonic information. It also provides opportunities to develop students' listening skills for both gist and detail as well as allows them to revise and consolidate basic discrete listening skills, predict what they may hear, use the context to increase understanding. Digital storytelling exposes students to a wide range of genres of listening texts – both interpersonal and information. This develops persistence and perseverance in order to achieve a goal, develops students' ability to understand and carry out instructions autonomously ranging from simple to complex (a sequence of different messages) during creation of students' digital storytelling. It is particularly useful and appropriate for students who benefit from mediation and support provided by teachers. These results are in line with previous results of Anderson, Chung and Macleroy (2018), Villalustre-Martínez and Neira-Piñeiro (2019), Hava (2021), and Fu, Yang and Yeh (2021).

Testing of the Second Hypothesis

The current study hypothesized the following:

H2: The mean scores of the pre-test and post-test in each critical listening sub-skill are statistically significant different, in favor of the post-test.

For the testing of the second hypothesis, paired samples t-test was performed on the pre-post test data. The results of the paired samples t-test are tabulated in Table 4.7. For *auditory discrimination skills*, the results revealed statistically significant difference ($T(34) = 32.27$, $p\text{-value} = 0.000$) between the mean scores of the post-test ($M = 4.94$, $SD = 0.23$) and the pre-test ($M = 1.37$, $SD = 0.54$). Meanwhile, for *analysis skills*, the results revealed statistically significant difference ($T(34) = 18.75$, $p\text{-value} = 0.000$) between the mean scores of the post-test ($M = 4.68$, $SD = 0.52$) and the pre-test ($M = 1.77$, $SD = 0.84$). The results for *inference skills* similarly revealed statistically significant difference ($T(34) = 24.30$, $p\text{-value} = 0.000$) between the mean scores of the post-test ($M = 4.85$, $SD = 0.35$) and the pre-test ($M = 1.74$, $SD = 0.65$). Besides that, the results for *evaluation and judgment skills* revealed statistically significant difference ($T(34) = 18.89$, $p\text{-value} = 0.000$) between the mean scores of the post-test ($M = 4.65$, $SD = 0.53$) and the pre-test ($M = 1.65$, $SD = 0.68$). In addition, the results in Figure 4.3 revealed that statistically significant differences were in favor of the post-test for all critical listening sub-skills. Therefore, H2 was supported.

Table 4.7. Paired Samples T-Test on the Pre-Post Test Data for Critical Listening Sub-Skills

Skills	N	Mean (M)	Std. Deviation (SD)	t-value	p-value	Effectiveness ≥ 1
Auditory discrimination	Pre-test	1.37	0.54	32.27	0.000	1.10 (Average effectiveness)
	Post-test	4.94	0.23			
Analysis	Pre-test	1.77	0.84	18.75	0.000	1.04 (Average effectiveness)
	Post-test	4.68	0.52			
Inference	Pre-test	1.74	0.65	24.30	0.000	1.12 (Average effectiveness)
	Post-test	4.85	0.35			
Evaluation and judgment	Pre-test	1.65	0.68	18.89	0.000	1.09 (Average effectiveness)
	Post-test	4.65	0.53			

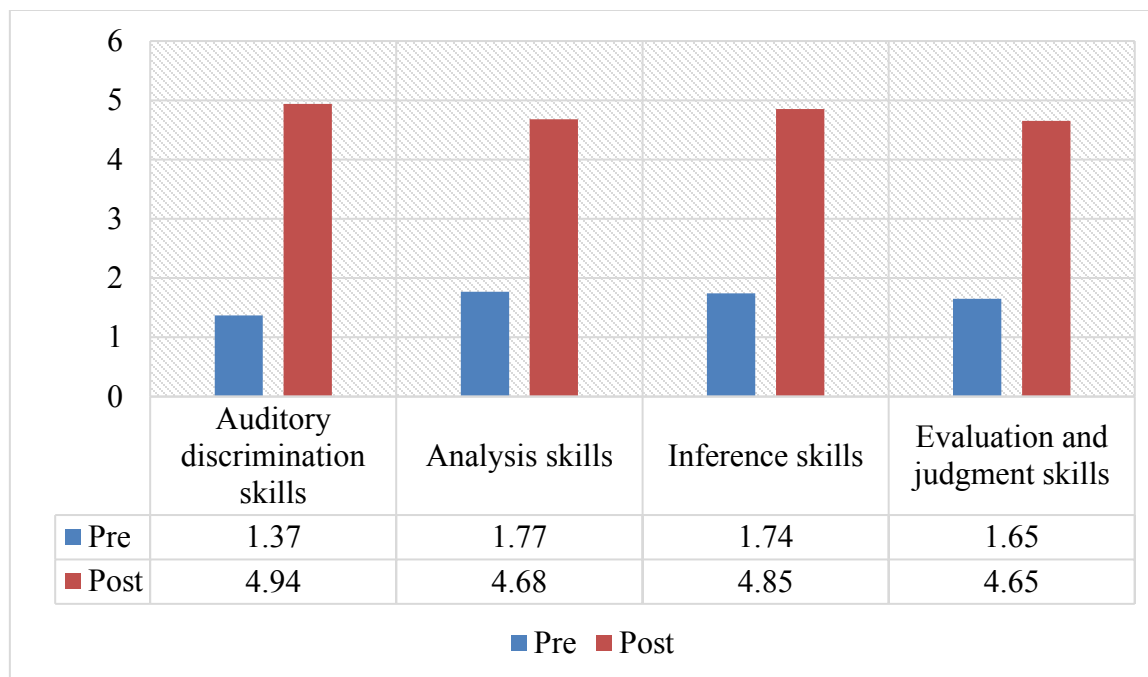


Figure 4.3. Differences between Mean Scores of the Pre-test and Post-test for Critical Listening Sub-Skills

Interpretation of results of the second hypothesis:

The current study results assure the powerful and patent effect of using students’ created digital storytelling in enhancing critical listening sub-skills. The thorough discussions among students during the creation process of digital stories helped enhance critical listening sub-skills such as auditory discrimination, analysis, inference and evaluation and judgment. Auditory discrimination sub-skills enhanced after using digital storytelling because they depend on collaborative activities during steps of creation of students’ digital storytelling starting from editing the script choosing convenient vocabulary for the various conversations between characters. Moreover, discussion and correction of opinions for choosing appropriate images, tone, and voiceover during the production phase helped enhancing auditory discrimination sub-skills for the ninth graders.

Testing of the Third Hypothesis

The current study hypothesized the following:

H3: The mean scores of the control group and experimental group in CLS are statistically significant different, in favor of the experimental group.

For the testing of the third hypothesis, independent samples t-test was performed on the post-test data involving the control and experimental groups. As shown in Table 4.8, the mean scores of the control group (M = 10.62, SD = 2.55) and experimental group (M = 19.14, SD = 0.91) were statistically significantly different, as the recorded p-value did not exceed 0.05 ($T(34) = 18.55$, p-value = 0.000). The results in Figure 4.4 revealed that the statistically significant difference was in favor of the experimental group. In other words, H3 was supported.

Table 4.8. Independent Samples T-Test on the Post-Test Data for Critical Listening Skills

Post-Test		N	Mean (M)	Std. Deviation (SD)	t-value	p-value	Effect size ≥ 0.14
Critical Listening Skills	Control group	35	10.62	2.55	18.55	0.000	0.835 (Strong)
	Experimental group	35	19.14	0.91			

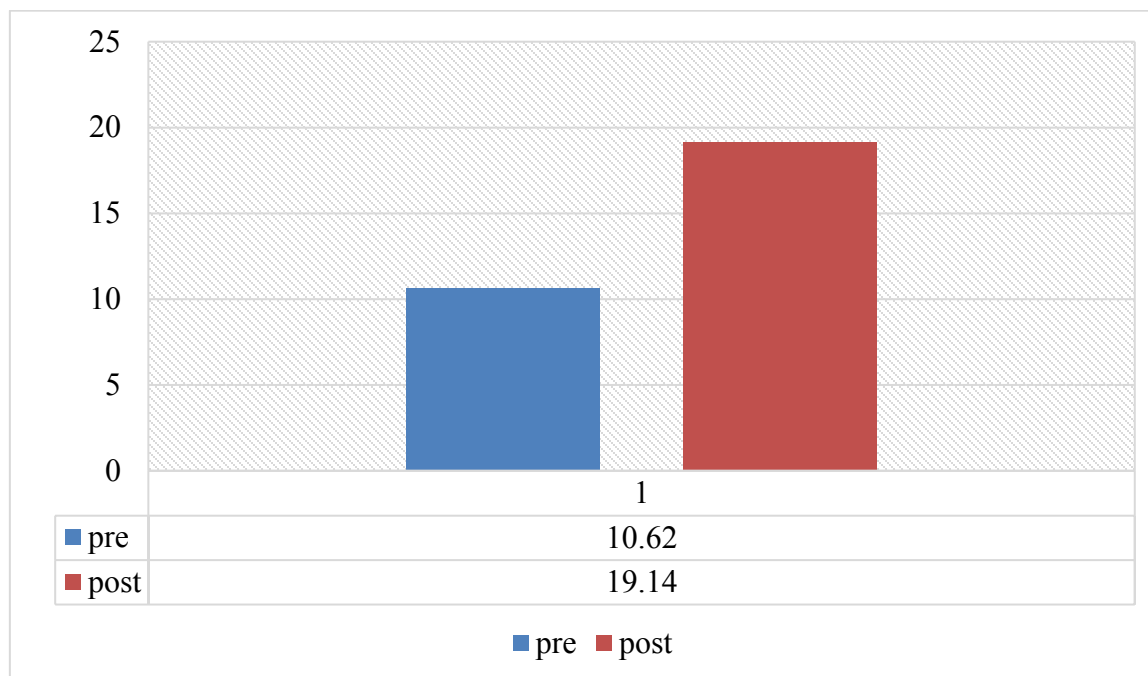


Figure 4.4. Difference between Mean Scores of Pre-test and post-test for Critical Listening Post-Test

Testing of the Fourth Hypothesis

The current study hypothesized the following:

H4: The mean scores of the control group and experimental group in each critical listening sub-skill are statistically significant different, in favor of the experimental group.

For the testing of the fourth hypothesis, independent samples t-test was performed on the post-test data involving the control and experimental groups. The results of the independent samples t-test are tabulated in Table 4.9. For *auditory discrimination skills*, the results revealed statistically significant difference ($T(34) = 10.96$, $p\text{-value} = 0.000$) between the mean scores of the control group ($M = 2.80$, $SD = 1.13$) and the experimental group ($M = 4.94$, $SD = 0.23$). Meanwhile, for *analysis skills*, the results revealed statistically significant difference ($T(34) = 8.37$, $p\text{-value} = 0.000$) between the mean scores of the control group ($M = 2.83$, $SD = 1.20$) and the experimental group ($M = 4.69$, $SD = 0.52$). The results for *inference skills* similarly revealed statistically significant difference ($T(34) = 11.21$, $p\text{-value} = 0.000$) between the mean scores of the control group ($M = 2.37$, $SD = 1.26$) and the experimental group ($M = 4.86$, $SD = 0.35$). Besides that, the results for *evaluation and judgment skills* revealed statistically significant difference ($T(34) = 9.51$, $p\text{-value} = 0.000$) between the mean scores of the control group ($M = 2.63$, $SD = 1.13$) and the experimental group ($M = 4.66$, $SD = 0.53$). In addition, the results in Figure 4.5 revealed that statistically significant differences were in favor of the experimental group for all critical listening sub-skills. Therefore, H4 was supported.

Table 4.9. Independent Samples T-Test on the Post-Test Data for Critical Listening Sub-Skills

Post test		N	Mean (M)	Std. Deviation (SD)	t-value	p- value	Effect size ≥ 0.14
Auditory discrimination	Control group	35	2.80	1.13	10.96	0.000	0.639
	Experimental group	35	4.94	0.23			(Strong)
Analysis	Control group	35	2.83	1.20	8.37	0.000	0.508
	Experimental group	35	4.69	0.52			(Strong)
Inference	Control group	35	2.37	1.26	11.21	0.000	0.649

Post test		N	Mean (M)	Std. Deviation (SD)	t-value	p- value	Effect size ≥ 0.14
Evaluation and judgment	Experimental group	35	4.86	0.35	9.51	0.000	(Strong)
	Control group	35	2.63	1.13			0.571
	Experimental group	35	4.66	0.53			(Strong)

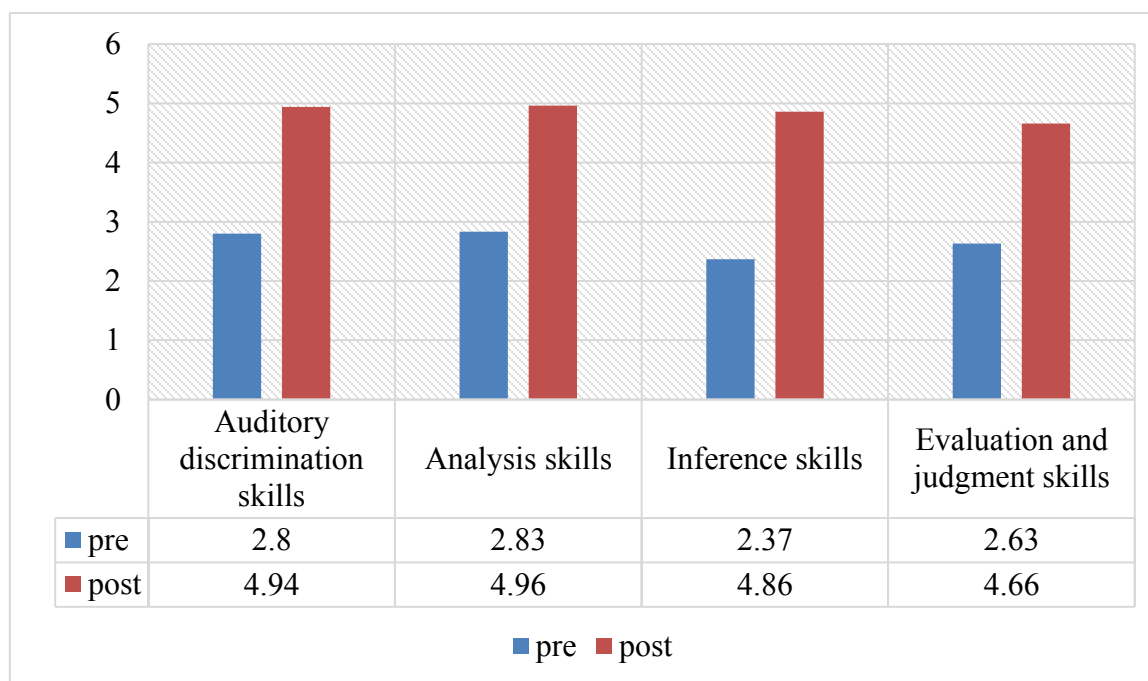


Figure 4.5. Differences between Mean Scores of the Pre-test and Post-test in the Post-test for Critical Listening Sub-skills

Qualitative Data Analysis

The current study’s qualitative data analysis involved interviewing eight ninth graders from MOIS in Riyadh, which applies the American curriculum. This section presents the findings of semi-structured interview. From the thematic analysis of the interview data, several key themes emerged, which are comprehensively discussed in the following subsections.

Enhancing Critical Listening Skills

Overall, all eight participants agreed on the effectiveness of DST as a tool to enhance students’ CLS. Five participants particularly expressed that they found the process of creating and presenting digital stories greatly enhanced their CLS. These participants further revealed that listening to and observing others’ DST in the classroom considerably improved their capacity to pay attention and discern information. The process of creating digital stories, from writing the script, adding images, and recording voiceovers to presenting the digital stories, helps students to learn how to differentiate main ideas and sub-ideas and analyze the characters in the digital stories (Robin, 2016; Alexander, 2017). Besides that, the participants demonstrated greater understanding on how to assess individuals and their attitudes. In particular, the abilities to reason and understand the logic behind a character’s action in a specific setting and to predict what happens next in the story set these students apart from the rest of the group. The following views were expressed by some of the study’s participants during the interview:

“In my opinion, my critical listening skills have improved so much due to using digital storytelling. From the very beginning, I had to discuss ideas with my teammates, we thought in a loud voice and argued about the best ideas and

practices to be done, while drafting the stories in the first week, then designing our digital storytelling according to the rubrics given to us by our teacher, and lastly, watching the other team's digital storytelling according. I found out that my critical listening skills were already used and tested, while designing our digital storytelling identifying main and sub-ideas in the stories, interpreting attitudes and events, and converting them from paper to visual videos, and judging characters and situations, as well as related reasons to results; thus showing all of these in our digital storytelling ..." (P2)

"I think my critical listening skills have improved a lot, thanks to digital storytelling through building my new schemata by introducing new knowledge and extending my current schemata ..." (P6)

"I think my critical listening skills improved so much indeed by applying our created digital storytelling. By watching the other team's digital storytelling, my teammates and I could discriminate between the semantics of audible words by discussing them collaboratively. We could interpret the different attitudes of characters and events in light of previous information mentioned during the presentation. We have also learned how to derive meanings implied, while listening to the other team's digital storytelling." (P7)

The other three participants also participated in the study's DST project. They found that the process of creating digital stories motivated them to use various skills, such as critical thinking skills, reflective thinking skills, creativity, and inductive reasoning skills, to comprehend and interpret information, as well as to analyze, evaluate, infer, and apply information for the creation of digital stories. The activities associated with DST prompted the participants to engage in discussion and arguments regarding the attitudes, personalities, and intentions of characters in the narrative (Hobbs, 2010). Apart from predicting the future events and outcomes based on the obtained information, their tasks included doing research.

For instance, P5 expressed the following notion:

"Personally, using digital storytelling helped me distinguish between facts and views mentioned in the other team's presentation of their three digital storytelling as I had to discuss facts, views, and traits of characters with my teammates properly. We argued a lot to compare between two ideas looking through their meanings and trying to reveal the similarities and differences between them. I also learned how to guess the meaning of new vocabulary from the context and situation presented by the other team's digital storytelling."

The participants and their teams noted how the use of DST exposed them to various multimedia tools to add voiceovers, images, and videos for their digital stories and helped them to distinguish between facts and fictions in the stories during the process of creating digital stories. The use of DST also offered them the opportunity to apply DST in the classroom settings and immerse themselves in the digital stories for the presentation. Through the presentation of digital stories, the participants were able to discover and fix illogical mistakes in the other team's digital storytelling. The speech from the digital narrative after the initial treatment was used to predict future instances, which benefitted the participants in making predictions. Following the presentation of digital stories and participation in DST activities, the participants clearly demonstrated enhanced CLS.

Improvement of Collaboration Skills

Three out of eight participants expressed that they felt more comfortable with their peers through their participation in DST activities in the classroom. One of the participants revealed that DST increased the potential for meaningful listening and influenced their thoughts and feelings via their minds and emotions. The participation in DST activities allowed the participants to demonstrate their awareness, understanding, and design of their digital stories to their peers (Smeda, Dakich, & Sharda (2014); Jamissen, 2017; Goldingay, 2018). Apart from obtaining information as a consequence of their engagement in social and cognitive activities with their peers, they were able to produce and share valuable insights with their peers, while simultaneously gaining new knowledge:

"For me, pooling ideas together with other students taught me the benefit of collaborative work and what does it mean "The spirit of the team". We had to negotiate whose ideas should be included from drafting the stories to editing sounds and pictures and during watching the other teams' digital storytelling as well. During observation of the other teams' stories, we had to draw the main ideas and conclusions, analyze characters and attitudes, as well as derive meanings implied in their digital storytelling. This helped improve our critical listening skills a lot." (P2)

Through the use of DST, the participants learned how to actively participate in the construction of multimodal narrative works. The participants did not have such experience in their previous English language lessons. It was evident that DST enabled the participants to adopt various skills, including the identification and organization of materials, script editing, and the inclusion of voiceovers to the created digital stories (Wisnumurti, 2021). The participants gained improved understanding of digital literacy and information literacy and were taught a wide range of literacy and communication skills, (e.g., digital media tools like audio, video, and animation; conventional media tools like texts, images, and voices) following their involvement in DST activities. The participation and collaboration of the participants engaged a number of levels, including those pertaining to their behaviors, emotions, and cognitive capacities, as well as those relating to the participation of other students.

As for the current study, the participants were exposed to a range of pleasant emotional experiences that they could choose from. Furthermore, they were able to apply their schemas when they were assigned to create the script, add narration and images, and ultimately, create their digital stories (Thompson Long & Hall, 2018). There were numerous different scenarios for the participants to imagine and include in their digital stories. The participants were also able to engage in lengthy discussions with their team members following their observation of the DST presentation of other teams. During the discussion, the participants demonstrated their abilities to recognize different connotations in the DST presentation of other teams and to synthesize the reasons for and consequences of actions of the characters in the stories. After gathering evidence to support their point of view or to explain their behaviors or feelings in reaction to a specific concept or situation, the participants learned how to examine the obtained evidence and how to determine whether the speech and information provided by the characters are accurate or wrong.

Enhancing Communication Skills and Cultural Understanding

The participants demonstrated enhanced communication skills and cultural understanding during the discussion. Group-work activities, such as analysis, synthesize, evaluation, and problem-solving, allowed the participants to engage in and converse with one another and prompted them to make use of their newly acquired knowledge and skills. Furthermore, assigning three digital storytelling pieces for the first team and another three digital storytelling pieces for the second team made it easier for the participants to recall all episodes, scenarios, explanations, and reasoning. The following interview excerpts explained the above discussion:

“For me, discussion was a splendid task to see how much information and ideas we got from the other team's presentation of digital storytelling. Observing the other team's digital storytelling allowed us to evaluate their work and prepare our presentations constructively as we were instructed by our teacher and following the digital storytelling rubric.” (P2)

“I think that watching the other team's three digital storytelling required me and my teammates to listen cognitively and effectively gathering information on phonology, lexis, syntax, and grammar to build up an understanding of the shown digital storytelling and simultaneously predict, filter, analyze, and interpret the information received and correlating it to our background knowledge.” (P.4)

As the participants observed the DST presentation of other team, they were deeply focused on the characters, plot, and happenings. For the presentation, the participants were allowed to assign duties among themselves to create a draft with the emphasis on the most significant themes and subjects presented. The whole process was an overwhelming experience for the participants, as they put themselves in the shoes of the other group and discussed their DST, specifically on the main ideas and sub-ideas, reality and fiction, analysis of characters, interpretation of attitudes, and appropriate solutions to the problems highlighted in the digital stories. Furthermore, the participants expressed that the use of DST improved their ability to engage with one another and understanding of various cultures. Evidently, DST creates a constructivist learning environment in the classroom settings and improves the students' learning motivation (Yang et al., 2020). The inclusion of DST in the integrated learning methods engages students and improves their learning outcomes:

“I think digital storytelling is a complex and staged process. This process engages students in collecting, creating, analyzing, and combining visual artifacts with the written script of the story. Creating our digital storytelling required me and my teammates to become familiar with computers, image capture devices, digital media software, audio capture devices, and multi-literacy skills, such as cultural literacy, information literacy, narrative literacy, visual literacy, and media literacy as well.” (P5)

“From my viewpoint, I believe that digital storytelling honed my multidimensional skills, which not only developed my language, but also enhanced my content knowledge and literacies. Digital storytelling provided a new avenue for my

classmates to share and discuss our life experiences. It empowered us to be creators of multimodal narrative texts. Through the creation of our digital storytelling, my teammates and I were actively engaged as problem solvers as we made decisions about the images, thought about the captions we offered for images, and co-edited these scripts into one digital story draft.” (P6)

Besides that, the participants noted how the implementation of DST increased their efficiency in decision-making and negotiation, critical thinking, creative thinking, reflective thinking, problem-solving, mutual support, and group work. For instance, the participants gained better understanding on the multifaceted perspectives of the events and characters in the stories through collaborative efforts. They realized and appreciated that the support and guidance provided by the teachers helped to simplify their research process, planning, and application, as they simultaneously learned how to develop their digital stories. In social and cognitive engagement with peers, children somehow develop the capacity to construct and share meaning, which is a highly valuable form of skill. Through an interactive process that promotes discussion, negotiation, and sharing, they can build meaning and knowledge as a group (Schmoelz, 2018). DST promotes student-centered learning strategy, which develops collaborative skills to build meaning and knowledge as a group.

Exploit of the Digital World

Everyone is now able to make use of the digital tools for various purposes, regardless of their financial or educational background. The introduction of digital cameras, personal computers, scanners, and simple-to-use software has contributed to the growing popularity of using DST in various learning institutions worldwide. The conventional teaching and learning strategies have now transformed into digital-based teaching and learning strategies (Wu & Chen, 2020). One of the participants expressed the positive impact of incorporating DST within the classroom settings:

“... The impact of digital storytelling in class has been mostly positive as new technologies have been given to us and helped to enhance our knowledge, skills, and therefore, enhance our standard of education.” (P3)

The majority of the participants in this study believed that the use of DST within the classroom settings boosted their level of involvement, sense of achievements, and overall motivation. They considered that the incorporation of technologies in learning improved their overall performance. The use of DST piqued their attention and engaged them in deep and meaningful learning, which reaffirmed the significant potential of innovative digital teaching strategies. As the participants were directly exposed to the materials through the use of DST, they were able to recall all events, situations, explanations, and reasoning of the presented digital storytelling pieces.

Additionally, the presentation of digital stories provided the opportunity for the participants to converse and connect more as they shared their digital stories. This digital approach provided them the necessary amount of exposure to a new language. The engagement of the participants in creating and presenting their digital stories offered them various opportunities to participate in various learning circumstances—for examples, reporting information, synthesizing ideas, and debating can help students to improve their writing skills. Furthermore, the participants were prompted to apply their newly acquired knowledge and skills in activities like analysis, synthesis, evaluation, and problem-solving. The capacity to use digital tools in learning can certainly benefit students. In this case, the use of DST clearly enhanced the overall quality of the participants’ learning experience.

Problems of Digital Storytelling

Surprisingly, none of the participants expressed dissatisfaction with the use of DST. The participants’ familiarity with the digital tools contributed to their high adaptability in this DST project. Moreover, they noted how the teachers’ expansive knowledge and experience helped them to complete the project without any problem. The participants’ genuine responses on the problems of DST are presented in the following:

“... I think there were no big issues while using digital storytelling.” (P1)

“I do not think we encountered any problem in using storytelling in our class.” (P3)

“I do not think there were any problems found while applying our created digital storytelling.” (P7)

One of the participants mentioned that they encountered technical issues with the Internet connection, which affected their project, but the issues were promptly resolved:

“To be frank with you, we almost had no big problems, but we occasionally encountered minor Internet problems that were resolved immediately.” (P2)

There were no major issues in the implementation of DST for the participants. Although the use of DST in the classroom essentially requires good Internet access, technical issues like no Internet connection and inconsistent Internet speed affect the learning progress and the completion time of a DST project. However, such issues do not frequently occur. In short, the use of DST greatly benefits the students, especially in enhancing their CLS. The implementation of DST is indeed a successful strategy for language learning.

Involvement of Digital Storytelling

With enthusiasm and active engagement, the participants unanimously agreed on the inclusion of DST in the official English curriculum on a large scale. They highlighted how DST should be integrated into their regular English instruction program and elaborated that creating a digital platform for the promotion of their DST would be a splendid idea. Further input and reviews from other students and members of the general public may be received, which will aid them in polishing their digital storytelling abilities even further (Yang et al., 2020). As evidenced by the interview findings, all eight participants, except one of the participants, revealed their support on the use of DST in the classroom:

“I would suggest that digital storytelling be a part of our English formal course.” (P3)

“I believe that digital storytelling should be included in our formal English course as it is exciting and engaging for me and my classmates as well.” (P5)

“I believe that digital storytelling should be included in our formal English course as it is fascinating and engaging for me and my classmates as well.” (P8)

Students’ Views on Digital Storytelling

This study gained valuable insights on how students view DST. The participants expressed highly favorable responses on the use of DST in language learning, especially CLS. Overall, they were pleased with their experience of using DST. The majority of the participants also revealed that the use of DST enhanced their critical thinking skills. The obtained results of the pre-test and post-test complemented the obtained qualitative findings in this study. Similar results were also reported in numerous studies (Hamdy, 2017; Huang et al., 2017; El-Harbi, 2016; Niemi et al., 2018; Avci, 2021), which reaffirmed the significance of DST.

Abubaker et al. (2015) identified the lack of listening opportunities to enhance listening skills within and beyond the classroom settings as one of the factors that affect Arabic students’ development and improvement in learning skills. As for the current study, it was evident that the overall process of creating and presenting DST in group benefitted the participants, especially in terms of their CLS. The majority of them agreed on how this approach helped them to improve their listening skills. The strategic use of DST, whether in or out of the classroom, can be a simple and effective learning tool that greatly benefits these students. Students would not have issues of discussing and sharing knowledge with their peers within and beyond the classroom settings due to their familiarity with DST and previous learning experience.

In this study, the participants also gained the opportunity to collaborate with their peers under the guidance of teachers in the creation and presentation of digital stories, which enhanced their CLS. Listening activities allowed the participants to deal with the problems and the concept of generating meaning, which helped them to constructively discuss the idea of learning. “During listening classes, Saudi EFL instructors employ instructional approaches that favor the development of bottom-up skills, primarily to aid students with lower English proficiency who need to expand their language repertoire. The instructors adopt bottom-up listening exercises or activities and tasks designed to enable students to recognize lexical, grammatical, and pronunciation features and language forms at the word and sentence level. Focusing on bottom-up processing skills, the instructors ask students to distinguish individual sounds, recognize word boundaries and stressed syllables, listen for intonation patterns and specific details, identify grammatical forms and functions, recognize contractions and connected speech, and recognize linking words and phoneme sequences as they circle the words they hear. Other popular traditional listening activities that focus primarily on bottom-up processing include dictation, cloze listening, text-based multiple-choice questions, and similar activities that require close and detailed recognition and input processing.” (Al-Seghayer, 2015)

Al-Seghayer (2015) also added “Unlike instructors in process-oriented classrooms, Saudi EFL instructors are in charge of everything and are in total control of classroom activities. To teach specific, isolated listening skills, they select input, design, and sequence listening activities; determine tasks; and decide what constitutes a correct response. However, Saudi instructors mainly test students’ listening abilities instead of helping them to cultivate their listening abilities by teaching them effective listening comprehension strategies”. According to Nurul Islam (2012) and Hamouda (2013) as both cited in Al-Seghayer (2015), listening is the least understood aspect of language teaching in the Saudi English classroom and is, therefore, a neglected skill. Moreover, teachers pay limited attention to this particular skill when designing their lessons, perhaps because they assume that listening comprehension skills will develop naturally within the process of language learning.

Marie-Sainte (2018) highlighted Arab students’ lack of understanding of the grammatical structures of the language. The study further noted the inability of children or young learners to respond to their teachers verbally or by any other kind of communication, apart from just silence, within the context of foreign language learning. However, the introduction of the concept of DST to Saudi ninth graders at MOIS revealed favorable and promising responses. Following the implementation of this DST project, the participants revealed that they did not encounter any difficulties during the critical listening lessons. They experienced happiness and satisfaction as they were able to match with their laidback peers for the group tasks. Besides that, they found that the collaborative activities were entertaining and helped them to become more fluent in the language, especially in the aspect of their CLS.

In addition, the participants were able to create strong relationships with their team members as they shared and discussed ideas during the critical listening activities in this DST project. Under the guidance of teachers, as well as the instructions and cue cards, the participants were prompted to independently and competently complete the assigned critical listening tasks, which contributed to the development and improvement of their CLS. The participants also expressed their appreciation for the valuable opportunity to explore real-world actions and authentic dialogues in realistic settings. The DSL project exposed them to their first genuine experience and opportunity to engage in such learning activities, which had helped them to enhance their critical thinking skills. Students were able to improve their language proficiency, critical thinking skills, and self-assurance due to DST. Based on these findings, it can be concluded that DST enhanced students’ CLS.

However, one of the participants noted dissatisfaction with the Internet connection. Such issue makes it more challenging for the students to participate and complete their DST project. It is essential for the students to have reliable Internet connection and make use of the most appropriate digital tools to work on the activities.

Effectiveness of Digital Storytelling

This study explored the practicality and effectiveness of using DST in enhancing students’ CLS. The experimental and control groups demonstrated statistically significant difference in their critical listening performance. The participants in the control group were subjected to a conventional listening approach. They did demonstrate enhanced accuracy in listening, but no significant improvement in their CLS. Meanwhile, the participants in the experimental group were subjected to the DST project. These participants demonstrated enhanced CLS. The comparison of CLS performance between both groups revealed that the performance of the experimental group surpassed the performance of the control group by a large margin, indicating the success of DST in this study. The participants who received instructions via DST recorded more significant improvement in CLS than those who received training using the standard listening strategy. Furthermore, repeated exposure to the exact words or content through DST promoted more effective learning among students.

After all, studies have demonstrated the need for students to connect and collaborate, especially for long-term projects, in order to exchange and share ideas. Being able to connect and collaborate supports students’ learning progress. Numerous prior studies demonstrated the need for peer assistance in long-term projects for more efficient learning. Through such peer feedback and discussion, students can gain new knowledge and learn more effectively. They can gain significant amount of meaningful linguistic information, which assists them in completing the assigned tasks.

The current study’s results and findings supported the findings of several prior studies that explored the influence of DST on listening skills (Gakhar & Thompson, 2007; Spicer, 2013; Hamdy, 2017; Huang et al., 2018; Niemi et al., 2018; Avci, 2021). For instance, Phillips (2000) advocated the use of DST in critical listening exercises for specific cases, which were consistent with the current study’s findings. As discussed by Gakhar and Thompson (2007), the use of DST,

as a form of classroom management system, simultaneously promotes the participation of students in speech exercise and improves their communication proficiency in both English and other languages. Furthermore, a parallel between DST and real-life scenarios has been advocated, in which a student seeks knowledge from other students for information exchange or learns about a particular subject. Besides that, Spicer (2013) noted that various studies have demonstrated the use of DST in enhancing students' listening skills, self-efficacy, and overall learning performance, which supported the study's results on how the experimental group recorded statistically significant improvement in listening scores. The study further discussed the significance of incorporating DST into the workflow in enhancing the overall work quality, such as improved idea generation. In another similar study, Hamdy (2017) found a statistically significant relationship between the use of DST and students' listening scores. On a similar note, the participating teachers in the current study reported how students who were exposed to the use of DST demonstrated better performance than their peers who did not participate in the DST project. Avcı (2021) reported similar findings on how DST improved the students' listening scores and skills.

Evidently, the use of DST enhances students' listening skills, especially their CLS. Apart from demonstrating the implementation of DST within the context of listening instruction, the current study presented notable findings on the effectiveness of DST as a listening teaching strategy that can develop and enhance students' CLS within the classroom settings.

CONCLUSIONS

The current study quantitatively and qualitatively explored the use of DST in enhancing Saudi ninth graders' CLS. The quantitative results revealed that both control and experimental groups did demonstrate improved mean critical listening scores. However, the obtained t-test results revealed statistically significant differences between the mean scores of the control and experimental groups in CLS and related sub-skills, namely auditory discrimination, analysis, inference, and evaluation and judgment skills, which highlighted the effectiveness of DST in enhancing CLS within the classroom settings. Meanwhile, the qualitative findings revealed that the participants regarded DST as a straightforward and effective tool that assisted them to communicate more effectively in the classroom and maximize their time in learning. The use of DST helped the students to develop confidence, enhance language proficiency, and expand their vocabularies and CLS. Despite the significant benefits of DST, the participants expressed several concerns—for instance, they were concerned about their team members' language proficiency, the support from teachers, and the lack of time to prepare for listening exercises and peer engagement. Nonetheless, these concerns did not affect the effectiveness of DST in enhancing the participants' CLS. The interviewed participants expressed favorable responses on the use of DST, which corroborated the study's results and findings on the significance of DST. In conclusion, the use of DST clearly benefits the development and improvement of CLS, especially among Saudi ninth graders.

Pedagogical Implications

The current study presented significant pedagogical implications on various stakeholders, especially the students at MOIS, when it comes to receiving listening instruction or lessons. Teachers can make use of DST as a valuable teaching tool in guiding their students to develop and enhance their CLS. Based on the findings of this study, it is evident that teachers should acknowledge and implement the use of DST as an alternative tool that can cater the diverse types and purposes of listening within the classroom settings. For instance, DST in this study prompted the participants to become more engaged with the assigned critical listening activities that aim to promote CLS or listening for leisure purposes. Besides that, teachers may consider incorporating DST into the language learning structure and design in order to provide more opportunities for the students to improve their listening skills and discuss the content of a topic in realistic settings. Through DST, students can take part in listening activities in a more laidback and enjoyable manner. At the same time, the use of DST inculcates different strategies and skills that benefit students. As for the case of students with limited language proficiency, teachers should consider the availability of linguistic resources and strategize the amount of time spent on DST in the classroom to make sure that all students are able to participate with ease. Similar to other instructional strategies, teachers must be proficient and competent in using and incorporating DST as a component of listening instruction in the classroom, as the instructional success in listening activities depends on the capacity of the teachers to communicate effectively.

Limitations of Study

Similar to other prior studies, the current study consisted of several limitations, as the scope of this study did not allow a comprehensive assessment of DST techniques and applications. Therefore, the findings and conclusions should be interpreted with caution. Firstly, there was limited time available for the DST project. This study had only 10 weeks to complete the project, which incorporated two 45-minute critical listening classes per week for four weeks. There may be different results or findings if there were more time for the study to conduct the DST project.

Secondly, a mixed-methods approach was adopted in this study, which raised some concerns during the research process. For instance, the researcher had to set up recording equipment for qualitative data collection, which may influence the responses and feedback of the participants. The participants may feel uncomfortable that they were being observed and recorded, resulting in potential bias or inconsistencies. The Hawthorne effect may take place under such circumstances. The use of instruments may help to reduce potential bias or inconsistencies, but the study may not be able to generalize the results and findings drawn from the data.

Thirdly, the study employed a quasi-experimental design for the quantitative data collection. The implementation concept of this research design itself was unique. It was not plausible to present a comprehensive overview of the use of DST in relation to CLS based on the viewpoints of Saudi ninth graders from the entire population. This study exclusively targeted ninth graders at MOIS in Riyadh, Saudi Arabia. Studies have noted that the inherent nature of quasi-experiments, conducted with non-randomized samples, can provide confidence to a certain extent; that improvements were confirmed only in this particular set of data. Therefore, the discussed results and findings should be carefully integrated when used for inference purposes. In other words, the current study may not provide evidence on the causal effects, but it did provide support on the use of DST in the educational contexts.

Besides that, this study involved only two classes of ninth graders at MOIS for the pre-post test and eight ninth graders for the semi-structured interview due to time and other practical constraints. The sample size may not be adequate to determine the extent of the influence of DST on Saudi ninth graders' CLS. As a result, drawing factual inferences from a limited number of participants in this study was challenging. Additionally, it was not feasible for the current study to document all strategies used by the participants to enhance their CLS. Therefore, during the discussion to create meaning from digital stories, the participants' ideas and strategies were noted to determine whether they comprehended what was being communicated. Although the list of listening techniques may not be exhaustive, it offered an overview of the types of listening strategies adopted among students.

Recommendations for Future Research

The current study presented significant findings on the usefulness of DST in boosting students' CLS. However, this study had certain limitations, the sample size was about 70 students and they represented only one prep school of thousands of schools in Saudi Arabia. This was one of the limitations which faced the researcher as it was difficult to generalize the results on all the Saudi prep schools. To address this limitation, more research should be done within various contexts and larger sample sizes to ensure the same findings.

In light of the results of the current study, the following areas for future research were suggested such as designing other teaching strategies based on DST to be used in developing the four language skills as well as a program-based DST to develop oral communication skills.

After all, more studies on the use of DST are necessary due to the growing popularity of DST (Gakhar & Thompson, 2007; Spicer, 2013; Hamdy, 2017; Huang et al., 2017; Niemi et al., 2018; El-Harbi, 2016; Avcı, 2021). Therefore, it is recommended for future research to further evaluate the efficacy of incorporating DST into CLS activities in the classroom settings.

It is also recommended to conduct follow-up studies using appropriate experimental design to determine the replicability of the study's findings. A similar strategy that includes training conventional classroom teachers on how to incorporate DST should be applied for the remedial trials. Follow-up studies may entail testing this teaching approach with diverse demographic characteristics—for examples, gender, age groups, or students with different linguistic backgrounds or L1 proficiency levels. These characteristics may serve as potential factors that influence students'

performance, including CLS, during the DST exercise. Exploring the influence of these characteristics in relation to DST and CLS may provide better understanding on how students respond to the use of DST in the classroom settings.

Last but not least, it is recommended for future research to explore any variations in frequency of use, types of listening methods used by students, and other related aspects prior to and after DST intervention. This helps to determine whether the students absorb CLS that their peers adopt and the extent of their application after the intervention.

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