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The E-PROCEEDINGS of the

INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES, INFORMATICS AND ISLAMIC STUDIES

"ENHANCING KNOWLEDGE, EXPLORING POSSIBILITIES"

31 OCTOBER 2023

The e-Proceedings of the International Conference on Social Sciences, Informatics and Islamic Studies ICOSSIIS 2023

"Enhancing Knowledge, Exploring Possibilities"

31 October 2023

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Penerbit UiTM Rembau
Universiti Teknologi MARA
Cawangan Negeri Sembilan Kampus Rembau
71300 Rembau, Negeri Sembilan Darul Khusus

e-ISBN: 978-967-2398-27-1

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Published and Printed by:
Penerbit UiTM Rembau
Universiti Teknologi MARA
Cawangan Negeri Sembilan Kampus Rembau
71300 Rembau, Negeri Sembilan Darul Khusus

PREFACE

Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau is pleased to announce its 1st International Conference on Social Sciences, Informatics and Islamic Studies (ICoSSIIS) 2023 on 31st October 2023. ICoSSIIS 2023 is organised in collaboration with Global University, Lebanon, Universitas Hasyim Asy'ari, Indonesia and Universitas Padjadjaran, Indonesia.

With the theme, "Enhancing Knowledge, Exploring Possibilities", ICoSSIIS 2023 offers a virtual platform for undergraduate and postgraduate students, academics, researchers, professionals and industry practitioners from various backgrounds locally and internationally to share ideas and research findings from their respective fields.

The e-proceeding is a compilation of the accepted papers and represents an interesting outcome of the conference. Topics include but are not limited to the following areas: Economics & Finance, Business & Management, Informatics & Analytics, Islamic Studies, Education, Communication & Media. All the papers have been through rigorous review and process to meet the requirements of publication standard.

We would like to acknowledge all of those who supported ICoSSIIS 2023. Contribution of each individual was instrumental in the success of the conference.

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ID0001 - DEVELOPMENT OF THE HYBRID DIGITAL ELECTRONIC TRAINER AND THE NEEDS IN TEACHING & LEARNING

Lee Moi Fong*, Tok Chon Bee, Rosnani Bt Affandi, M Chandran A/L Maruthan

Electrical Engineering Department, Politeknik Melaka
No.2, Jalan PPM 10, Plaza Pandan Malim, 75250 Melaka, Malaysia

**Corresponding author: leemoifong@polimelaka.edu.my*

Abstract

The digital trainer is a basic teaching tool that is usually used in laboratories for practical work related to the subject of Digital Electronics. Therefore, this trainer will be used by all students of electronic and electrical engineering who study digital electronic subjects in vocational schools, community colleges, Polytechnics, and Universities. However, from the 1990s until now, the study and research related to the development of digital trainer is still limited. Based on the previous study, there are five research has been done related to the development of digital trainer. However, most of the studies and digital trainers that have been developed are focused on how to get better output for the experiments conducted. Therefore, the purpose of this paper is to demonstrate the method of developing a digital trainer that can handle an intermittent problem while using the Internet of Things (IoT) with a WiFi module and Mit App capabilities. As a result, students can learn more about digital electronics and the Industrial Revolution (IR) 4.0. Other than that, a survey is conducted in Five Polytechnics in Malaysia to know the user's views, especially on the features of the digital trainer. The result shows that digital trainer are able to provide a positive impact and it is suitable for the process of teaching and learning, especially in helping the student to understand further about IR 4.0 (IoT).

Keywords*: Digital Trainer, WiFI module, Internet of Things (IoT), and Industrial Revolution (IR) 4.0*

Introduction

The Ministry of Education Malaysia has offered programs that enable potential students to be partially professional in technical and vocational. In this regard, the Institute of Higher Learning (IPT) in Malaysia which offers the Technical Education and Vocational Training Transformation Program (TVET) program such as community colleges and polytechnics, should ensure that their graduates are qualified to meet the needs of various industries to face of the IR4.0 era.

Therefore, a Hybrid Digital Electronic Trainer is developed and analyses the needs in teaching and learning to design and develop a digital trainer that will make some needed improvements based on the current problem faced by the student and lecturer during the practical section. This digital electronic trainer includes a 5-volt Direct Current (DC) power supply circuit, a multivibrator circuit to provide the clock pulse, Light Emitting Diode (LED), 7 segments, and dip switches. However, a few problems occur with the available trainer, such as the trainer is beyond repairable, not efficient and the intermittent connection appears. Above all, the Header Connector (HC) trainer will be smaller in terms of size, more affordable and most importantly it will not need any extra breadboard, therefore the longevity of the Integrated Circuit (IC) can be extended. The HC trainer will consist of a DC power supply, multivibrator, and input/output circuit, including four 20 pins ZIF sockets which enable the student to easily place and remove the integrated circuit (IC) repeatedly from the trainer without damaging the IC. Other than that, the HC trainer will be built by using the female header connector to replace the conventional breadboard. The student will be able to remove the solderless female-to-female jumper wire easily from the trainer without worrying the core of the jumper will be stuck or broken in the breadboard or the previous connector. Hence, the female-to-female jumper can be used repeatedly. In addition, a 9v battery supply will act as a backup power supply, and to achieve Industrial Revolution 4.0 (IR 4.0), a WiFi module will act as an interface device to communicate with the Internet of Things (IoT). The project is expected to produce an affordable digital trainer to be used by students, to develop a user-friendly product, to help the students to express their thoughts and try out their ideas through IOT, to learn the subject matter more deeply and lastly to retain more information on the digital electronics with a more interesting way.

Methods

There are 5 main phases involved in the process of the Development of the Hybrid Digital Electronic Trainer and the Needs in Learning & Teaching which are from circuit design and simulation to Results analysis with demonstrations and questionnaire as the tool**.** The Phase 1- Circuit design & simulation, Phase 2 – Printed Circuit Board, Phase 3 – Assemble & Testing of the Circuit, Phase 4 – Apps Development, Phase 5 – Results analysis with demonstrations and Questionnaire (Refer **Table 1**).

Table 1. 5 Main Phases

PHASE 1 (Circuit Design&simulation)	***PHASE 2 (PCB Development)***	***PHASE 3 (Assemble & Testing of the circuit)***	***PHASE 4 (Apps Development)***	***PHASE 5 (Results Analysis)***
Selecting, designing and simulating circuit 1. Digital trainer mainboard 2. DC Power Supply 3. Multivibrator circuit 4. Wifi Module	**PCB Development** 1. Transfer circuit to PCB 2. Etching 3. Drill 4. Soldering	**Assemble & Testing of the circuit** 1. Assemble of hardware 2. simulate the software 3. Interfacing	**Apps Development** by using MIT Apps Inventor 1. Design the layout	**Results analysis with demonstrations and questionnaire** 1. Google form 2. Data Analysis

There are a few steps taken to develop the digital trainer, refer to Table 1. In Phase 1, five circuits have been selected and designed. The circuits included the mainboard of the digital trainer, a 5Vdc power supply, a timer circuit, a flip-flop circuit, and the slot for the Wifi- module circuit. The digital trainer uses the following output devices as Light Emitting Diode (LED), and 7- segment Display. For the input devices, slide-type logic switches, Zero Insertion Force socket (ZIF), and 4 mm banana plug are selected. The Three Dimension (3D) layout for the digital trainer mainboard can be referred to in Figure 1 and the circuit was built by using the Proteus.

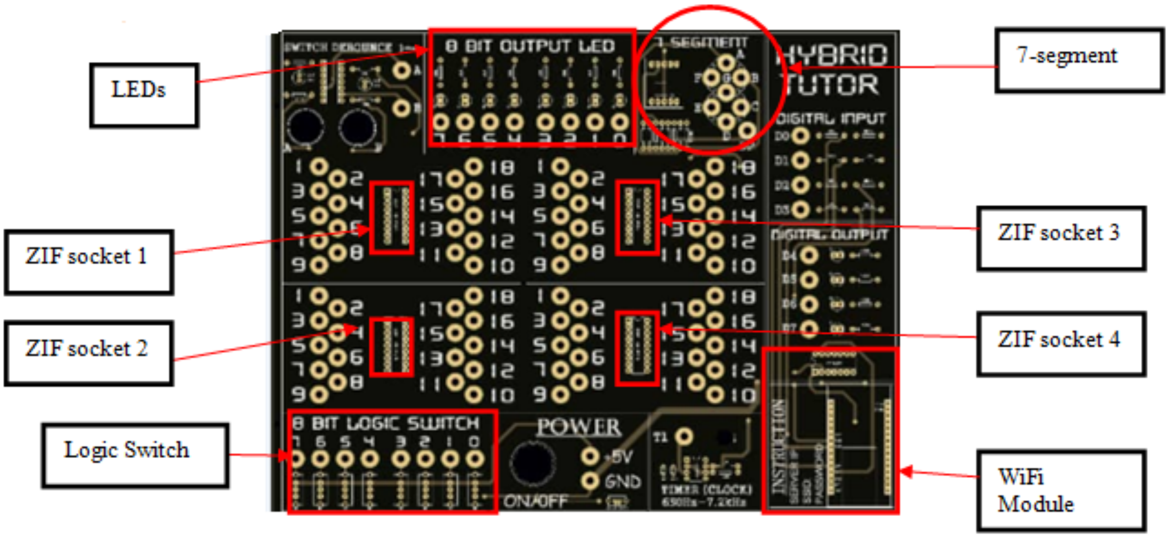

Figure 1. 3D layout for the mainboard of the Digital Trainer

Basically, an IC component provides many advantages especially for the digital trainer application. According to B.Senol (2018), some challenges always exist during the applications, especially intermittent connection problems. The Intermittent connection problems always appear during the loading and unloading of an IC using a breadboard in the conventional digital trainer. This problem makes the pin of the IC broken thus, the conventional digital trainer becomes inefficient. Based on S.Nurcahyo (2017) a common way for testing an IC is by plugging the IC into a ZIF socket. ZIF socket can holding the IC for testing or any other experiment purposes. Therefore, ZIF socket are used in this digital trainer prototype to replace the breadboard in a conventional digital trainer.

For the DC power supply circuit, the digital trainer is using the 5v DC circuit. Other than that, the digital trainer is equipped with a backup power supply. When the power supply is not available, the digital trainer can be operated by using the power bank which could be slotted in the built-in mini USB port. The portable trainer will become an alternative to the traditional on-campus instructional laboratory(Rebecca M. Reck a R. S. Sreenivas (2016). Every place can be turned into a laboratory.

The 555 timers in the circuit are used to provide the 1Hz output frequency. By adjusting the variable resistor, the desired output frequency can be acquired. This circuit operates as an oscillator circuit, in which output oscillates at a particular frequency and generates pulses in a rectangular waveform which are important to trigger the sequential circuit such as counter, register, and others.

Meanwhile, the Wi-Fi module circuit acts as the interfacing between the digital trainer and the Apps. It is to provide internet connectivity to the digital trainer. The Wi-Fi module circuit works as a station, therefore it can easily fetch data from the digital trainer mainboard circuit and upload it to the internet. (Kishore. P,2017). The digital trainer has been integrated with the Internet of Things (IoT) and the IoT is one of the elements of IR 4.0. The apps which link to the Wifi module are created by using MIT Apps Inventor. It is available online and free to access. The MIT Apps MIT Apps Inventor allows the user to design apps that could suit their project. All the circuits have been simulated by using proteus. R. Hossain, 2017 mentions that the process basically saves considerable time and money compared to actual experimental circuits and repeating tests. Therefore, this process is a process to assure that the circuit can operate in a real condition before the circuit is transferred to the Printed Circuit Board (PCB).

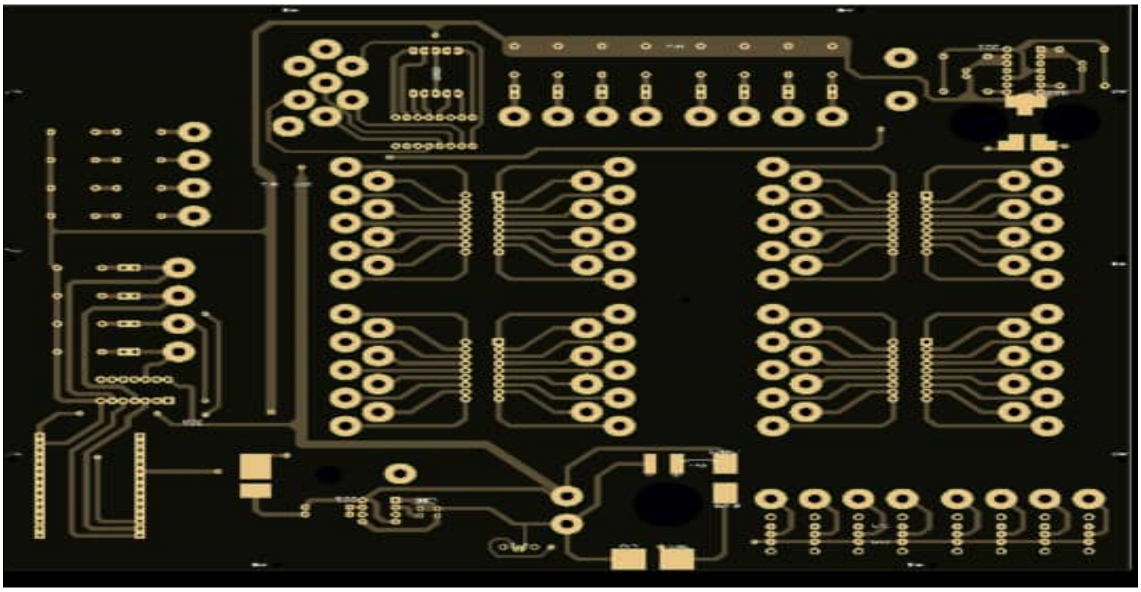

Figure 2. PCB layout of the mainboard

For Phase 2 & Phase3 which are PCB Development and Assemble & testing of the circuit. All the circuits have been simulated, combined, and then converted to the PCB layout as shown in Figure 2. The PCB layout was transferred to the PCB by using the UV exposure machine and follow with the process of etching, drilling, and soldering.

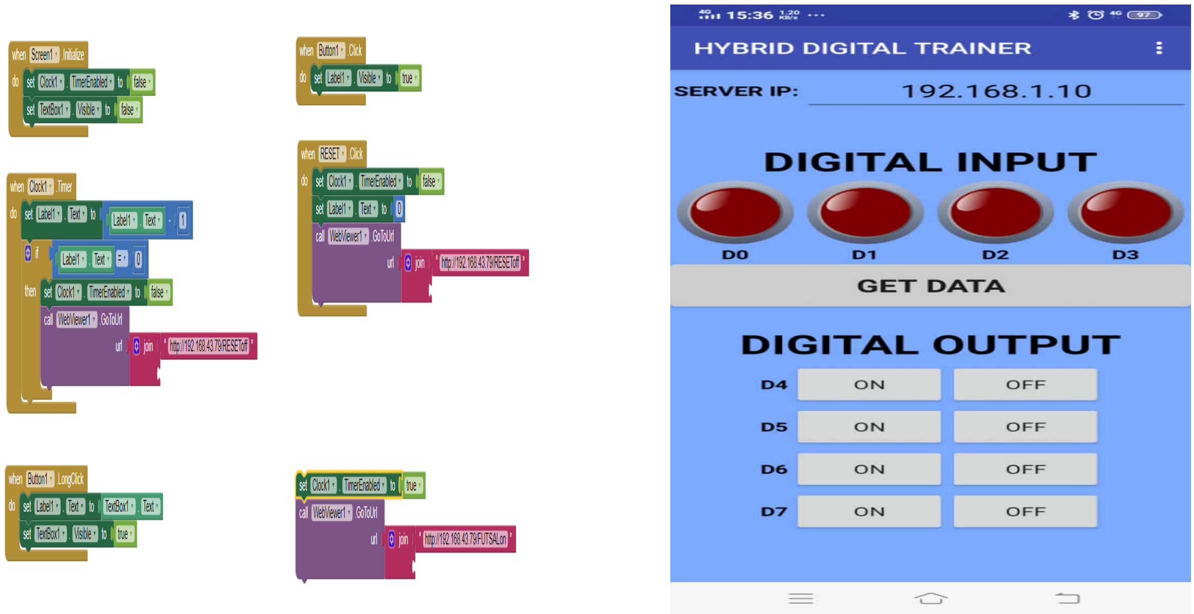

Figure 3. The Process of Apps development by using MIT Apps inventor

Meanwhile, for phase 4, the focus was on App development by using MIT App Inventor which could be signed in by using a Google account. The development of the apps is shown in Figure 3. After the layout designer and blocks have been set, the program is built, uploaded, and install on the mobile and tested with the Wi-Fi module. Then, the functionality of the HC Digital trainer is tested by observing the ON/OFF of the LED according to the input given to the IC from the digital switch and the MIT app. The mobile phone and the Wi-Fi- module must be connected to the same IP (Internet Protocol) to allow the connection between the Apps and the digital trainer. Figure 4 shows the overview of the complete circuit of the digital trainer prototype with ZIF Socket, banana plug, and the Wi-Fi module.

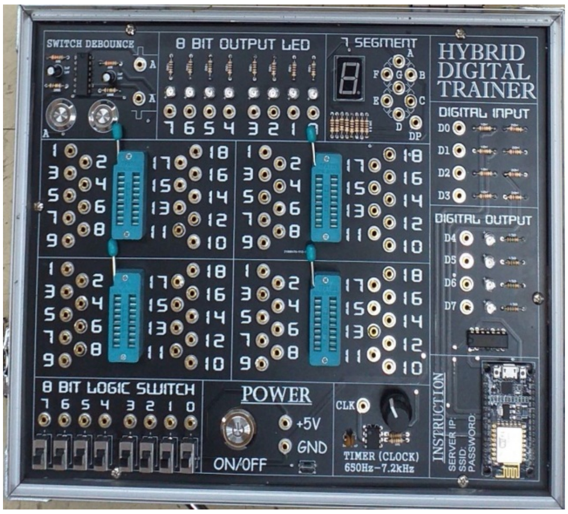

Figure 4. Digital trainer prototype with ZIF Socket, banana plug, and the Wi-Fi module

For Phase 5, results analysis with demonstrations and questionnaire. The digital trainer was demo, and the study was conducted with 27 digital electronics lecturers which Involved 5 polytechnics from zone that are North, South, East, and Middle zone polytechnic in Malaysia which are more than 10% of the population. In this study, a simple random sampling technique was used. Therefore, the respondents involved in this survey were randomly selected. Descriptive statistics were used to analyze the results. The questionnaire was distributed during the demo sections to the selected polytechnic.

Result and Discussion

Experimental

The digital trainer has been tested successfully with a couple of experiments. One of the experiments is testing the function of a 2-bit counter using IC 7476 manually and using the IoT function with the Apps. The test results for a 2-bit counter implementation using Digital Trainer with HC, ZIF Socket, and Wi-Fi module application are shown as in Figure 5 and Table 2. Refer to Figure 5 and Table 2, when the button for Input A is LOW "0" and B is LOW or "0", the output is 00 (0 in decimal). For Input A HIGH or "1", and B is LOW or "0", the output is "01" (1 in decimal) for Input A LOW or "0", and B is HIGH or "1", the output is 10 (2 in decimal) a HIGH Logic signal for both input and the Output is "11" (3 in decimal). Therefore, from the 2-bit counter experiment, it shows that the Digital Trainer with Header Connector (HC), ZIF Socket and Wi-Fi module Application works well. The same results are obtained for the experiments that use manually and IoT as shown in table 2.

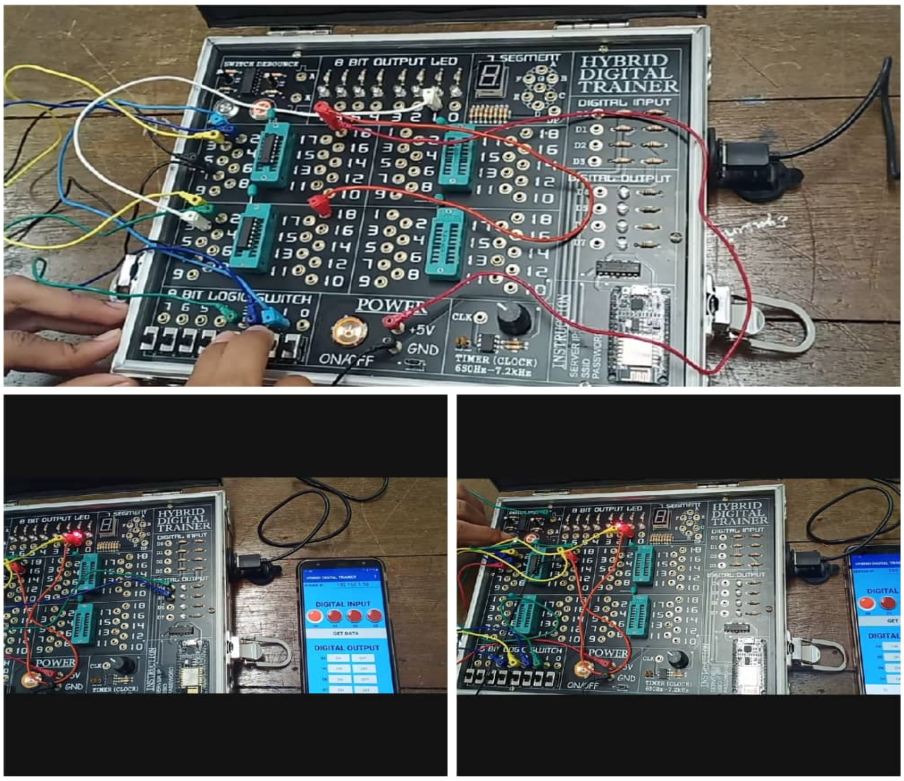

Figure 5. Verify Function of counter manually and using IoT

Table 2. Truth table for 2-bit counter

Input		*Output (manually)*	*Output (manually)*	*Output (IOT)*	*Output (IoT)*
A	B	W	X	Y	Z
0	0	0	0	0	0
0	1	0	1	0	1
1	0	1	0	1	0
1	1	1	1	1	1

Thus, from a couple of laboratory experiment, it shows that the effectiveness of the Digital trainer prototype with HC, ZIF Socket and the Wi-Fi module using the MIT App Inventor. The performance of the current trainer and the existing type are favourably comparable. The result indicates that various components of digital devices, combinational and sequential circuit could be demonstrated experimentally.

Results Analysis Using Demo and Questionnaire

A survey had been carried out during the demo section Involved 5 polytechnics from North, South, East, Middle zone in Malaysia. There are Politeknik Melaka, Politeknik Ibrahim Sultan, Politeknik Port Dickson, Politeknik Sultan Azlan Shah and Politeknik Kuching Sarawak. A total of 27 digital electronic lecturers were selected as the respondents. The focus will be on the user's view on the features of the digital trainer such as ZIF socket, Wi-Fi module, portability, mobile apps and others.

Figure 6: Interested in this product

By refer to figure 6, almost all the respondents from the 5 polytechnics visited were very interested in this digital trainer which could be used for a module that involved module for digital electronics. The survey disclosed that 44% of the lecturers are extremely interested and 56% of the respondents are very interested in the digital trainer.

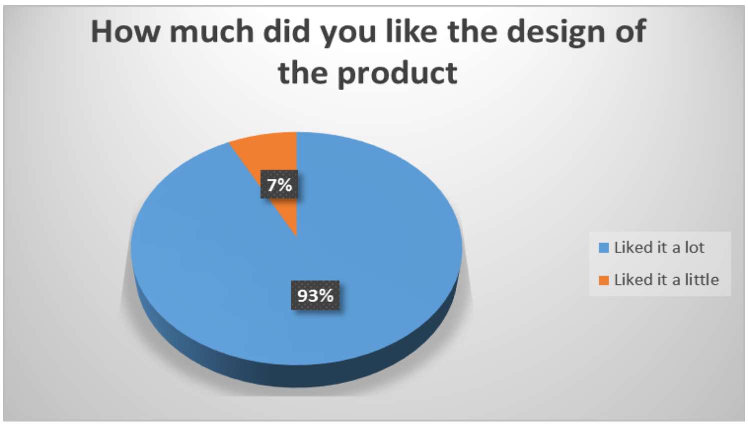

Figure 7. Design of the product

Figure 7 shows the perception of the respondent towards the digital trainer. The survey revealed that 93% liked it a lot and only 7% liked it a little. In summary, the perception of the lecturer towards the digital trainer is positive.

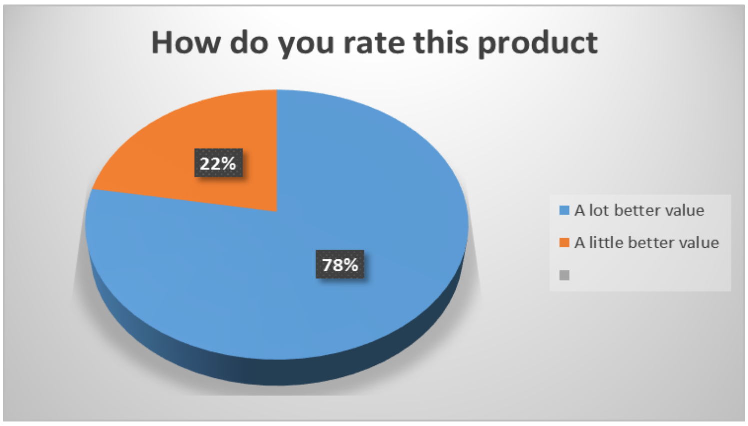

Figure 8. Rate this product

Based on figure 8, 78% of the respondent strongly agree that the digital trainer are a lot better value and 22% agree that the digital trainer is a lot better value compare to the existing product.

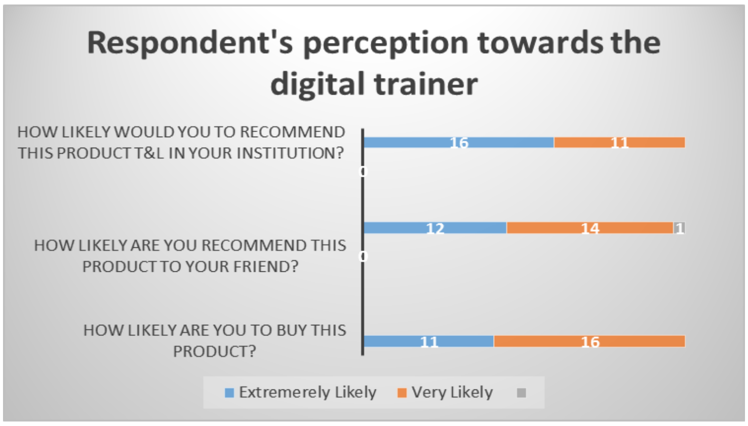

Figure 9. Respondent's perception towards the digital trainer

By refer to Figure 9 which includes 3 items given during the data collection sections to investigate the respondent's perception toward the digital trainer. Results show that most of the respondents will recommend the digital trainer to their colleagues and suitable to be used in polytechnic and the digital trainer is suitable to be used in the process of teaching and learning.

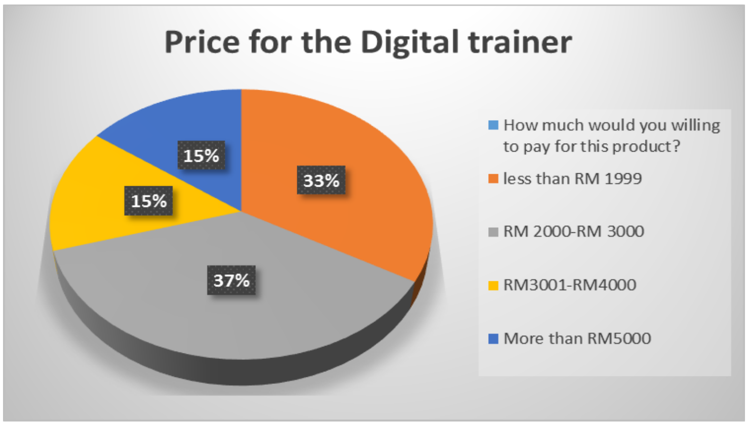

Figure 10: Price for the digital trainer

Figure 10 shows that the respondent respond for the price of the digital trainer. 37% showed that the value for digital trainer should be around RM 2000-RM3000. Follow with 33% value it should be less than RM 1999, 15% assume that the digital trainer should pay at the price of more than RM 5000 and 15% feels that the price should be around rm 3000-rm4000. The estimation of the price shows that the respondents are interested for the Digital Trainer.

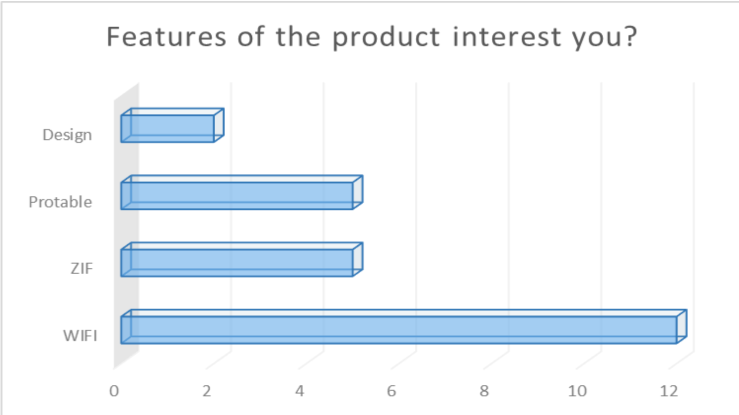

Figure 11: Features on the board

Figure 11 indicated the features that are interested most of the respondent. The features that most liked by the respondent are WIFI-module, follow with ZIF socket and the function of portable using the power bank and lastly the design of the digital trainer.

As the conclusion, results from the survey showing that the respondent are interested with the digital trainer where some of the respondent mentioned that the digital trainer is interesting, positive quality, protable and able to cater all the needs for the teaching and learning process. Others than that, results from the analysis also shown that the digital trainer able to provide positive impact and it is suitable for the process of teaching and learning especially in helping the student to understand further about IR 4.0 (IoT).

Conclusion

The Development of the Hybrid Digital Trainer and the Needs for Learning & Teaching is described. The overall of this Hybrid Digital Trainer was tested and can be fully function by control as manual or using IoT concept control by using Hybrid Tutor App. The survey conducted shows that this Hybrid digital trainer is have high impact to use and this product can be implemented in the digital electronic practical work experiment and have good respond from the survey. The paper also analysis the needs and the importance of this Hybrid Digital Trainer compare with the existing trainer use in the digital electronic laboratory. Therefore, an inexpensive and affordable hybrid Digital Trainer is built up and carried out.

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ID0002 - TINJAUAN LITERATUR PEMBANGUNAN KERANGKA E-MODUL KELESTARIAN BAHASA ARAB IMAM MASJID

Muhamad Khairul Anuar Zulkepli[1*], Siti Nadiah Ismail[2]

[1]*Academy of Language Studies, Universiti Teknologi MARA (UiTM), Cawangan Kedah, Kampus Sungai Petani, 08400 Merbok, Kedah, Malaysia*
[2]*Kolej Komuniti Arau, Kementerian Pengajian Tinggi, Jalan Tengku Budriah, Tambun Tulang, 02600 Arau, Perlis, Malaysia*

[*]*Corresponding author: mkaz@uitm.edu.my*

Abstrak

Perkembangan semasa memperlihatkan bahasa Arab kini sudah didominasi oleh ahli akademik yang pakar dan berkecimpung dalam dunia bahasa tersebut. Malah, ia juga dipelopori oleh golongan bukan akademik seperti para imam masjid khususnya. Ini menunjukkan bahasa Arab sememangnya diperlukan dalam profesion kerjaya imam. Kajian lepas menunjukkan modul bahasa Arab telah dibangunkan dalam institusi imam masjid untuk menangani isu berkaitan. Namun, keberkesanan modul tersebut masih banyak kekurangan yang perlu diberikan perhatian dan ditambah baik. Penambahbaikan tersebut meliputi aspek praktikal dan refleksi keberkesanan modul latihan sedia ada, penyelarasan kurikulum modul, pendekatan dan penglibatan jawatankuasa masjid dalam perlaksanaan modul. Justeru, kajian ini bertujuan meninjau sorotan literatur yang berkaitan dengan pembangunan modul-modul bahasa Arab melibatkan masjid. Kajian ini mendasari pendekatan kualitatif yang mengadaptasikan reka bentuk analisis kandungan sebagai teras utama pengumpulan data. Data terkumpul dianalisis secara deskriptif. Hasil kajian memperlihatkan kewujudan isu dan permasalahan baru yang boleh digariskan untuk membangunkan modul kelestarian bahasa Arab dalam institusi imam masjid.

Kata kunci*: Pembangunan, modul, kelestarian, Bahasa Arab, masjid*

Pengenalan

Bahasa Arab ialah antara bahasa tertua dunia dan ia bahasa utama bagi negara-negara Arab di seluruh dunia. Ia merupakan bahasa yang telah berkembang di dunia selari dengan perkembangan Islam. Perkembangan bahasa ini bermula sejak penurunan al-Quran dalam bahasa Arab yang merupakan satu mukjizat agung Nabi Muhammad s.a.w. (Suhaila & Nur, 2014).

Bahasa Arab ialah bahasa al-Quran, hadith dan bahasa yang digunakan untuk membukukan segala hasil karya penulisan pelbagai cabang ilmu pengetahuan yang dihimpun dan disusun oleh sarjana silam dan kini. Jika dilihat kepada bahasa ini, ia merupakan bahasa tertua di dunia dan tidak pernah mengalami perubahan, pengubahsuaian atau manipulasi seperti yang berlaku dalam bahasa-bahasa lain. Ia mempunyai ciri-ciri keunikan tersendiri berbanding dengan bahasa-bahasa lain (Azhar et.al, 2006).

Pada era globalisasi ini, perkembangan semasa memperlihatkan bagaimana bahasa Arab kini sudah didominasi oleh mereka yang pakar dan berkecimpung dalam dunia bahasa tersebut. Ini menunjukkan bahawa penerimaan bahasa Arab di Malaysia sememangnya diterima dengan sepenuhnya. Ia bukan sahaja dipelopori oleh mereka yang pakar dalam bidang bahasa Arab seperti ahli akademik, ilmuan dan sebagainya. Malah, ia turut menarik perhatian golongan lain untuk mempelopori dan menguasainya seperti guru-guru, ilmuan agama, para pendakwah, pegawai-pegawai hal ehwal masjid seperti imam, bilal dan seumpamanya. Justeru, ini menunjukkan kesedaran masyarakat terhadap kepentingan bahasa Arab begitu menyerlah.

Menyebut tentang masjid, tidak dinafikan ia merupakan satu tempat yang menjadi pusat ilmu dalam kalangan masyarakat. Sebagaimana disebut oleh Ab. Halim (2020), kebanyakan masjid menjalankan program-program tidak formal seperti kuliah agama mingguan atau bulanan, kelas-kelas al-Quran, forum, seminar dan kelas fardu ain. Program-program tidak formal seumpama ini dijalankan secara berjadual yang dikelolakan oleh jawatankuasa masjid. Secara dasarnya, program-program tersebut tidak menawarkan sijil atau apa-apa kelulusan. Namun, dari konteks pendidikan dalam kontemporari kini, masjid juga boleh menawarkan tempat pengajaran dan pengajian subjek-subjek ditawarkan di sekolah-sekolah masa kini terutamanya subjek pendidikan Islam.

Memetik pandangan Hailan dan Rofishah (2022), ada dinyatakan bahawa masjid ialah institusi yang bertanggungjawab menyebarkan ilmu pengetahuan untuk mencorakkan masyarakat berlandaskan ajaran Islam. Para ilmuan memainkan peranan untuk menyebarkan ilmu pengetahuan ke seluruh dunia. Institusi masjid merupakan institusi pendidikan utama meliputi pelbagai bidang ilmu.

Penyataan Masalah

Secara umumnya, kajian yang berkait rapat dengan bahasa Arab terhadap para imam masjid ada dilakukan namun, ia masih begitu kurang. Pengkajian ini dapat dilihat pada kajian Fauzan (2022) yang membincangkan modul bahasa Arab yang ingin dibangunkan untuk pelajar Taman Pendidikan Al-Qur'an (TPA) Masjid At-Taqwa Balapan Yogyakarta. Fokus kepada modul ini ialah berkaitan dengan isu ketiadaan latihan khusus untuk para pengajar tiada bahan pengajaran yang berbentuk buku bercetak atau modul pembelajaran bahasa Arab khusus untuk para pelajar Taman Pendidikan Al-Qur'an Masjid At-Taqwa. Hasilnya membawa kepada modul bahasa Arab yang dapat memberi sumbangan dan solusi pembelajaran bahasa Arab dan menyelaraskan sistem kurikulum bahasa Arab kepada bentuk modul yang inovatif dan tidak menimbulkan rasa bosan dalam pembelajaran bahasa Arab. Ini kerana sistem pembelajaran yang dilaksanakan lebih kepada penyampaian bahan pembelajaran sahaja. Justeru, modul ini satu anjakan paradigma positif terhadap pembelajaran bahasa Arab di masjid yang boleh diterjemahkan kepada golongan selain pelajar-pelajar di masjid.

Kajian yang direalisasikan tersebut diperkukuhkan lagi dengan kajian Mohammad dan Saiful (2021) menerangkan tentang kerangka modul bahasa Arab untuk masyarakat awam. Modul baru ini dikenali modul *al-mulawwan* diketengahkan yang mengaplikasikan pendekatan warna untuk menarik minat orang awam dengan bahasa Arab al-Quran melalui warna premier. Modul komprehensif ini direkabentuk dengan mengklasifikasikan perkataan dalam al-Quran mengikut warna hitam, hijau dan merah. Warna hitam mewakili kata kerja, hijau pula mewakili kata nama manakala merah mewakili huruf. Pembelajaran modul ini menitikberatkan *tadabbur* makna dan tafsir makna ayat al-Quran untuk membolehkan orang awam mengenal perkataan dalam al-Quran secara mudah dan menyeronokkan. Sehubungan itu, dapat dinyatakan bahawa modul ini satu pendekatan baru dalam pembelajaran bahasa Arab untuk orang awam. Ia satu kreativiti baru yang mengadaptasikan penggunaan warna dalam perkataan bahasa Arab dalam al-Quran ditambah lagi dengan konsep tadabbur terhadap makna dan ayat al-Quran.

Hanis et.al (2017) ada menghuraikan tentang keberkesanan tahap modul bahasa Arab masjid dengan kemahiran asas bahasa Arab terhadap pelajarnya di Selangor. Seramai 109 responden daripada 5 buah masjid dijadikan sampel kajian. Modul bagi kursus ini mempunyai empat modul. 60% responden menyebut modul 1 dan 2 sesuai namun, modul 3 dan 4 tidak sesuai kerana silibusnya terlalu tinggi dan tidak menepati tujuan asal iaitu mempelajari bahasa Arab untuk memahami al-Quran, ayat-ayat dalam solat dan ibadah. Hal ini kerana para pelajar dalam kursus tersebut berada dalam lingkungan usia 40-50 tahun. Rentetan daripada modul yang dibangunkan ini, jelas bahawa penerimaan modul dalam kalangan pelajar adalah baik. Namun, ia agak kurang rasional dan tidak relevan kerana silibus tersebut terpesong daripada tujuan asal pembelajaran bahasa Arab. Sebahagian silibus itu tidak praktikal kepada pelajar yang juga terdiri daripada mereka yang berusia 40 ke 50 tahun. Oleh itu, silibus yang dirangka dalam modul tersebut perlu selari dengan kesesuaian usia kerana melibatkan tahap kefahaman dan penerimaan terhadap pembelajaran modul.

Ahmad et.al (2013) ada merangka modul khas bahasa Arab untuk para imam masjid. Ia diwujudkan rentetan daripada sikap sebilangan para imam masjid yang tidak pandang serius terhadap aspek bahasa Arab ketika mengendalikan tugas mereka khususnya yang melibatkan solat jemaah, menyampaikan khutbah, bacaan ayat al-Quran, doa dan sebagainya. Kekurangan yang berlaku ini lebih cenderung kepada kesilapan aspek tatabahasa Arab dalam kalangan para imam. Justeru, satu modul dirangka dan ia melibatkan beberapa tajuk tatabahasa Arab khusus berkaitan kesilapan yang sering berlaku terhadap para imam masjid. Modul tersebut mengaplikasikan kaedah pengajaran berbentuk pendekatan nahu dan terjemahan (*grammar-translation method*) disertakan latihan pengukuhan. Tempoh latihan yang dicadangkan dalam modul tersebut disasarkan selama lapan minggu mengikut tajuk yang telah ditetapkan. Modul ini dicadangkan supaya dijadikan silibus dan latihan pengukuhan bahasa Arab untuk para imam seluruh negeri Perak secara khususnya.

Berdasarkan kepada kajian-kajian yang dinyatakan ini, kajian Fauzan (2022), Hanit (2017) dan Ahmad (2013) lebih cenderung kepada modul bahasa Arab dibangunkan di masjid manakala kajian Mohammad dan Saiful (2021) menjurus kepada pendekatan idea baru berbentuk inovatif terhadap pembelajaran bahasa Arab namun, ia lebih praktikal kepada orang awam secara khususnya. Sehubungan itu, perlaksanaan modul-modul bahasa Arab yang telah dikemukakan ini menunjukkan kekurangan dan lompangan dari sudut praktikal dan rekleksi keberkesanan modul dan latihan sedia ada, penyelarasan sistem silibus atau kurikulum modul, pendekatan yang dilaksanakan dalam modul serta penglibatan ahli jawatankuasa masjid secara khususnya seperti imam dan lain-lain terhadap perlaksanaan modul, penguatkuasaan terhadap kursus atau latihan bahasa Arab ke atas para imam dan aspek kemahiran bahasa Arab yang perlu diterapkan dalam profesion atau skim lantikan para imam. Diharapkan dengan kekurangan yang wujud ini memberikan ruang kepada kajian terhadap pembangunan modul bahasa Arab yang lebih lestari terhadap institusi masjid khususnya golongan para imam. Kajian ini diharap agar dapat menyumbang kepada percambahan ilmu pada masa kini.

Metodologi

Menurut Ahmad Munawar dan Mohd Nor Shahizan (2018), metodologi diinterpretasikan sebagai kaedah penyelidikan untuk memperoleh sesuatu maklumat. Ia bersandarkan kepada perancangan yang telah dirangka oleh penyelidik untuk menghasilkan data-data yang tepat atau hampir tepat bagi merealisasikan dapatan hasil berkualiti. Sehubungan itu, kajian ini kajian kualitatif mengadaptasikan reka bentuk analisis kandungan. Pengumpulan data diperoleh melalui kaedah analisis dokumen yang terdiri daripada buku-buku, artikel, jurnal dan tesis yang berkaitan dengan tajuk-tajuk bahasa Arab dalam institusi masjid dan modul-modul bahasa Arab yang berkaitan. Tajuk-tajuk tersebut kemudian dikategorikan kepada beberapa topik kecil untuk dibincangkan. Data yang terkumpul dianalisis secara deskriptif.

Dapatan dan Perbincangan

Terdapat banyak kajian yang telah dibangkitkan dan direalisasikan oleh para pengkaji melibatkan aspek bahasa Arab secara umumnya. Kajian yang melibatkan bahasa Arab dalam penglibatan institusi masjid juga tidak ketinggalan telah direalisasikan dan ia boleh diperluaskan lagi skop kajian terdahulu yang sedia ada.

A) Bahasa Arab Dalam Profesion Imam

Md et.al (2022) dalam kajiannya *Pengukuhan Bahasa Arab Dan Fiqh Dalam Pemerkasaan Institusi Imam* ada menghuraikan aspek bahasa Arab dalam pemerkasaan institusi imam. Beliau berpendapat bahawa usaha memperkasakan para imam masjid perlu dilakukan dengan memberi perhatian khusus terhadap bidang Bahasa Arab. Perlu diwujudkan kajian terhadap sikap para imam untuk meningkatkan penguasaan bahasa Arab untuk meningkatkan refleksi kendiri. Menyebut tentang refleksi kendiri imam masjid, ia amatlah bersangkutan kerana imam merupakan individu yang menjadi contoh terbaik dalam masyarakat dalam penguasaan bahasa Arab. Golongan ini bukan sekadar hanya memimpin dalam solat semata-mata, malah mereka juga perlu memahami dan mentadabbur makna perkataan bahasa Arab, kesalahan ayat-ayat yang dibaca dalam solat atau mengendalikan tugasan-tugasan seperti menyampaikan khutbah, membaca doa, menyampaikan ceramah, memberi kuliah dan sebagainya. Namun demikian, terdapat isu dan halangan yang perlu diberikan solusi dalam pembelajaran dan penguasaan bahasa Arab bahasa Arab iaitu kesedaran terhadap kepentingan bahasa Arab dalam kerjaya mereka.

Md et.al (2021) dalam kajiannya *Pengukuhan Bahasa Arab Dan Fiqh Dalam Pemerkasaan Institusi Imam* ada menerangkan tentang profesion imam masjid yang perlu diperkasakan. Antara elemen pengukuhan yang dinyatakan ialah melalui pemerkasaan terhadap kefahaman fiqh dan juga bahasa Arab. Dari aspek kefahaman fiqh, beliau menyebut bahawa antara unsur penting fiqh yang perlu difahami dan dikuasai oleh para imam ialah keistimewaan feqah Islam, hukum hakam solat, isu-isu khilafiah dalam solat dan lain-lain. Unsur-unsur tersebut menjadi elemen yang perlu digarab oleh para imam dalam menghadapi masyarakat sekeliling kerana mereka dianggap tempat rujukan. Dari aspek bahasa Arab pula, penguasaan bahasa Arab amat perlu dibangunkan dalam kerjaya para imam kerana ia berkait rapat dengan tugas-tugas utama mereka ketika mengendalikan khutbah, membaca doa, menyampaikan ceramah, semasa memberi kuliah dan sebagainya. Justeru, tugas mereka bukan sekadar imam dalam solat sahaja, malah mereka juga memahami makna perkataan Arab, kesalahan ayat yang dibaca ketika solat, doa dan seumpamanya. Natijahnya, perbincangan yang dikemukakan dalam kajian ini realitinya langsung tidak memperincikan pengukuhan dan tidak mencerminkan ketelusan tajuk kajian tersebut. Kajian ini tidak membahaskan aspek pengukuhan yang boleh diimplementasikan dalam pemerkasaan institusi imam.

Khairun Nisaa et.al (2016) dalam kajiannya *Bahasa Arab Untuk Kerjaya: Analisis Keperluan Bahasa Arab dalam Kalangan Pekerja Masjid-Masjid Utama di Kuala Lumpur* ada membincangkan mengenai keperluan bahasa Arab untuk kerjaya. Ia bertujuan mengetahui tujuan pengunaan bahasa Arab untuk tujuan kerjaya dalam kalangan pekerja-pekerja masjid di beberapa masjid utama Kuala Lumpur. Seramai 47 dari tiga buah masjid iaitu masjid negara, masjid Sultan Salahuddin Abdul Aziz Shah dan masjid jamek dipilih sebagai responden dalam kajian ini. Beliau menyebut bahawa kepentingan bahasa Arab dalam bidang kerjaya menjadikan ia satu keperluan untuk mewujudkan modul bahasa Arab bagi membantu para petugas dan pegawai masjid menjalankan tugas mereka. Hasil soal selidik menunjukkan respon terhadap ciri-ciri modul yang ingin dicadangkan dan antaranya berkisarkan situasi sosial seperti situasi menunjuk arah, menjaga kebersihan, memperkenalkan diri, penerangan tentang masjid, khidmat jual beli dan sebagainya yang merangkumi kemahiran bertutur, membaca, menulis dan mendengar. Hasil pemerhatian mendapati bahawa modul yang ingin dibangunkan ini satu keperluan yang baik khususnya kepada institusi masjid kerana ia melibatkan semua pekerja termasuk imam dan sebagainya. Namun, dalam modul tersebut juga tidak dinyatakan elemen asas tatabahasa Arab kerana ia berkait rapat dengan kemahiran bertutur, membaca, menulis dan mendengar. Aspek tatabahasa Arab dan metod perlaksanaannya perlu digariskan dalam modul yang ingin dibangunkan.

B) Modul Bahasa Arab

Fauzan (2022) dalam kajiannya *Pengembangan Modul Pembelajaran Bahasa Arab Bagi Santri Taman Pendidikan Al-Qur'an (TPA) Masjid At-Taqwa Balapan Yogyakarta* membincangkan modul bahasa Arab yang ingin dibangunkan. Taman Pendidikan Al-Qur'an di masjid Al-Taqwa belum mempunyai sistem pembelajaran sistematik berkaitan pembelajaran bahasa Arab. Bahkan, pembelajarannya terhad kepada kepada penyampaian bahan sahaja dan tiada kurikulum khusus dibentuk untuk menyelaraskan bahan pengajaran bahasa Arab dengan objektif pembelajaran bagi mengelakkan kualiti pembelajaran bahasa Arab terjejas. Selain itu juga, terdapat beberapa isu berbangkit diketengahkan antaranya ketiadaan latihan khusus untuk para pengajar tiada bahan pengajaran yang berbentuk buku bercetak atau modul pembelajaran bahasa Arab khusus untuk para pelajar Taman Pendidikan Al-Qur'an Masjid At-Taqwa. Hasil kajian tersebut terhadap modul bahasa Arab yang dibangunkan mendapati ia dapat memberi sumbangan dan solusi pembelajaran bahasa Arab di Taman Pendidikan Al-Qur'an Masjid At- Taqwa. Di samping itu, ia turut memainkan peranan dalam proses pembelajaran bahasa Arab secara inovatif dan tidak menimbulkan rasa bosan dalam pembelajaran. Oleh itu, modul yang dibangunkan ini satu anjakan paradigma yang positif terhadap pembelajaran bahasa Arab di masjid yang boleh diterjemahkan kepada golongan selain pelajar-pelajar di masjid.

Mohammad dan Saiful (2021) dalam kajian bertajuk *Kerangka Pembentukan Modul Pengajaran Bahasa Al-Quran Untuk Masyarakat Awam* ada menerangkan tentang kerangka modul bahasa Arab untuk masyarakat awam. Perbincangan dalam kajian ini cenderung kepada kerangka modul yang dibentuk untuk masyarakat awam dalam pembelajaran bahasa Arab al-Quran. Satu modul baru dikenali modul al-mulawwan diketengahkan yang mengaplikasikan pendekatan warna untuk menarik minat orang awam dengan bahasa Arab al-Quran melalui warna premier. Modul komprehensif ini direkabentuk dengan mengklasifikasikan perkataan dalam al-Quran mengikut warna hitam, hijau dan merah. Warna hitam mewakili kata kerja, hijau pula mewakili kata nama manakala merah mewakili huruf. Modul ini juga memuatkan tajuk-tajuk asas melibatkan aspek tatabahasa untuk mereka yang baru berjinak dengan bahasa Arab di peringkat asas dan pertengahan. Pembelajaran modul ini menitikberatkan tadabbur makna dan tafsir makna ayat al-Quran untuk membolehkan orang awam mengenal perkataan dalam al-Quran secara mudah dan menyeronokkan. Sehubungan itu, dapat dinyatakan bahawa modul ini merupakan pendekatan baru dalam pembelajaran bahasa Arab untuk orang awam. Ia satu kreativiti baru yang mengadaptasikan penggunaan warna dalam perkataan bahasa Arab dalam al-Quran ditambah lagi dengan konsep tadabbur terhadap makna dan ayat al-Quran.

Hanis et.al (2017) dalam kajian berjudul *Tahap Modul Bahasa Arab Masjid dan Hubungannya dengan Tahap Kemahiran Asas Berbahasa Arab dalam Kalangan Pelajar* menghuraikan tentang keberkesanan tahap modul bahasa Arab masjid dengan kemahiran asas bahasa Arab terhadap pelajarnya di Selangor. Seramai 109 responden daripada 5 buah masjid dijadikan sampel kajian. Hasil kajian menunjukkan bahawa kandungan modul bahasa Arab yang digunakan dalam kursus bahasa Arab masjid kurang sesuai untuk pelajar yang mengikutinya. Modul bagi kursus ini mempunyai empat modul. 60% responden menyebut modul 1 dan 2 sesuai namun, modul 3 dan 4 tidak sesuai kerana silibusnya terlalu tinggi. Modul ini tidak menepati tujuan asal pelajar iaitu mempelajari bahasa Arab untuk memahami al-Quran, ayat-ayat dalam solat dan ibadah. Hal ini kerana para pelajar dalam kursus tersebut berada dalam lingkungan usia 40-50 tahun. Dari aspek kemahiran asas bahasa Arab modul, 100% responden menyebut bahawa modul ini lebih cenderung kepada kemahiran membaca dan menulis kerana modul tersebut hanya fokus kepada kemahiran menulis dan membaca sahaja. Rentetan daripada modul yang dibangunkan ini, dapat diperhatikan bahawa penerimaan modul dalam kalangan pelajar adalah baik. Namun, ia agak kurang rasional dan tidak relevan kerana silibus tersebut terpesong daripada tujuan asal pembelajaran bahasa Arab adalah untuk memahami al-Quran, ayat-ayat dalam solat dan ibadah. Sebahagian silibus itu tidak praktikal kepada pelajar yang juga terdiri daripada mereka yang berusia 40 ke 50 tahun. Oleh itu, silibus yang dirangka dalam modul tersebut perlu selari dengan kesesuaian usia kerana melibatkan tahap kefahaman dan penerimaan terhadap pembelajaran modul.

Ahmad et.al (2013) dalam kajiannya *Modul Pengukuhan Bahasa Arab Untuk Imam* ada merangka satu modul khas bahasa Arab untuk para imam masjid. Ia diwujudkan rentetan daripada sikap sebilangan para imam masjid yang tidak pandang serius terhadap aspek bahasa Arab ketika mengendalikan tugas mereka khususnya yang melibatkan solat jemaah, menyampaikan khutbah, bacaan ayat al-Quran, doa dan sebagainya. Kekurangan yang berlaku ini lebih cenderung kepada kesilapan aspek tatabahasa Arab dalam kalangan para imam. Dalam kajian ini, satu modul dirangka dan ia melibatkan beberapa tajuk tatabahasa Arab khusus berkaitan kesilapan yang sering berlaku terhadap para imam masjid. Modul tersebut mengaplikasikan kaedah pengajaran berbentuk metod nahu dan terjemahan (grammar- translation method) disertakan latihan dan pengukuhan. Tempoh latihan yang dicadangkan dalam modul tersebut disasarkan selama lapan minggu mengikut tajuk yang telah ditetapkan. Modul ini dicadangkan supaya dijadikan silibus dan latihan pengukuhan bahasa Arab untuk para imam seluruh negeri Perak secara khususnya. Secara dasarnya, modul ini satu cadangan bernas namun dari segi pengajarannya hanya berfokus kepada metod nahu dan terjemahan sahaja. Tuntasnya, metod pengajaran dalam bahasa Arab boleh divariasikan dengan kaedah lain yang lebih fleksibel dan efisen seperti metod membaca, secara langsung, komunikasi, audio lingual dan sebagainya. Begitulah kekurangan dan lompangan yang wujud dalam modul tersebut.

Berdasarkan perlaksanaan modul-modul bahasa Arab yang telah dikemukakan ini, ia membuahkan beberapa idea atau cadangan dari sudut praktikal dan refleksi keberkesanan modul dan latihan sedia ada, penyelarasan sistem silibus atau kurikulum modul, pendekatan yang dilaksanakan dalam modul serta penglibatan ahli jawatankuasa masjid secara khususnya seperti imam dan lain-lain terhadap perlaksanaan modul, penguatkuasaan terhadap kursus atau latihan bahasa Arab ke atas para imam dan aspek kemahiran bahasa Arab yang perlu diterapkan dalam profesion atau skim lantikan para imam. Salah satu cadangan atau idea yang boleh diperkenalkan dalam modul bahasa Arab dalam pengurusan masjid ialah mewujudkan pendekatan kolaboratif dalam modul bahasa Arab.

Kolaboratif yang dimaksudkan ialah merujuk kepada kerjasama yang boleh dijalinkan dengan pihak pengurusan masjid untuk diterapkan elemen kolaboratif pembelajaran bahasa Arab. Pendekatan ini bukan sahaja hanya boleh dipraktikkan di sekolah atau institusi pengajian tinggi malah ia juga turut diimplementasikan dalam organisasi luar khususnya dalam institusi dan pengurusan masjid. Justeru, pendekatan ini amat bersesuaian untuk diterapkan sebagaimana dinyatakan oleh Siti Faizah et.al (2018) bahawa kolaboratif dalam modul ini ialah kaedah pengajaran bersama yang melibatkan kerjasama dan kolaborasi pengajaran serta kepakaran bagi meningkatkan kreativiti dan keberkesanan tahap maksimum dalam pengajaran dan pembelajaran. Tambahan lagi, implikasi kolaborasi ini dapat meningkatkan keberkesanan hasil dari kerjasama dari percambahan idea dan buah fikiran yang tercetus. Ia dilihat dapat mengembangkan kualiti kerja dalam berkumpulan seterusnya membantu percambahan kepada teknik pengajaran yang berkesan.

Tambahan lagi, Miftahul et.al (2021) juga turut menyatakan perkara yang sama iaitu pembelajaran kolaboratif memerlukan sekumpulan ahli yang mempunyai peranan dalam kumpulan dan bekerjasama untuk mencapai matlamat dalam sesuatu aktiviti dengan struktur tertentu. Oleh itu, pembelajaran kolaboratif ialah pembelajaran melibatkan ahli kumpulan untuk membina pengetahuan dan mencapai pembelajaran bersama melalui interaksi serta bimbingan seseorang. Dalam aktiviti kolaboratif, pembelajaran menggalakkan ahli kumpulan menjadi aktif dan semangat bekerjasama kerana ia proses interaksi sosial untuk mengembangkan pembelajaran bersama. Kolaborasi dalam modul bahasa Arab bukan hanya melibatkan aspek pembelajaran semata-mata, malah boleh dimanfaatkan untuk profesion dan perjawatan institusi pengurusan masjid.

Kesimpulan

Berpandukan kepada semua kajian yang telah direalisasikan ini, terbukti bahawa kajian tersebut tidak begitu menyeluruh dan terperinci. Ini menunjukkan bahawa perlaksanaan bahasa Arab dalam institusi imam masjid khususnya masih belum digariskan secara muktamad dan ia memerlukan kepada satu panduan atau strategi memperkasakan profesion kerjaya imam masjid dalam skop bidang bahasa Arab. Hal ini kerana institusi masjid pada era globalisai ini amat berperanan besar dalam perkembangan ilmu selaras dengan perkembangan semasa. Justeru, pengkajian yang telah dilakukan oleh para pengkaji terdahulu membuahkan penghasilan baru yang boleh digarab pada masa kini untuk dibangunkan sebuah modul kelestarian bahasa Arab sebagai usaha berterusan memankin institusi imam masjid sebagai pusat dan model pendidikan bahasa Arab yang cemerlang, gemilang dan terbilang.

Isu yang melibatkan institusi imam masjid ini sewajarnya dipandang serius dan boleh diatasi bersama. Atas dasar ini, satu usaha membangunkan modul bahasa Arab khusus buat para imam masjid perlu diwujudkan dan dipertingkatkan sebagai memartabatkan institusi imam masjid sebagai mereka yang ahli celik fikir dalam masyarakat madani. Dengan membangunkan modul ini, ia dapat dimanfaatkan oleh generasi akan datang agar usaha memupuk ke arah mencintai bahasa Arab semakin tersemat dan terus berkembang. Semoga dengan kajian ini dapat menyumbang kepada percambahan idea dalam dunia bahasa Arab.

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ID0003 – ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION: A CORRELATIONAL STUDY IN SELANGOR STATE DEVELOPMENT CORPORATION (PKNS), MALAYSIA

Nur Syazwani Zulaikha Safwan, Mohamad Firdaus Ahmad*, Siti Aisyah Said

Faculty of Sports Science and Recreation, Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Seremban 70300 Seremban 3, Negeri Sembilan, Malaysia

**Corresponding author: firdaus466@uitm.edu.my*

Abstract

The employee turnover rate has been increasing from time to time. The issue is not exclusively happening in Malaysia, but has also become an international issue in employment sectors. The main objectives of this study were to examine the correlation between organizational commitment and job satisfaction among PKNS employees. The study was carried out on 285 of PKNS employees. The data were obtained through a questionnaire containing 29 items in total which were administered to measure organizational commitment and job satisfaction. A Pearson correlation analysis was used in analyzing the data. The result shows a significant and strong positive relationship between organizational commitment and job satisfaction among PKNS employees. This result demonstrates a significant contribution to PKNS management and future researcher in improving control abilities to have exemplary employee commitment and satisfaction.

***Keywords**: Organizational commitment, job satisfaction, PKNS*

Introduction

Every organization needs help to provide good service to enhance high profitability. The effective services delivered to customers will facilitate a better image and production of the organization. However, a productive organization cannot be achieved by its effort; it needs committed employees' contributions. According to Musabah et al., (2017), organizational commitment is seen as an employee's obligation towards the organization, which can help to create bonding among them. The exemplary commitment delivered by employees can enable the organization to execute suitable organizational activities. Syakur et al., (2020) stated that an employee's loyalty is a continuous process in an organization to achieve objectives. In response to the situation, commitment plays a primary role in dedicating and influencing high job satisfaction.

Job satisfaction enables an individual to assess the various positive and negative emotions about work's exogenous or endogenous nature. It is the key to gaining employees' motivation to produce a good job. This indicator can help to develop morale, and job quality and decrease or eliminate absenteeism of an individual. Akinwale and George (2020) stated that job satisfaction at the workplace had been given greater priority in helping the organization to have skilled and experienced employees greater priority in helping the organization to have skilled and experienced employees. Satisfaction can be reached by obtaining high benefits and opportunities that promote their feeling secure with the job (Ahmed et al., 2012). This indicates that satisfaction can produce an excellent working experience and make employees valuable. Therefore, it has been seen as an indicator that urges to succeed and commit to the organization afterward.

In recent years, turnover has been an issue that is increasing from time to time among employees. According to Saraih et al., (2016), the global turnover rate started to grow in early 1991. Meanwhile, the turnover rate in Malaysia increased to 14.3% in the year 2015 among administration employees (Mahadi, 2020). Previous scholars have indicated that employee turnover happens due to several circumstances, including management, satisfaction, work environment, work loading, and others (Kurniawaty et al., 2019). This situation could influence the organization's adversity in managing its resources and performance. The consequences of this situation also lead to poor employee development, which may affect their commitment and satisfaction to work for the long term in the organization. Besides, Faeq and Ismael (2022) indicated that a low level of commitment and satisfaction causes increased turnover. This is supported by Venkatesh (2020), the changes in the organization, especially in the technological environment development, could affect employees' job satisfaction. It happened because the organization needs to pay more attention to accommodating the employees' rights, especially their involvement. This problem could influence the organization to lose its performing employees as they could only stand with good coordination and efficient management. After all, the notion of past studies in the areas of organizational commitment and job satisfaction have shown the interconnection between each other. When the employees have an exemplary obligation, they will deliver high satisfaction in performing their job. From this, it offers a need to expand the findings of previous studies to answer the research objective. Therefore, this study examines the relationship between organizational commitment and job satisfaction among employees in PKNS.

Methods

The correlational research design investigates the relationship between organizational commitment and job satisfaction among PKNS employees. A total of 285 employees in PKNS were employed to answer the questionnaire. In this study, 22 items from Meyer et al., (1993) and 7 items from MacDonald and MacIntyre (1997) were presented to evaluate Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Before the actual study was conducted, the questionnaire was distributed to 30 respondents for the pilot study. The reliability value was interpreted by Taber (2018). The researcher indicated that a value above 0.70 shows the variables are acceptable to be used. Table 1 and 2 show the Cronbach Alpha values of organizational commitment and job satisfaction.

Table 1. Cronbach Alpha Values for Organizational Commitment

Construct	Sub-construct	N of Items	Cronbach Alpha
Organizational Commitment	Affective commitment	9	0.831
	Normative commitment	7	0.762
	Continuance commitment	6	0.831

Table 2. Cronbach Alpha Values for Job Satisfaction

Construct	N of Items	Cronbach Alpha
Job Satisfaction	7	0.933

Result and Discussion

Correlation analysis is a statistical approach to determine the relationship between two variables and the strength of that relationship (Senthilnathan, 2019). Table 3 shows the correlational analysis of the relationship between organizational commitment and job satisfaction. The result reported a significant and strong positive relationship between organizational commitment and job satisfaction among PKNS employees ($r=0.767$, $p<0.001$). This association demonstrates the high commitment delivered by employees produces better job satisfaction in the organization.

Table 3. Relationship between Organizational Commitment and Job Satisfaction

		Job Satisfaction
Organizational Commitment	Pearson Correlation	.767**
	Sig. (2-tailed)	.000
	N	285

Based on the finding, it reported a significant and strong positive relationship between organizational commitment and job satisfaction. The result of this study was in line with a study conducted by previous researchers that found the organizational commitment and job satisfaction had a significant relationship (Loan, 2020; Eslami & Gharakhani, 2012). This indicates that employees in PKNS agreed to continue serving long term due to the benefits and opportunities provided, making them happy and satisfied to work for their organizations. Bataineh (2019) supports that employees are obliged to work when the organization fulfills their financial satisfaction. The financial aspect could help them to be productive and effective in performing their job. Nevertheless, the results of this research contrast with Ismail (2012), which revealed a non-association between organizational commitment and job satisfaction. The author highlighted that employees in educational institutions stay because they fear if they do not receive what they have in the present institution. This is supported by Jaworski et al., (2018), employees are not committed to their responsibilities when the organization conducts poor management, causing them to become unsatisfied. This problem may cause an organization to lose its employees and bear a high cost in conducting new recruiting processes (Rahayu et al., 2019). Thus, it illustrates an outstanding management style can make employees more committed and appreciate their work.

Conclusion

According to the correlation analysis study findings, organizational commitment and job satisfaction have a positive and strong relationship. It is anticipated that this study has provided a better perspective for PKNS management in terms of assisting organizations in continuing to plan and create ways to improve the organizational commitment of employees as well as job satisfaction. Different strategies conducted regularly can help the organization to analyze and improve its level of management to accomplish the organizational goals. Concerning the study, it provides some recommendations for future studies. Future studies are recommended to expand this study to other areas in Selangor, as this study was only conducted in Shah Alam. Future research also can explore more variables that can influence organizational commitment and job satisfaction, as it will help them expand the study areas.

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ID0008 – POLITIK MEMES DALAM KALANGAN PENGUNDI MUDA PASCA PRU 15

Mohd Azmir Mohd Nizah[1], Afi Roshezry Abu Bakar[2]

[1]*Pusat Pengajian Teras & Fakulti Kepimpinan dan Pegurusan, Universiti Sains Islam Malaysia, 71800 Nilai, Negeri Sembilan, Malaysia*
[2]*Jabatan Kewartawanan, Universiti Tunku Abdul Rahman, Kampar Campus, 31900 Kampar, Perak, Malaysia*

[*]*Corresponding author: azmirnizah@usim.edu.my*

Abstrak

Peningkatan pesat dan pantas media baharu bukan sahaja mengubah cara individu berkomunikasi dan berkelakuan tetapi juga merevolusikan strategi pemasaran politik untuk kepentingan survival politik. Penggunaan memes secara politik juga mengubah penetapan agenda dalam kalangan masyarakat yang prihatin terhadap politik di Malaysia. Kajian ini adalah untuk melihat pengaruh memes politik dalam kalangan anak muda di Malaysia terutamanya pada Pilihan Raya Umum ke 15. Ia juga bertujuan untuk menganalisis faktor penyumbang memes sebagai alat dalam pemasaran politik. Menggunakan kajian kuantitatif yang melibatkan 400 orang muda, ia mendapati memes politik mempengaruhi golongan muda lebih daripada strategi pemasaran politik yang lain. Ia juga mendapati bahawa penggunaan memes politik adalah amat ringkas, mudah difahami, serta berkesan bagi tujuan mempengaruhi pengundi muda dalam menentukan keputusan memilih dalam pilihan raya.

Kata Kunci: *Media baharu, pemasaran politik, parti politik pilihan raya*

Pengenalan

Dalam era semasa dimana internet telah menjadi sebahagian daripada teknologi maklumat yang tiada sempadan lantas menjadikan ia sebagai platform komunikasi yang sangat penting bagi dunia. Menurut laporan yang diterbitkan pada Januari 2021 dianggarkan sebanyak 4.66 bilion pengguna aktif internet yang telah didaftarkan dari seluruh dunia dan terus meningkat sebanyak 5.47 bilion pengguna aktif pada 2022 (statista, 2023). Jumlah ini sebenarnya adalah 59.5% daripada jumlah penduduk dunia (statista, 2021). Generasi muda yang berumur 16 sehingga 24 tahun direkodkan sebagai kumpulan umur yang paling lama dalam talian (statista,2023) dan konsisten secara perbandingan berdasarkan laporan statistik dari tahun 2017 menunjukkan sekitar 71% daripada jumlah pengguna internet aktif adalah dari golongan belia (ICT, 2017).

Malah dalam satu kajian yang dijalankan oleh Pepinsky (2013), menunjukkan Malaysia menghadapi perubahan politik akibat daripada perkembangan media baru terutamanya dalam liberalisasi politik. Ini adalah kerana, internet juga telah mewujudkan satu bentuk media baru yang dianggap bebas dan berada di luar skop penapisan dan kawalan kerajaan. Ini membolehkan sesiapa sahaja melaporkan berita yang dianggap bebas yang tidak pernah dilaporkan dalam media cetak atau penyiaran. Oleh yang demikian, pemerkasaan undang-undang yang sedia ada bagi media elektronik khususnya terhadap media sosial harus diambil berat dan diperkasa. Ini adalah bagi melindungi elemen anak watan dan juga sensiviti antara rakyat yang berbilang etnik dalam negara ini (Roshezry et al., 2021). Ia secara tidak langsung mewujudkan hubungan yang lebih langsung dan aktif antara ahli politik dan orang awam (Boulianne, 2009). Pelbagai medium media sosial seperti blog, vlog, Facebook, Twitter, Instagram, Tik Tok dan lain-lain yang telah memudahkan rakyat untuk menjadi peserta aktif dalam hal ehwal sivil secara am dan politik serta governan.

Begitu juga, pengguna web bukan sahaja pengguna kandungan media malah mereka boleh menilai, mengambil bahagian, dan mereka bentuk semula kandungan ini secara kritikal (Mogensen, 2014). Kini salah satu pengisian komunikasi penyertaan terkini ialah "meme". Dalam media sosial, perbincangan politik disampaikan melalui pelbagai platform seperti Facebook, Twitter, Instagram dan TikTok dan dipaparkan dalam pelbagai bentuk, salah satunya adalah melalui meme komik. Meme komik sendiri adalah fenomena yang meluas di ruang siber Indonesia sejak pilihan raya presiden 2014 dan memainkan peranan penting dalam perbincangan politik.

Perkataan Meme (baca: mim) berasal daripada bahasa Yunani, iaitu "mimema" yang bermaksud "tiruan". Meme bermaksud budaya dalam bentuk penghargaan, idea, tingkah laku, dan emosi seseorang terhadap sesuatu yang menjadi obsesinya, sama ada sesuatu yang dia suka, benci atau perkara yang tidak wajar baginya. Secara umum, meme boleh dalam bentuk cerita, satira, atau sindiran yang dinyatakan dalam bentuk imej, penulisan, atau video. Imej yang ditunjukkan dalam meme biasanya ungkapan manusia atau haiwan, selebriti, kepada tokoh politik yang dibincangkan. Jadi, meme politik itu sendiri adalah meme yang mengandungi unsur politik.

Richard Dawkins, merupakan perintis dalam kajian memetics, memperkenalkan konsep 'memes' dalam bukunya 'The Selfish Gene" (1976). Istilah meme berasal daripada perkataan Yunani 'mimeme yang bermaksud 'meniru' (Dawkins & Richard, 1989). Konsep ini kemudian menjadi sebahagian daripada budaya popular. Dengan kemunculan internet dan teknologi digital, istilah 'Internet Meme' mendapat populariti yang sangat meluas. Menurut beberapa kajian, penggunaan meme politik dalam media digital membuktikan ia dapat meningkatkan perhatian dan kesedaran politik di kalangan orang ramai. Malah ia juga dapat mempengaruhi serta meningkatkan pembelajaran mengenai isu-isu politik semasa dan sebelumnya khususnya dikalangan rakyat (Kasirye, 2020). Komen serta gambar humor mengenai pemimpin dan parti politik tanpa mengira jawatan ataupun pangkat boleh di akses, di komen, di kongsi oleh sesiapa sahaja dan ia menjadi norma biasa yang boleh di dapati dalam pelbagai media sosial (Chagas et al., 2019; Kasirye, 2020).

Di Malaysia khususnya pada PRU 15 yang lalu, penggunaan meme dilihat sangat meluas khususnya di pelbagai platform media sosial. Malah tidak dapat dinafikan bahawa pengaruh meme dalam kalangan golongan muda khususnya di ruang media sosial berjaya mengubah landskap politik Malaysia sekali lagi selepas PRU 14 yang lalu. Pertambahan hampir 50% pengundi muda pada PRU 15 iaitu sebanyak 7.8 juta kepada total 21 juta pengundi menjadi gelombang perang medan media sosial antara parti-parti yang bertanding (Mohd Azmir Mohd Nizah & Afi Roshezry Abu Bakar, 2022). Apa yang menarik untuk dibincangkan ialah, politik meme ini banyak mempengaruhi keputusan dan minda anak-anak muda khususnya pengundi baru (generasi Z) pada PRU 15 yang lepas dimana hampir 4.5 juta mereka adalah yang berumur 21 tahun kebawah (Azmir Mohd Mohd Nizah & Mohamad Sharif, 2019).

Berdasarkan kepada statistik PRU 15 yang lalu jelas dan tidak dapat dinafikan undi anak muda generasi Y dan Z yang berumur 40 tahun ke bawah telah berjaya mengubah landskap politik di Malaysia di mana tiada satu parti ataupun gabungan yang berjaya membentuk sebuah kerajaan. Generasi ini yang mewakili hampir 50.47 % dari 21,173,638 juta pengundi merupakan gelombang besar perubahan pada PRU 15 yang lalu. Malah jika kita lihat pada statistik digital 2022 menunjukkan bahawa rakyat Malaysia mutakhir ini menggunakan hampir 15 platform media sosial yang berbeza untuk memenuhi pelbagai tujuan mereka seharian (Afzanizzam & Mohd, 2022.). Penggunaan Whatsapp adalah merupakan platform media sosial yang paling banyak digunakan dalam negara ini iaitu sebanyak (93.2%) diikuti oleh Facebook (88.7%) dan Instagram (78.3%). Namun sejak akhir-akhir ini penggunaan Tik Tok semakin mendapat populariti secara agresif dengan penggunan sebanyak 53.8 % ataupun 14.59 juta pengguna yang merangkumi pengguna berusia 18 tahun ke atas berada di tangga ke enam (Afzanizzam & Mohd, 2022). Ini secara tidak langsung memberikan indikator dimana media sosial adalah merupakan medium penting dan utama dalam kehidupan harian setiap rakyat di dalam negara ini (Dilon, 2023). Malah terdapat juga generasi muda pada hari ini menerima media baru seperti internet dan aplikasi lain untuk tujuan politik. Sebagai contoh, Youtube diambil sebagai medium perkongsian video peribadi dan digunakan untuk memuat turun dan memuat naik video yang berkaitan dengan politik (Bowyer et al., 2017). Begitu juga dengan media sosial lain seperti Facebook, Twitter, aplikasi pesanan segera seperti Whatsapp juga memainkan peranan penting sebagai sumber maklumat dan penyertaan dalam konteks politik.

Malah sejak pilihanraya umum pada 2008, media sosial di Malaysia telah menjadi alat penting yang digunakan oleh parti politik dan ahli politik dalam menyebarkan pandangan mengenai banyak isu politik (Nizah & Bakar, 2019). Begitu juga kajian yang di buat oleh Salman et al., (2018) yang mendapati lebih 70% yang berumur 18-40 terlibat dengan pandangan politik yang dikongsi di media sosial. Bukan itu sahaja, responden juga menyatakan minat mereka untuk membaca kandungan berita atau maklumat mengenai calon politik yang dikongsi di media sosial. Ini menunjukkan bahawa masyarakat hari ini amat perihatin dengan apa yang disiarkan di media sosial mengenai perkara-perkara yang melibatkan senario politik semasa (Salman et al., 2018). Malah kajian beliau yang menjuruskan kepada pilihan raya Umum Malaysia ke-14 pada 2018 menunjukkan bagaimana media sosial seperti Facebook dan Whatsapp memainkan peranan penting dalam menyebarkan maklumat berkaitan politik untuk memenangi hati dan minda pengundi. Begitu juga dapatan kajian yang dibuat oleh Nizah & Bakar, 2019) dimana WhatsApp telah memainkan peranan utama dalam pemasaran dan kempen politik pilihan raya umum Malaysia ke-14.

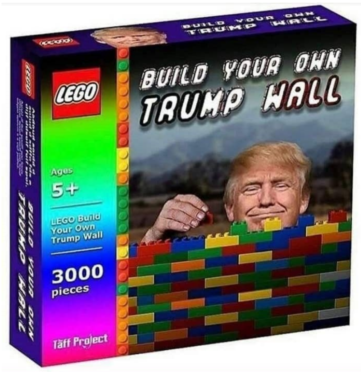
Jumlah klip video pendek yang banyak di kongsi khususnya di media sosial seperti Facebook berjaya menarik minat dan mengubah selera penggundi adalah sangat luar biasa pada ketika itu. Jelas dari keputusan PRU 14 pada 2018 menunjukkan bagaimana media sosial telah memberi kesan kepada keputusan pengundi khususnya dalam isu-isu melibatkan politik (Salman et al., 2018). Malah, keadaan ini menjelaskan lagi mengapa dan bagaimana aktiviti mencari maklumat politik dalam talian dapat dilihat sebagai alternatif kepada kaedah luar talian yang boleh digunakan untuk berkomunikasi dengan rakan, bercakap, bertanya soalan atau amalan, dan berkongsi kepercayaan atau maklumat dengan orang lain dalam perkara yang berkaitan dengan isu politik (Abdullah et al., 2021). Namun apa yang diharapkan adalah parti politik dan pengguna media sosial supaya lebih bertanggungjawab, matang dan konstruktif apabila menyiarkan atau berkongsi apa-apa bahan politik untuk mengelakkan sebarang akibat yang tidak diingini yang boleh menjejaskan kestabilan dan perpaduan negara (Nizah & Bakar, 2019). Dengan perkembangan penggunaan media sosial yang sangat meluas mutakhir ini seterusnya membentuk satu kaedah komunikasi politik, yang dinamakan sebagai satira (meme) politik melalui Internet trolling (Zulkifli et al., 2018).

Pada era moden ini, satira ataupun meme sering digunakan oleh masyarakat terutamanya generasi baru khususnya generasi z sebagai satu bentuk komunikasi dan ekspresi. Menurut kajian yang dilakukan oleh Azira et al., (2021) menunjukkan bagaimana golongan generasi Z yang lahir selepas tahun 1998 (O'Regan, 2000) yang hidup dalam budaya digital mempunyai kadar penggunaan meme yang lebih tinggi berbanding generasi lain. Malah menurut Anastasia Pelot (2019;2021) dalam kajian yang dilakukan menunjukkan 55% daripada pengguna media sosial berusia 13-35 tahun menghantar meme setiap minggu, dan 38% daripada pengguna media sosial berusia 13-35 tahun mengikuti beberapa akaun meme di media sosial. Statistik ini telah membuktikan bahawa meme adalah bentuk komunikasi yang berguna dan bermakna bagi generasi baru. Ini adalah kerana meme digunakan untuk mencari dan menjadi popular, ringkas, humor (mencuit hati), menyampaikan perkara yang serius dalam bentuk yang kurang serius dan formal, serta mudah difahami (Nieubuurt, 2021).

Mesej meme ini menjadi semakin popular dalam kalangan kumpulan umur yang lebih muda kerana mereka menawarkan tahap keaslian yang lebih baik yang menggambarkan realiti yang dibina dalam kalangan ahli politik, pengiklan, dan juga pemain media sosial (Nieubuurt, 2021). Fenomena ini berlaku kerana kekuatan internet khususnya dalam media sosial, yang menawarkan peluang untuk memahami kehendak spontan orang ramai untuk penghasilan, mencipta, atau menerima mesej meme tanpa batasan (Kaid & Postelnicu, 2005). Gaya ini juga kreatif dalam menyebarkan mesej melalui memes sehingga diterima baik oleh semua pihak sehingga mudah menjadi viral serta mudah di akses oleh orang ramai di mana sahaja dan bila-bila masa.

Di barat khususnya Amerika Syarikat meme dilihat memainkan peranan penting dalam politik sejak pilihan raya presiden Amerika Syarikat 2016 lagi. Dalam pilihan raya presiden Amerika Syarikat 2016, meme politik digunakan untuk membincangkan politik dalam bentuk hiburan, dan terdapat banyak pengundi muda Amerika yang membentuk pendapat politik mereka berdasarkan meme politik dari media sosial

(Alex Heigl, 2016; Douglas Haddow, 2016). Dari semasa ke semasa, kebanyakan orang khususnya generasi muda akan lebih cenderung memahami isu politik dengan melihat meme sebagai satu bentuk informasi yang penting dan utama. Oleh yang demikian, pencipta meme politik akan terus menyatakan dan menunjukkan kepercayaan politik mereka dengan membuat meme politik ini dan berkongsi dengan orang ramai tanpa mengira baik ataupun buruk berkenaan meme yang di kongsi itu. Sebagai contoh, meme mengenai Donald Trump berkenaan tembok sempadan diantara Amerika Syarikat dan Mexico (rujuk Rajah 1) menunjukkan bahawa kebanyakan majoriti rakyat Amerika tidak menyokong dengan tindakannya itu malah mendapat kecaman dari pelbagai pihak khususnya di media sosial (Chelsea Stewart, 2019).



Rajah 1. Sumber: https://img.buzzfeed.com/buzzfeed-static/static/2017-01/25/12/asset/buzzfeed-prod-web-08/sub-buzz-26322-1485364055-1.jpg?downsize=700%3A%2A&output-quality=auto&output-format=auto

Di Britain pula kajian yang dilakukan olehMcLoughlin & Southern (2021) pada pilihanraya Britain pada 2017 membuktikan wujudnya tahap penglibatan yang tinggi penggunaan politik meme semasa tempoh kempen. Tiga puluh meme yang tidak statik (yang berdasarkan video atau GIF) pula menerima lebih daripada 45 juta tontonan semasa pilihan raya tahun 2017 (McLoughlin & Southern, 2021). Malah di negara Indonesia, politik meme ini telah mula digunakan semasa pemilihan presiden (PEMILU) seawal tahun 2014 lagi (Wadipalapa, 2015). Ini secara tidak langsung menunjukkan politik meme sangat memberikan kesan yang sangat mendalam serta kuat khususnya yang melibatkan isu-isu politik.

Kajian ini akan melihat hubungkait antara politik meme dan pengundi muda pada PRU 15 yang lalu. Disamping itu kajian ini juga melihat hubungkait meme politik dan bagaimana kepercayaan politik dibentuk oleh meme. Daripada itu, keberkesanan meme politik dalam menyampaikan maklumat, kecekapan menyebarkan meme politik, pemahaman tentang isu politik daripada rakyat, dan pembentukan kepercayaan politik dengan meme akan dianalisa. Bilangan politik meme hanya akan bertambah dengan lebih banyak lagi pada masa akan datang, adalah penting untuk menyelidik tentang hubungan antara meme politik dan isu-isu politik. Akhir sekali amatlah diharapkan agar kajian ini akan dapat memberikan satu pandangan yang baru dan segar dalam kajian politik meme pada masa akan datang.

Metodologi

Kajian ini merupakan sebuah kajian kuantitatif. Pendekatan kajian ialah tinjauan secara rentas yang mengfokuskan kepada kumpulan umur 18 tahun sehingga 25 tahun sahaja. Teknik persampelan rawak digunapakai bagi mendapatkan jumlah responden yang di boleh dipercayai dan disahkan. Berdasarkan konvensyen, sejumlah 384 responden adalah sah dan boleh dipercayai bagi setiap 100,000 sampel populasi (Krejcie & Morgan, 1970). Instrumen kajian pula adalah berdasarkan soalan yang telah dibina dan ditadbir secara kendiri. Set soalan dibahagikan kepada empat bahagian, iaitu bahagian demografi, keterlihatan memes, keberkesanan memes dan perlakuan memes. Bentuk soalan merangkumi soalan pilihan Ya/Tidak serta soalan berbentuk skala Likert dengan pilihan 1 sebagai sangat setuju dan 5 sebagai sangat tidak setuju. Semua soalan telah ditentukan sahkan dengan nilai Cronbach Alpha 0.916. Oleh yang demikian, semua soalan adalah sesuai untuk kajian ini. Data kemudian dianalisa menerusi perisian Statistical Package for Social Sciences (SPSS) versi 23.

Dapatan Kajian

Jumlah keseluruhan responden yang menerima set soalan yang diedarkan secara atas talian melalui aplikasi Google Form ialah sebanyak 435. Namun begitu, sejumlah 400 responden sahaja yang dianalisa untuk proses seterusnya. Ini adalah kerana borang yang telah diisi oleh responden adalah tidak lengkap sepenuhnya serta meragukan. Oleh yang demikian, setelah melalui proses pemeriksaan data awal, sebanyak 400 responden sahaja yang akan dianalisa bagi mendapatkan maklumat bagi tujuan pelaporan.

Untuk bahagian 1, iaitu soalan-soalan berkaitan demografi responden, dapatan data adalah seperti berikut:

Jadual 1. Jantina Responden

	N	%
Lelaki	152	38.0%
Perempuan	248	62.0%

Berdasarkan data di atas, dari aspek jantina, responden adalah lebih banyak dalam kalangan wanita sebagaimana yang dipaparkan secara deskriptif pada Jadual 1 Jantina Responden. Ini juga mungkin disebabkan populasi pelajar perempuan adalah lebih ramai berbanding pelajar lelaki. Ini merupakan perkara yang sangat biasa bagi semua kampus universiti di Malaysia.

Jadual 2. Kumpulan Umur

	N	%
18-21	262	65.5%
22-25	138	34.5%

Manakala dari segi umur sebagaimana paparan di Jadual 2 Kumpulan Umur, kajian ini sememangnya menyasarkan pelajar atau pun orang muda. Oleh yang demikian, dapatan secara diskriptif menunjukkan responden berumur 18 hingga 21 tahun merangkumi 65.5% daripada jumlah keseluruhan sampel. Ini adalah selaras dengan dapatan literatur bahawa golongan muda atau kumpulan generasi Z dan Alpha adalah lebih ramai menggunakan media sosial dan kumpulan yang banyak menghabiskan masa dalam media sosial (Nieubuurt, 2021). Ia juga amat signifikan kerana pengisian atau konten penyelidikan adalah berfokus kepada orang muda.

Jadual 3. Kumpulan Etnik

	N	%
Melayu	283	70.8%
Cina	80	20.0%
India	18	4.5%
Etnik Sabah	9	2.3%
Etnik Sarawak	7	1.8%
Lain-Lain	3	0.8%

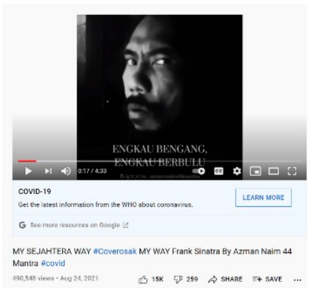
Manakala bagi dapatan data kumpulan etnik pula, Jadual 3 Kumpulan Etnik pula menunjukkan responden Melayu adalah lebih ramai berbanding dengan kumpulan etnik yang lain. Antara cabaran yang hadapi oleh penyelidik dalam mendapatkan jumlah yang hampir menyerupai komposisi masyarakat Malaysia ialah, soal selidik dibuat secara rawak mudah dan menggunakan perkhidmatan atas talian. Oleh yang demikian, kekangan untuk mendapatkan responden dalam kumpulan etnik yang berbeza adalah sukar sedikit, namun ia seharusnya tidak menjadi isu. Ini kerana, julat perbezaan data dapatan dengan kompisisi masyarakat adalah tidak jauh beza. Selain daripada itu, bagi memastikan soal selidik ini berintegriti, setiap penerima hanya boleh sekali sahaja menjawab soal selidik ini. Ini bagi memastikan data adalah berintegriti serta boleh dipercayai.

Jadual 4. Status Pekerjaan

Pelajar	362	90.5%
Bekerja Sendiri	16	4.0%
Kakitangan Swasta	15	3.8%
Kakitangan Awam	7	1.8%

Bagi dapatan status pekerjaan pula, Jadual 4 telah merekodkan jenis pekerjaan dengan kumpulan pelajar adalah majoriti responden dalam kajian ini. Ia diikuti dengan kumpulan yang dikategorikan sebagai bekerja sendiri atau pekerja ekonomi gig, seterusnya kakitangan sektor swasta dan kumpulan kakitangan awam.

Jadual 5. Bahagian 2 Keterlihatan Meme

			N	%
1. Saya pernah menerima mesej seperti gambar di atas melalui WhatsApp.		Ya Tidak	209 191	52.3% 47.8%
2. Saya pernah menerima mesej video My Sejahtera (My Way) oleh Azman Naim di aplikasi WhatsApp.	 Sumber: azmannaim44mantra	Ya Tidak	261 139	65.3% 34.8%
3. Saya pernah menerima mesej seperti gambar di atas melalui WhatsApp.		Ya Tidak	227 173	56.8% 43.3%

4. Saya pernah menerima mesej seperti gambar di atas melalui WhatsApp.		Ya Tidak	213 187	53.3% 46.8%
5. Saya pernah menerima mesej seperti gambar di atas melalui WhatsApp.		Ya Tidak	227 173	56.8% 43.3%

Jadual 5 Bahagian 2 Keterlihatan Meme adalah berkaitan soalan-soalan yang dirangka dan ditanya kepada responden berkaitan keterlihatan imej dan juga video yang boleh dikategorikan sebagai meme. Terdapat empat imej dan satu video yang berkaitan tentang politik. Kesemua imej meme yang ditunjukkan mungkin telah pernah dilihat oleh responden sebelum kajian ini dijalankan.

Walaupun perbezaan antara responden yang pernah melihat dan tidak pernah melihat imej-imej yang ditunjukkan adalah tidak ketara (dengan julat sehingga 10 peratus perbezaan), namun video oleh Azman Naim 44 Mantra tentang Covid 19 dengan mod parodi My Way oleh Frank Sinatra paling tinggi peratusan yang menerima video ini. Umum mengetahui dengan kreativiti Azman ini juga yang membolehkan beliau menerima tawaran berlakon dan juga sebagai menyanyi pasca Covid 19. Semakan di akaun Youtube beliau, video ini telah menerima view sebanyak 647,000 tontonan.

Berdasarkan lima soalan ringkas berkaitan keterlihatan memes politik ini, responden pada waktu kajian hampir majoriti telah menerima hantaran tersebut. Pengkaji percaya, responden akan menerima hantaran imej dan video yang sama pada masa hadapan atau sekiranya berlaku insiden-insiden yang serupa. Ini kerana sosial media tidak pernah lekang daripada berita-berita dan imej-imej yang lama dibugarkan semula, yang boleh membawa kepada kekeliruan.

Kajian ini mendapati, responden hampir semua telah melihat imej dan menonton video contoh yang dikongsikan dalam soal selidik. Ini cukup membuktikan kuasa memes dalam penyampaian sesuatu perkara dengan mudah, ringkas dan tepat. Pada Pilihan Raya Umum Negeri 2023 yang akan datang nanti, pengkaji mengaggarkan memes politik ini akan terus menguasai penyampaian mesej kepada pengundi.

Kesimpulan

Secara amnya, meme politik merupakan salah satu bentuk penyampaian maklumat, komen, kritikan dan juga pemasaran politik yang sangat efektif. Data pasca PRU 15, menunjukkan meme politik sangat di dambakan oleh pengundi muda khususnya yang berumur antara 18 sehingga 21 tahun. Ini disebabkan oleh faktor-faktor seperti mudah difahami, ringkas dan padat. Ia juga boleh mencakupi sebilangan besar pengguna sosial media dalam apa jua platform yang digunakan. Namun, apa yang penting di sini adalah, ilmu berkenaan meme politik harus diberikan penekaan khususnya tentang mesej yang ingin di sampaikan. Ini adalah kerana jika maklumat separuh masak yang ingin disampaikan tidak mendapat pencerahan secara tuntas, ditakuti akan menjadi barah dan memberikan kesan buruk kepada generasi muda pada hari ini.

Kajian lanjut berkaitan meme politik dan kekuatan pengaruhnya terhadap keputusan pengundi adalah aspek yang perlu dilihat pada masa hadapan.

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ID0009 – PENGGUNAAN MEDIA SOSIAL DAN APLIKASI KAEDAH FIQH DALAM ISU-ISU MAKANAN DI NEGARA BUKAN ISLAM: SATU TINJAUAN

Siti Nur Husna Abd Rahman[1], Rafidah Mohd Azli[1*], Nursafra Mohd Zhaffar[2], Muhammad Adnan Pitchan[3], Nurul Sakinah Aziz[4]

[1] Akademi Pengajian Islam Kontemporari, Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Kuala Pilah, 72000 Kuala Pilah, Negeri Sembilan, Malaysia
[2] Akademi Pengajian Islam Kontemporari, Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia
[3]Pusat Kajian Media & Komunikasi (MENTION), Universiti Kebangsaan Malaysia Bangi, 43600 Bangi, Selangor Malaysia
[4]Faculty of Applied Communication, Multimedia University, 63100 Cyberjaya, Selangor

[*]Corresponding author: rafidah2262@uitm.edu.my

Abstrak

Artikel ini membincangkan penggunaan media sosial dan aplikasi kaedah *fiqh* dalam isu-isu makanan di negara bukan Islam. Tinjauan ini bertujuan untuk mengkaji bagaimana media sosial dan aplikasi kaedah fiqh dapat membantu umat Islam di negara bukan Islam dalam memilih dan mengenal pasti makanan yang halal untuk kehidupan seharian. Artikel ini juga menganalisis peranan yang dimainkan oleh media sosial dan aplikasi kaedah *fiqh* dalam membantu umat Islam memenuhi keperluan pemakanan mereka di negara bukan Islam dan mempertahankan kesucian makanan mereka dalam keadaan yang mungkin sukar untuk mencari makanan halal. Kajian ini menggunakan kaedah kualitatif dan data dikumpulkan berkenaan dengan media sosial dan aplikasi kaedah *fiqh* khususnya dalam memilih makanan di negara bukan Islam. Hasil kajian menunjukkan bahawa penggunaan media sosial dan aplikasi kaedah *fiqh* dapat membantu umat Islam dalam memilih makanan yang halal dan memenuhi keperluan pemakanan mereka di negara bukan Islam. Walau bagaimanapun, masih terdapat beberapa cabaran dalam penggunaan media sosial dan aplikasi kaedah *fiqh*, seperti kebolehpercayaan maklumat dan ketepatan kaedah *fiqh* yang digunakan. Oleh itu, artikel ini mengusulkan beberapa penambahbaikan yang perlu dilakukan untuk meningkatkan kualiti penggunaan media sosial dan aplikasi kaedah *fiqh* dalam isu-isu makanan di negara bukan Islam.

Kata kunci: *media sosial, aplikasi kaedah Fiqh, isu-isu makanan*

Pengenalan

Persoalan berkaitan makanan halal merupakan antara topik utama yang sering diperbahaskan dalam agama Islam kerana berkait dengan syariat Islam yang mendorong setiap orang Islam ke arah kebahagiaan hidup di dunia dan di akhirat. Pengambilan makanan yang halal merupakan aspek-aspek kepatuhan dan ketaatan yang dituntut oleh syariat Allah SWT ke atas setiap orang Islam. Islam merupakan pesanan Allah SWT kepada seluruh umat manusia di serata dunia dan di setiap zaman. Berteraskan wahyu melalui dua sumber utamanya yang suci iaitu al-Quran dan al-Sunnah Islam tetap unggul dan bertahan sepanjang zaman semenjak dari zaman awal kemunculannya sehingga kini.

Ini semua kembali kepada tabiat Islam itu sendiri yang bersifat dinamik dan mempunyai objektif atau *maqasid* yang jelas dan bertepatan dengan hidup manusia sejagat. Tabiat ini Allah SWT ciptakan sesuai dengan tujuan dan hikmah sesuatu kejadian. Mustahil bagi Allah SWT menjadikan suatu perkara itu tanpa arah tujuan dan matlamatnya. Segala ciptaan Allah SWT adalah untuk kebaikan dan kemaslahatan manusia. Hakikatnya, Allah SWT memerintahkan manusia agar bertadabbur dan bertafakur di samping melihat hikmah di sebalik penciptaannya. Allah SWT mencipta manusia dengan tujuan menjadikan mereka sebagai khalifah di atas muka bumi ini.

Media Sosial Sebagai Alat Dakwah Mengenai Kaedah Fiqh

Berkomunikasi sangat dituntut dalam Islam dengan berpandukan kepada ajaran al-quran dan as-sunnah yang merupakan rujukan tertinggi di dalam Islam. Pelbagai kaedah dan medium telah digunakan sejak zaman Rasulullah SAW dalam menyampaikan pesanan terutamanya pesanan yang berkaitan dengan dakwah Islamiah. Namun, sesuai dengan peredaran zaman masa kini, Noor Shakirah (2006) menjelaskan bahawa media menjadi nadi kepada maklumat, kejayaan sesuatu usaha dalam masyarakat bergantung kepada usaha sejauh mana mereka menguasai medium pada zamannya. Dakwah dalam Islam menjadi kewajipan untuk dilaksanakan sama ada secara individu atau secara berkumpulan. Menurut Zulkiple (2001), setiap umat Islam adalah komunikator Islam, iaitu berperanan sebagai seorang pendakwah dan diletakkan tanggungjawab diperingkat wajib menyampaikan pesanan mengikut kadar keupayaan mereka. Secara umum, masyarakat Islam sudah mengetahui bahawa dakwah adalah satu kegiatan yang bersifat menyeru atau mengajak ke arah kebaikan dan meninggalkan keburukan yang berpandukan kepada al-Quran dan as-Sunnah. Selain itu juga, dakwah yang disampaikan atau disebarkan adalah bertujuan untuk mengubah kehidupan individu dan masyarakat ke arah kehidupan yang lebih baik dan sempurna. Penyampaian dakwah yang baik adalah penyampaian yang jelas dan dalam masa yang sama mudah difahami oleh semua golongan masyarakat. Justeru, komunikator Islam mestilah menggunakan media sosial sebagai medium yang terbaik untuk membawa mesej kebaikan dan mencegah kemungkaran kepada masyarakat Islam di negara ini. Jelasnya, dakwah merupakan seruan kepada seluruh manusia terhadap sesuatu perkara yang diperintahkan oleh Allah SWT dan menggalakkan mereka bagi mendapatkan sesuatu hasil yang mampu mengubah kehidupannya agar lebih baik dan teratur.

Firman Allah SWT:
Untuk orang-orang yang berusaha menjadikan amalnya baik dikurniakan segala kebaikan serta satu tambahan yang mulia dan air muka mereka pula (berseri-seri) tidak diliputi oleh sebarang kesedihan dan kehinaan. Mereka itulah ahli Syurga, mereka kekal di dalamnya selama-lamanya

Daripada ayat tersebut dapat dilihat bahawa Allah SWT menyeru manusia supaya patuh dan taat kepadaNya agar memperoleh tempat yang selamat iaitu syurga. Oleh itu, dengan cara berdakwah dapat mengajak kepada seluruh manusia agar berbuat baik dan mematuhi segala perintah Allah SWT. Sehubungan itu, dalam usaha menyampaikan dakwah perlu bergantung kepada medium yang tertentu mengikut peredaran zaman. Pada masa ledakan teknologi terkini memperlihatkan penggunaan media sosial yang sangat dekat dengan pengguna dan penonton alam maya. Sebagai sebuah negara yang sedang membangun, Malaysia juga tidak ketinggalan dalam penggunaan media sosial sebagai tujuan dakwah kepada masyarakat. Kemunculan media sosial seperti Aplikasi WhatsApp, Facebook, blog, Twitter mahupun Instagram telah mewujudkan satu peluang baru dalam kalangan pendakwah disebabkan sifatnya yang menarik, pantas dan sangat interaktif. Dengan ciri-ciri tersebut, media sosial dilihat mampu memberi impak yang maksima terhadap aktiviti dakwah seterusnya mempengaruhi minat masyarakat agar lebih dekat dengan pesanan dakwah Islamiah. Dakwah pula merupakan suatu interaksi penyampai dan penerima melalui pelbagai cara yang bertujuan untuk menyeru masyarakat mahupun individu itu sendiri untuk beriman dan taat kepada Allah dan Rasul-Nya bersesuaian dengan garis panduan akidah, syariat dan akhlak Islam.

Media sosial adalah tunjang penting bagi masyarakat kerana ia berfungsi sebagai pemerhati, pentafsir dan penghubung (Md Salleh & Saiful, 2000) dalam menyampaikan isu-isu penting kepada masyarakat. Media sosial juga perlu beroperasi berteraskan syariat Islam, iaitu dengan memberi kefahaman tentang ajaran Islam khususnya kepada masyarakat Islam sebagaimana yang telah dibincangkan oleh pengkaji-pengkaji terdahulu (Mohd Nasran, 2009; Mohd Shuhaimi & Sohirin, 2012; Mohd Sabri, 2009; Zulkiple, Musa, Fauziah & Suria, 2012). Salah satu usaha pihak media bagi mencapai matlamat ini ialah dengan menggunakan konsep media Islamik. Konsep ini menekankan kepada prinsip Islam sebagai tunjang utama dalam menyebarkan berita, maklumat serta idea baharu bagi mengajak masyarakat menuju kebenaran, menyeru kepada kebaikan dan mencegah keburukan (Mohd Nasran, 2009) serta bersikap sensitif terhadap isu-isu semasa berkaitan pengamalan syariat Islam. Di Malaysia, usaha awal untuk merealisasikan konsep media Islamik dapat dilihat dengan memanfaatkan penggunaan aplikasi media sosial tertutup seperti WhatsApp dan Telegram sebagai medium baharu untuk menyebarkan isu-isu keagamaan kepada masyarakat (Asyraf Wajdi Dusuki, 2017). Aplikasi ini kian menjadi trend baharu adalah lebih berkuasa dan memberikan impak positif kerana mudah tular serta dekat dengan masyarakat berbanding aplikasi bersifat terbuka seperti Facebook, Instagram atau Twitter. Oleh itu, Asyraf Wajdi Dasuki (2017) menyarankan agensi agama memanfaatkan segala aplikasi ini dan bukan sekadar guna medium forum atau diskusi sahaja untuk sebar luaskan pengetahuan terutama dalam membicarakan mengenai kaedah fiqh dan aplikasinya dalam kehidupan seharian masyarakat Islam terutamanya Masyarakat Islam di Malaysia. Oleh itu, kewujudan media Islamik memberi ruang kepada para pendakwah untuk menyebarluaskan ajaran Islam kepada masyarakat. Penggunaan media oleh badan kerajaan untuk menyebarkan ajaran Islam ke peringkat serantau dan antarabangsa mampu menjadikan Malaysia sebagai hub kandungan Islam.

Manakala bagi golongan pendakwah, mereka menganggap bahawa media sosial amat berguna bagi mempromosikan kefahaman khusus tentang Islam dan merupakan kaedah komunikasi yang popular serta moden untuk menyampaikan dakwah (Mohd Shuhaimi & Sohirin, 2012). Golongan ini juga mendapati bahawa media sosial sangat berguna untuk menyampaikan dakwah Islam kepada golongan muda dan golongan berpendidikan. Selain daripada aktiviti dakwah yang lazimnya dijalankan secara bersemuka oleh individu atau pihak yang berkecimpung dalam bidang keagamaan, media sosial juga dapat dijadikan platform alternatif dalam proses penyebaran ajaran Islam (Mohd Nasran, 2009). Hakikatnya, media sosial mempunyai kemampuan untuk menyebarkan maklumat dengan cepat, padat, ringkas, mudah difahami (Amaludin, Zaid, Sarjit, Lee, Nazri & Asyikin, 2011) serta membolehkan pesanan berunsur Islam disebar kepada khalayak yang pelbagai (Mohd Shuhaimi & Sohirin, 2012). Misalnya, media sosial dapat membekalkan pelbagai kandungan sama ada berbentuk dokumentasi, berita, analisis, isu dan gambaran tentang Islam dengan lebih efektif kepada semua lapisan masyarakat yang mempunyai akses kepada Internet (Mohd. Shuhaimi & Sohirin, 2012).

Media sosial yang digunakan terus secara talian adalah melalui aplikasi-aplikasi tertentu seperti Facebook, Twitter dan Wechat. Media sosial juga merangkumi blog, forum dan rangkaian sosial. Oleh itu, penggunaan media sosial seperti Aplikasi WhatsApp, Facebook, blog, Twitter mahupun Instagram hari ini adalah medium terbaik untuk menjelaskan maklumat mengenai kaedah fiqh dengan lebih jelas walaupun penerangan mengenai teori ini telahpun disampaikan melalui ceramah, forum perdana, diskusi ilmiah serta banyak lagi akan tetapi penyampaian maklumat menggunakan medium media sosial adalah satu langkah yang bagus kerana sekarang ini masa telah melangkaui segalanya. Oleh yang demikian, dengan adanya internet dan smartphones, kita dapat mengetahui mengenai kaedah fiqh dengan mudah dan cepat dan boleh di akses di mana-mana sahaja dan pada bila-bila masa. Selain itu, melalui media sosial masyarakat mampu menyampaikan pesanan dan berkongsi idea mengenai kaedah fiqh.

Justeru, dalam memberi kesedaran kepada masyarakat mengenai kaedah fiqh medium media sosial amatlah diperlukan dalam memberikan maklumat dengan lebih mendalam dan seterusnya boleh diaplikasikan dalam kehidupan seharian. Selain itu, pengumpulan maklumat sahih daripada pihak yang arif mengenai sesuatu hukum yang telah diviralkan dan kemudian dijadikan bahan berita dan kemudian menemubual mereka yang telah menjadi viral di media sosial dan memuat naik berita tersebut ke laman sesawang. Perkara ini secara langsung dapat memberi maklumat kepada masyarakat mengenai kaedah fiqh. Ini kerana, media sosial adalah medium terbaik dalam menyebarkan sesuatu maklumat kepada masyarakat. Masyarakat juga perlu meningkatkan kesedaran mengenai tanggungjawab dalam menilai sesuatu bahan rujukan yang diperolehi dan rujukan yang disampaikan mestilah merujuk kepada undang-undang yang telah diperuntukan dalam akta penyebaran maklumat. Jika merasakan sesuatu info yang tersebar di media sosial adalah tidak betul dan menjatuhkan maruah seseorang, buatlah aduan kepada pihak berkuasa atau melakukan demo secara aman supaya wujud suasana positif dan memberi manfaat kepada masyarakat (Supyan Hussin, 2015).

Oleh itu, peranan media sosial pada hari ini bukan sahaja sebagai penyalur maklumat berkenaan isu kemasyarakatan dan pembangunan negara, malah sudah menjadi ejen dakwah dalam mempromosikan maklumat tentang agama Islam kepada masyarakat Islam. Penggunaan media sosial oleh masyarakat yang disifatkan sebagai alat penghubung kepada masyarakat dalam mendapatkan penjelasan mengenai kaedah fiqh dan menunjukkan bahawa media sosial berupaya menghidupkan nilai keagamaan dalam diri dan kehidupan masyarakat Islam. Hal ini membuktikan bahawa salah satu motif penggunaan media sosial adalah bagi memenuhi keperluan keagamaan masyarakat di negara ini. Walaubagaimanapun, media-media lain juga masih digunakan sebagai sumber maklumat, tetapi tidak secara maksimum. Ini disebabkan oleh kelebihan yang dimiliki media sosial baharu yang dikuasakan oleh Internet yang mempunyai pelbagai aplikasi, mudah dicapai dan menyampaikan maklumat dengan cepat sekaligus menjadikannya sebagai medium yang popular dalam kalangan masyarakat untuk mengetahui kaedah fiqh dengan lebih jelas dan terperinci.

Faktor utama yang mendorong pemilihan media sosial sebagai medium terbaik dalam menjelaskan mengenai kaedah fiqh dalam artikel ini adalah kerana terdapat keunikan ciri tersendiri yang dimiliki oleh setiap media untuk menjadi aset yang dapat menarik masyarakat bagi menjadikannya sebagai sumber maklumat utama. Sebagai masyarakat yang mempunyai banyak pilihan sumber untuk memperoleh maklumat tentang sesuatu isu atau maklumat, masyarakat seharusnya mempunyai pendirian dan persepsi tersendiri terhadap setiap media yang digunakan, sama ada ia bersifat positif atau negatif, seterusnya mendorong atau merencatkan penggunaan media tersebut. Tuntasnya, pemilihan media ditentukan oleh kapasitinya dalam membawa pesanan yang selaras dengan motivasi pada pengguna untuk mengetahui kaedah fiqh dengan lebih jelas dan terperinci. Dengan kata lain, satu-satu media digunakan bagi mendapatkan maklumat suatu tajuk kerana ia dapat memenuhi keperluan kognitif, keperluan sosial dan motif agama seseorang individu tersebut. Oleh yang demikian, dalam zaman dunia tanpa sempadan yang mana masyarakat terdedah dengan dunia teknologi yang pesat dengan kepantasan internet tanpa had, dapat lihat bahawa media sosial adalah salah satu medan dakwah yang penting dan sesuai dilakukan untuk meningkatkan dakwah Islam terutama dalam mengetahui kaedah fiqh. Terdapat beberapa kelebihan yang dihasilkan oleh media sosial dalam menyampaikan dakwah dengan lebih jelas dan terperinci. Antara kelebihan media sosial dijadikan medium dakwah adalah:

a) Penggunaan media sosial dalam berdakwah merupakan satu inisiatif yang berkesan dan memberi implikasi positif. Implikasi melalui penggunaan media sosial ini dapat dilihat melalui sudut masyarakat dan individu itu sendiri. Implikasi terhadap individu melalui pendekatan dakwah memberi kesan apabila seseorang individu mampu menjalankan tanggungjawab dengan baik dalam memahami kaedah fiqh dan seterusnya diaplikasikan dalam kehidupan seharianya. Dakwah yang disebarkan mampu jalan lurus kepada manusia untuk sentiasa melaksanakan perintah Allah SWT bersumberkan al-quran dan as-sunnah. Faktor penting implikasi terhadap individu ini ialah kembali mentaati perintah Allah SWT. Hal ini disebabkan Allah SWT mengukur iman seseorang adalah melalui takwa kepadaNya. Allah SWT tidak mengukur iman seseorang itu berpandukan pangkat atau kedudukan seseorang hambaNya ataupun paras rupa.

b) Media sosial sebagai medium penyebaran dakwah adalah satu keutamaan kerana mampu mensasarkan lebih ramai target melalui pendedahan dakwah yang dilakukan atas tujuan menyeru kepada kebaikan. Sebagai contoh, seorang pendakwah menerangkan mengenai kaedah fiqh melalui aplikasi Facebook (Laila Nadiatul Falah, 2014). Facebook merupakan antara aplikasi kegemaran yang digunakan oleh masyarakat pada zaman kini untuk berkongsi cerita dan berhubung dengan kawan-kawan. Hal ini bukan sahaja dapat memberi impak apabila dilihat oleh masyarakat Islam, akan tetapi ia juga berupaya menarik kaum lain untuk sama-sama memahami keindahan Islam sebagai agama yang benar malah mampu mengangkat lebih ramai manusia untuk kembali mentaati Allah SWT apabila menjadikan media sosial ini sebagai jalan untuk menyampaikan dakwah Islam.

c) Peranan penggunaan laman web sosial untuk menembusi benteng sasaran dakwah remaja yang gemarkan gajet teknologi pelengkap interaksi sosial mereka seperti melalui Facebook, Twitter mahupun Myspace dilihat sebagai faktor kepada pengimplementasian dakwah alaf baharu. Oleh itu, laman web sosial boleh digunakan untuk menjelaskan mengenai kaedah fiqh dengan lebih jelas dan terperinci.

d) Penggunaan media sosial seperti blog, Facebook, YouTube, Twitter dan Instagram tidak sekadar menjadi ruangan sembang kosong atau hanya untuk meluangkan masa lapang tetapi mampu menjadi medium dakwah yang terbaik. Media sosial ini turut menjadi satu cara untuk menambahkan pengetahuan kepada masyarakat Islam khususnya mengenai kaedah fiqh. Media sosial masa kini menjadi rangkaian komunikasi yang meluas kepada segenap lapisan masyarakat tidak kira golongan remaja, dewasa mahu pun pemimpin memilih untuk menggunakannya. Setiap minit, berpuluh-puluh video akan dimuat naik ke dalam YouTube. Mereka lebih senang melawat dan mengguna media sosial berbanding melawat laman web agensi kerajaan. Oleh yang demikian, medium ini perlu digunakan secara strategik dalam menerangkan mengenai kaedah fiqh dan aplikasinya dalam kehidupan seharian kita.

e) Media sosial merupakan alat yang berpengaruh dalam semua aktiviti komunikasi. Setiap individu memerlukan media sosial sebagai perantara untuk berkomunikasi dan mendapatkan maklumat tidak kira sama ada melalui media cetak atau media elektronik. Kini, dengan perkembangan pesat teknologi komunikasi maklumat berjaya menjurus kepada penggunaan saluran Internet dengan lebih meluas dalam komunikasi seharian khususnya dalam aspek penglibatan pengguna dalam berinteraksi melalui dalam talian dan dikenali sebagai komunikasi siber. Oleh itu, penyampaian maklumat pada masa kini telah mencetuskan suatu fenomena di mana masyarakat boleh mendapatkan maklumat dengan lebih cepat dan tepat.

Oleh yang demikian, penggunaan media sosial telah berkembang dengan pesat sejak kebelakangan ini dan ia menjadi medium komunikasi utama di kalangan masyarakat kita. Trend ini menjadikannya satu keperluan kepada masyarakat untuk mendapatkan maklumat mengenai kaedah fiqh dengan mudah dan cepat. Justeru, perbincangan keagamaan mengenai kaedah fiqh bukan sahaja boleh dibukukan atau disebarkan dalam bentuk fizikal namun turut boleh disebarkan melalui aplikasi yang lebih dekat dengan masyarakat supaya lebih ramai mendapat manfaat. Perkara ini bertujuan untuk memberi pendedahan kepada semua masyarakat Islam mengenai kaedah fiqh serta hal-hal yang berkaitan dengan perlaksanaan kaedah fiqh oleh masyarakat Islam untuk terus mengekalkan keharmonian dan keamanan dalam kehidupan masing-masing. Kaedah fiqh boleh disifatkan sebagai suatu gagasan yang mantap. Penggunaan media sosial dalam memberi penjelasan mengenai kaedah fiqh adalah sesuatu perkara yang sangat mantap dan teratur baik. Oleh yang demikian selain daripada usaha-usaha menggunakan medium media sosial dalam memberi penjelasan mengenai kaedah fiqh medium lain turut boleh dilakukan dan seterusnya dilaksanakan.

Aplikasi Kaedah Fiqh Dalam Isu-Isu Makanan Di Negara Bukan Islam

Perkembangan dunia pada zaman ini sangat pantas sehingga pelbagai perkara atau permasalahan baru muncul dalam satu masa. Perkara ini membuatkan umat Islam sangat perlukan kepada fatwa baru mengikut isu baru yang muncul. Namun, untuk menentukan hukum tersebut, tidak cukup dengan berpandukan sumber hukum yang utama semata-mata iaitu al-Quran, al-Sunnah, *Ijma*[c] dan *Qiyas*. Oleh itu, para ulama' juga telah berijtihad dengan sumber hukum lain yang ada walaupun terdapat perselisihan pendapat dalam menggunakan sumber-sumber hukum tersebut. Antara sumber hukum lain yang banyak digunakan oleh para [c]*ulama'* ialah *istihsan, qaul sahabi, al-masalih al-mursalah* serta *sad ad-dhara'*[c].

Kaedah fiqh penting untuk difahami. Kaedah fiqh dalah meletakkan sesuatu perkara pada susunan yang betul dengan adil. Perkara itu terdiri daripada hukum, pendirian dan gerak kerja. Fiqh mengutamakan sesuatu perkara mengikut prinsip Syariah Islam sebenar, melalui petunjuk cahaya, wahyu dan akal (al-Qaradawi 2014). Ada hukum dan gerak kerja yang berada di atas dan ada yang berada di bawah. Ada juga perkara baik dan yang lebih baik. Allah SWT menyatakan dengan jelas dalam al-Quran (al-Tawbah 9: 19-20):

أَجَعَلْتُمْ سِقَايَةَ الْحَاجِّ وَعِمَارَةَ الْمَسْجِدِ الْحَرَامِ كَمَنْ آمَنَ بِاللَّهِ وَالْيَوْمِ الآخِرِ وَجَاهَدَ فِي سَبِيلِ اللَّهِ لَا يَسْتَوُونَ عِنْدَ اللَّهِ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الظَّالِمِينَ (19) الَّذِينَ آمَنُوا وَهَاجَرُوا وَجَاهَدُوا فِي سَبِيلِ اللَّهِ بِأَمْوَالِهِمْ وَأَنْفُسِهِمْ أَعْظَمُ دَرَجَةً عِنْدَ اللَّهِ وَأُولَئِكَ هُمُ الْفَائِزُون (20).

Maksudnya:

Adakah kamu sifatkan hanya perbuatan memberi minum kepada orang-orang yang mengerjakan Haji dan (hanya perbuatan) memakmurkan Masjidilharam itu sama seperti orang yang beriman kepada Allah dan hari akhirat serta berjihad pada jalan Allah? Mereka (yang bersifat demikian) tidak sama di sisi Allah dan Allah tidak memberikan hidayat petunjuk kepada kaum yang zalim (19). (Sesungguhnya) orang-orang yang beriman dan berhijrah serta berjihad pada jalan Allah dengan harta benda dan jiwa mereka adalah lebih besar dan tinggi darjatnya di sisi Allah (daripada orang-orang yang hanya memberi minum orang-orang Haji dan orang yang memakmurkan masjid sahaja) dan mereka itulah orang-orang yang Berjaya (20).

Antara contoh ialah berkenaan dengan berubah fatwa dengan berubahnya masa dan tempat. Antara kemudahan lain yang turut digalakkan dalam keadaan ini ialah kepentingan mengetahui perkara berkaitan perubahan keadaan manusia. Contohnya, perubahan yang terjadi dalam perjalanan waktu, perkembangan masyarakat ataupun hal yang bersifat darurat. Perubahan itu menyebabkan ahli fiqh yang kebiasaannya mengeluarkan fatwa perlu mengeluarkan fatwa yang lalu untuk disesuaikan dengan perubahan zaman, tempat, tradisi dan masyarakat. Antara sebab yang mengharuskan kita melakukan pemantauan kembali terhadap pandangan dan pendapat para ulama terdahulu adalah:

Pandangan itu hanya sesuai untuk zaman dan keadaan pada masa itu.

Pendapat dan pandangan pada waktu itu tidak sesuai lagi untuk zaman sekarang yang mengalami pelbagai pembaharuan. Khususnya pembaharuan yang belum pernah difikirkan oleh generasi terdahulu.

Islam menganjurkan kita untuk saling berkenalan antara satu bangsa dengan bangsa yang lain. Allah menjelaskan di dalam al-Quran (al-Hujurat 49: 13):

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (13)

Maksudnya:

Wahai umat manusia! Sesungguhnya Kami telah menciptakan kamu dari lelaki dan perempuan dan Kami telah menjadikan kamu berbagai bangsa dan bersuku puak, supaya kamu berkenal-kenalan (dan beramah mesra antara satu dengan yang lain). Sesungguhnya semulia-mulia kamu di sisi Allah ialah orang yang lebih takwanya di antara kamu, (bukan yang lebih keturunan atau bangsanya). Sesungguhnya Allah Maha Mengetahui, lagi Maha Mendalam PengetahuanNya (akan keadaan dan amalan kamu).

Sebagaimana firman Allah SWT yang lain dalam al-Quran (al-Māʼidah 5: 90):

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنَّمَا الْخَمْرُ وَالْمَيْسِرُ وَالْأَنْصَابُ وَالْأَزْلَامُ رِجْسٌ مِنْ عَمَلِ الشَّيْطَانِ فَاجْتَنِبُوهُ لَعَلَّكُمْ تُفْلِحُونَ (90)

Maksudnya:

Wahai orang-orang yang beriman! Sesungguhnya minuman keras, berjudi, (berkorban untuk) berhala, dan mengundi nasib dengan anak panah, adalah perbuatan keji dan termasuk perbuatan syaitan. Maka jauhilah (perbuatan-perbuatan) itu agar kamu beruntung.

Sememangnya, persoalan yang berkaitan soal makanan dan minuman merupakan salah satu isu yang hangat diperkatakan hingga kini. Dalam menjalinkan semula hubungan antara masyarakat Islam dan masyarakat bukan Islam, Islam menggariskan peraturan yang tertentu yang selanjutnya menentukan iklim hubungan. Apa yang nyata, proses membina semula hubungan minoriti masyarakat Islam di negara bukan Islam dengan masyarakat asal dilakukan mengikut kerangka yang digariskan oleh syariat dan akhlak Islam. Justeru, toleransi dalam perkongsian "meraikan makan" hanya dapat dibina sekiranya ia dapat difahami dan boleh diterima sebagai satu amalan bersama. Biarpun begitu, pengalaman toleransi hubungan minoriti masyarakat Islam di negara bukan Islam dengan masyarakat bukan Islam memperlihatkan kedua-dua belah pihak mengambil berat soal pemakanan sama ada dari aspek penyediaannya, penggunaan peralatan dan tidak meragu (Azarudin Awang et al. 2017).

Hal ini jelas membuktikan bahawa al-Quran dan al-Sunnah telah menerangkan kepada kita bahawa iman, amalan, ilmu, syurga dan neraka mempunyai tingkatan-tingkatan tersendiri yang membezakan antara satu sama lain. Tingkatan-tingkatan yang berbeza ini menyebabkan sesuatu perkara itu perlu di dahulu, diutamakan dan ada yang dikemudiankan. Memahami tingkatan-tingkatan ini dinamakan fiqh keutamaan. Oleh itu, terdapat beberapa isu yang melibatkan interaksi masyarakat Islam dengan orang bukan Islam dalam konteks semasa yang dibincangkan seperti dalam aspek makanan dan pemakanan dengan mengaplikasikan kaedah fiqh untuk menyelesaikan isu-isu yang timbul. Antara isu-isu yang timbul adalah:

Isu 1: Sukar memastikan kesemua alatan yang digunakan seperti pinggan, mangkuk, kuali dan sebagainya suci daripada najis berat dan alatan yang digunakan bercampur baur dengan sesuatu yang haram di sisi Islam.

Sebenarnya, tanpa kita sedari kita banyak terdedah kepada barangan keluaran orang bukan Islam seperti makanan paket, makanan ringan dan banyak lagi yang memang kita tidak ketahui cara masakan serta bahan-bahan yang sebenar yang dicampur adukkan. Penyediaan dan pengambilan makanan halal merupakan satu aspek yang penting dalam kehidupan setiap orang Islam tidak kira di mana jua mereka berada. Seandainya kita ketahui bahawa bahan mentah dan perkakas yang digunakan untuk menyediakan makanan itu semuanya bersih dan suci dari sisi pandangan Islam, maka kita boleh memakannya.

Akan tetapi lebih baik dan lebih elok kita elakkan daripada memakan makanan mereka atau menggunakan kesemua alatan yang digunakan seperti pinggan, mangkuk, kuali dan sebagainya yang digunakan bercampur baur dengan sesuatu yang haram di sisi Islam atas jalan berhati-hati kerana mereka tiada halangan untuk menggunakan barangan yang diharamkan dalam Islam. Isu ini sesuai mengaplikasikan kaedah fiqh dengan mengutamakan penilaian dari sudut syariat mengikut acuan wahyu dan diimbangi pula dengan akal. Namun begitu, dalam Islam terdapat satu kaedah iaitu tidak wajib kita persoalkan perkara yang kita tidak lihat secara terperinci kecuali apabila telah jelas haramnya. Selain itu juga, terdapat satu lagi kaedah yang saling membawa maksud yang sama iaitu:

الأَصْلُ فِي الأَشْيَاءِ الإِبَاحَة

Maksudnya:

Asal bagi setiap perkara (selain urusan ibadah) adalah harus (Jalaluddin al-Suyuti 2004).

Perkara itu menunjukkan bahawa sembelihan orang Islam atau ahli kitab yang kita tidak lihat walaupun orang itu jahil tentang cara penyembelihan atau seorang yang fasiq adalah halal dimakan (al-Qardhawi t.th: 63-64). Imam al-Bukhari meriwayatkan bahawa sebahagian orang bertanyakan Rasulullah SAW tentang daging yang dibawakan oleh satu kaum kepada mereka. Mereka tidak pasti adakah kaum itu menyebut nama Allah SWT atau tidak ketika menyembelih binatang itu. Baginda Rasulullah SAW menjawab:

سَمُّوا اللهَ عَلَيْهِ وَكُلُوهُ

(al-Bukhari, Abi ᶜAbdullah Muhamad bin Ismaᶜil, *Sahih al-Bukhari,* Kitab al-Dhaba'ih wa al-Sayd , Bab Dhabihah al-ᶜArab wa Nuhuhum).

Maksudnya:

Sebutlah nama Allah dan makanlah ia.

Oleh yang demikian, tidak ada sebarang larangan kepada orang Islam untuk memakan makanan yang dimasak oleh orang kafir, munafik dan sebagainya, selama mana ia tidak melibatkan makanan yang haram di sisi Islam seperti khinzir, bangkai atau minuman yang diharamkan seperti arak, wain dan sebagainya. Begitu juga binatang yang disembelih oleh orang bukan Islam atau bukan ahli kitab tidak boleh kita memakannya. Samalah hukumnya dalam penggunaan pinggan, gelas dan sebagainya yang telah digunakan dan dibasuh oleh orang-orang kafir, melainkan mereka menggunakan bahan-bahan pencuci yang mengandungi bahan yang haram di sisi Islam.

Secara umumnya memakan makanan yang diberikan oleh orang bukan Islam adalah dibolehkan (halal) jika makanan tersebut tidak terdiri daripada makanan yang diharamkan, seperti mengandungi khinzir, arak atau bangkai (binatang yang haram dimakan atau binatang yang boleh dimakan tetapi tidak disembelih secara syarie) dan sebagainya. Oleh itu, kita boleh menerima bahkan memakan makanan tersebut jika pada zahirnya ia adalah makanan yang bukan dibuat daripada atau kandungannya mengandungi elemen yang haram sebagaimana disebutkan, walaupun makanan itu dibuat atau dimasak atau disediakan oleh mereka sendiri. Bahkan setiap sembelihan orang Islam atau ahli kitab yang kita tidak lihat walaupun orang itu jahil tentang cara penyembelihan atau seorang yang fasiq adalah halal dimakan (al-Qaradawit.th: 63-64). Berdasarkan masalah ini, terdapat pula beberapa cabang kaedah yang berkait rapat dengan kaedah utama seperti yang di atas iaitu:

الضرر يدفع بقدر الامكان

Maksudnya:

Kemudaratan dibendung semungkin yang dapat (Jalaluddin al-Suyuti 2004).

Kaedah ini berasal daripada kaedah *usuliyyah* yang berkaitan dengan skop kewajipan mencegah kemudaratan dan bahaya yang mana jika kemudaratan itu dapat dibendung seluruhnya, maka itulah yang terbaik. Namun, jika tidak termampu untuk berbuat demikian, maka lakukanlah sekadar yang termampu.

Berdasarkan temu bual bersama *Informan 1* iaitu Ustaz Ahmad Fikri bin Bakar selaku Penolong Pengarah di Bahagian Hab Halal JAKIM beliau mengatakan sebagai orang Islam mendapatkan makanan yang halal ini sebenarnya adalah untuk mencari keredaan Allah SWT dan matlamat akhirnya adalah untuk masuk ke syurga. Oleh yang demikian, untuk masuk ke syurga bukan niat sahaja ingin masuk ke syurga tetapi apa sahaja yang diperintahkan oleh Allah SWT sama ada perintah larangan atau suruhan perlu dilaksanakan. Sebagai contoh, diwajibkan sembahyang tidak menguntungkan sesiapapun tetapi ia mendatangkan keuntungan untuk masuk ke syurga.

Begitulah juga dalam hal ini, Allah SWT menghalalkan sesuatu dan mengharamkan sesuatu tidak menguntungkan sesiapapun tetapi ia menguntungkan kita kerana memperoleh makanan yang baik dan sihat amat diperlukan untuk tubuh badan agar seluruh organ dalaman agar dapat berfungsi dengan baik. Manakala pengambilan makanan yang tidak sihat akan memberi mudarat pada tubuh badan sekali gus memberi kesan yang buruk kepada kesihatan. Oleh itu, Allah SWT telah mencipta asas-asas di dalam Islam adalah kerana Allah SWT Maha Mengetahui apa yang sesuai untuk makhluk ciptaannya. Oleh yang demikian, perkara perlu diutamakan adalah mendapatkan makanan yang halal dan baik itu adalah lebih baik berpandukan kepada kaedah:

المشقة تجلب التيسير

Maksudnya:

Setiap kesukaran akan menjadi sebab untuk dipermudahkan (Jalaluddin al-Suyuti 2004).

Setiap hukum yang telah ditetapkan menimbulkan kesukaran untuk dilaksanakan, maka syariat yang meringankannya mengikut kemampuan para mukalaf yakni tidak akan ada sebarang larangan kepada orang Islam untuk memakan makanan yang dimasak oleh orang kafir, munafik dan sebagainya sekiranya orang bukan Islam tidak melibatkan makanan yang haram di sisi Islam seperti khinzir, bangkai atau minuman yang diharamkan seperti arak, wain dan sebagainya di dalam masakan dan makanannya. Ini berdasarkan kepada firman Allah SWT di dalam al-Quran (al-Baqarah 2:185; al-Maídah 6: 6):

شَهْرُ رَمَضَانَ الَّذِي أُنْزِلَ فِيهِ الْقُرْآنُ هُدًى لِلنَّاسِ وَبَيِّنَاتٍ مِنَ الْهُدَىٰ وَالْفُرْقَانِ ۚ فَمَنْ شَهِدَ مِنْكُمُ الشَّهْرَ فَلْيَصُمْهُ ۖ وَمَنْ كَانَ مَرِيضًا أَوْ عَلَىٰ سَفَرٍ فَعِدَّةٌ مِنْ أَيَّامٍ أُخَرَ ۗ يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ وَلِتُكْمِلُوا الْعِدَّةَ وَلِتُكَبِّرُوا اللَّهَ عَلَىٰ مَا هَدَاكُمْ وَلَعَلَّكُمْ تَشْكُرُونَ (185)

Maksudnya:

(Beberapa hari yang ditentukan itu ialah) bulan Ramadan, bulan yang di dalamnya diturunkan (permulaan) Al Qur'an sebagai petunjuk bagi manusia dan penjelasan-penjelasan mengenai petunjuk itu dan pembeda (antara yang hak dan yang batil). Karena itu, barang siapa di antara kamu hadir (di negeri tempat tinggalnya) di bulan itu, maka hendaklah ia berpuasa pada bulan itu, dan barang siapa sakit atau dalam perjalanan (lalu ia berbuka), maka (wajiblah baginya berpuasa), sebanyak hari yang ditinggalkannya itu, pada hari-hari yang lain. Allah menghendaki kemudahan bagimu, dan tidak menghendaki kesukaran bagimu. Dan hendaklah kamu mencukupkan bilangannya dan hendaklah kamu mengagungkan Allah atas petunjuk-Nya yang diberikan kepadamu, supaya kamu bersyukur.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قُمْتُمْ إِلَى الصَّلَاةِ فَاغْسِلُوا وُجُوهَكُمْ وَأَيْدِيَكُمْ إِلَى الْمَرَافِقِ وَامْسَحُوا بِرُءُوسِكُمْ وَأَرْجُلَكُمْ إِلَى الْكَعْبَيْنِ ۚ وَإِنْ كُنْتُمْ جُنُبًا فَاطَّهَّرُوا ۚ وَإِنْ كُنْتُمْ مَرْضَىٰ أَوْ عَلَىٰ سَفَرٍ أَوْ جَاءَ أَحَدٌ مِنْكُمْ مِنَ الْغَائِطِ أَوْ لَامَسْتُمُ النِّسَاءَ فَلَمْ تَجِدُوا مَاءً فَتَيَمَّمُوا صَعِيدًا طَيِّبًا فَامْسَحُوا بِوُجُوهِكُمْ وَأَيْدِيكُمْ مِنْهُ ۚ مَا يُرِيدُ اللَّهُ لِيَجْعَلَ عَلَيْكُمْ مِنْ حَرَجٍ وَلَٰكِنْ يُرِيدُ لِيُطَهِّرَكُمْ وَلِيُتِمَّ نِعْمَتَهُ عَلَيْكُمْ لَعَلَّكُمْ تَشْكُرُونَ (6)

Maksudnya:

Wahai orang-orang yang beriman, apabila kamu hendak mengerjakan sembahyang (padahal kamu berhadas kecil), maka (berwuduklah) iaitu basuhlah muka kamu, dan kedua belah tangan kamu meliputi siku dan sapulah sebahagian dari kepala kamu dan basuhlah kedua belah kaki kamu meliputi buku lali dan jika kamu berjunub (berhadas besar) maka bersucilah dengan mandi wajib dan jika kamu sakit (tidak boleh kena air) atau dalam pelayaran atau salah seorang dari kamu datang dari tempat buang air atau kamu sentuh perempuan, sedang kamu tidak mendapat air (untuk berwuduk dan mandi), maka hendaklah kamu bertayamum dengan tanah (debu) yang bersih, iaitu: Sapulah muka kamu dan kedua belah tangan kamu dengan tanah debu itu. Allah tidak mahu menjadikan kamu menanggung sesuatu kesusahan (kepayahan), tetapi Dia berkehendak membersihkan (mensucikan) kamu dan hendak menyempurnakan nikmat-Nya kepada kamu, supaya kamu bersyukur.

Isu 2: Sumber makanan dan pemakanan yang mana datangnya daripada khinzir dan benda haram seperti penggunaan cuka arak dan enzim khinzir serta memakan makanan yang bercampur daging khinzir dan minuman yang beralkohol seperti *bier wein* dan banyak lagi.

Berdasarkan isu di atas masyarakat Islam yang sudah ketahui bahawa sumber makanan dan pemakanan yang mana datangnya daripada khinzir dan benda haram seperti penggunaan cuka arak dan enzim khinzir serta memakan makanan yang bercampur daging khinzir dan minuman yang beralkohol seperti *bier wein* dan banyak lagi adalah haram di sisi Islam maka mengaplikasikan kaedah fiqh bahawasanya isu di atas semestinya keutamaannya adalah wajib meninggalkan dan menjauhi daripada memakannya dan menggunakannya. Perkara ini boleh mengaplikasikan kaedah fiqh secepat mungkin dan yang bersumberkan juga daripada al-Quran dan al-Sunnah iaitu;

الضرر يزال بقدر الامكان

Maksudnya:

Kemudaratan harus dihindarkan sedaya mungkin (Jalaluddin al-Suyuti 2004).

Menurut Jalaluddin al-Suyuti, kaedah *fiqhiyyah* ini memberi ruang bertindak menjauhkan diri daripada pengambilan makanan yang haram kerana ia akan memberi kesan negatif kepada seseorang dan akan mendorong seseorang itu melakukan maksiat dan kemungkaran kerana mengandungi unsur-unsur *darar*. Pengaplikasian kaedah ini bertujuan untuk menjaga kepentingan agama, jiwa raga, keturunan, harta dan maruah. Kaedah ini menjelaskan bahawa segala kemudaratan perlu ditegah dan diharamkan, ia termasuk mudarat yang umum dan khusus. Di samping itu, pencegahan awal juga perlu dibuat untuk mengelakkan daripada kemudaratan sebagaimana kita menghapuskan kemudaratan yang telah berlaku dan mengawal daripada kemudaratan yang berulang-ulang. Allah SWT juga telah menyebut di dalam al-Quran (al-Ma'idah 5:3);

حُرِّمَتْ عَلَيْكُمُ الْمَيْتَةُ وَالدَّمُ وَلَحْمُ الْخِنْزِيرِ وَمَا أُهِلَّ لِغَيْرِ اللَّهِ بِهِ وَالْمُنْخَنِقَةُ وَالْمَوْقُوذَةُ وَالْمُتَرَدِّيَةُ وَالنَّطِيحَةُ وَمَا أَكَلَ السَّبُعُ إِلَّا مَا ذَكَّيْتُمْ وَمَا ذُبِحَ عَلَى النُّصُبِ وَأَنْ تَسْتَقْسِمُوا بِالْأَزْلَامِ ۚ ذَٰلِكُمْ فِسْقٌ ۗ الْيَوْمَ يَئِسَ الَّذِينَ كَفَرُوا مِنْ دِينِكُمْ فَلَا تَخْشَوْهُمْ وَاخْشَوْنِ ۚ الْيَوْمَ أَكْمَلْتُ لَكُمْ دِينَكُمْ وَأَتْمَمْتُ عَلَيْكُمْ نِعْمَتِي وَرَضِيتُ لَكُمُ الْإِسْلَامَ دِينًا ۚ فَمَنِ اضْطُرَّ فِي مَخْمَصَةٍ غَيْرَ مُتَجَانِفٍ لِإِثْمٍ ۙ فَإِنَّ اللَّهَ غَفُورٌ رَحِيمٌ (3)

Maksudnya:

Diharamkan kepada kamu (memakan) bangkai (binatang yang tidak disembelih) dan darah (yang keluar mengalir) dan daging babi (termasuk semuanya) dan binatang-binatang yang disembelih kerana yang lain dari Allah dan yang mati tercekik, dan yang mati dipukul dan yang mati jatuh dari tempat yang tinggi dan yang mati ditanduk dan yang mati dimakan binatang buas, kecuali yang sempat kamu sembelih (sebelum habis nyawanya) dan yang disembelih atas nama berhala dan (diharamkan juga) kamu merenung nasib dengan undi batang-batang anak panah. Yang demikian itu adalah perbuatan fasik. Pada hari ini, orang-orang kafir telah putus asa (daripada memesongkan kamu) dari agama kamu (setelah mereka melihat perkembangan Islam dan umatnya). Sebab itu janganlah kamu takut dan gentar kepada mereka, sebaliknya hendaklah kamu takut dan gentar kepada-Ku. Pada hari ini, Aku telah sempurnakan bagi kamu agama kamu dan Aku telah cukupkan nikmat-Ku kepada kamu dan Aku telah redakan Islam itu menjadi agama untuk kamu. Maka sesiapa yang terpaksa kerana kelaparan (memakan benda-benda yang diharamkan) sedang ia tidak cenderung hendak melakukan dosa (maka bolehlah dia memakannya), kerana sesungguhnya Allah maha Pengampun, lagi Maha Mengasihani.

Firman Allah SWT lagi dalam al-Quran (al-An[c]am 6: 118-119; al-An[c]am 6: 121; al-An[c]am 6: 145):

فَكُلُوا مِمَّا ذُكِرَ اسْمُ اللَّهِ عَلَيْهِ إِنْ كُنْتُمْ بِآيَاتِهِ مُؤْمِنِينَ (118) وَمَا لَكُمْ أَلَّا تَأْكُلُوا مِمَّا ذُكِرَ اسْمُ اللَّهِ عَلَيْهِ وَقَدْ فَصَّلَ لَكُمْ مَا حَرَّمَ عَلَيْكُمْ إِلَّا مَا اضْطُرِرْتُمْ إِلَيْهِ وَإِنَّ كَثِيرًا لَيُضِلُّونَ بِأَهْوَائِهِمْ بِغَيْرِ عِلْمٍ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِالْمُعْتَدِينَ (119)

Maksudnya:

Dan Dialah yang Berkuasa atas sekalian hamba-Nya (dengan tadbir dan takdir); dan Dialah Yang Maha Bijaksana serta Amat Mendalam Pengetahuan-Nya (18). Bertanyalah (wahai Muhammad): Apakah sesuatu yang lebih besar persaksiannya? (Bagi menjawabnya) katakanlah: Allah menjadi saksi antaraku dengan kamu dan diwahyukan kepadaku Al-Quran ini, supaya aku memberi amaran dengannya kepada kamu dan juga (kepada) sesiapa yang telah sampai kepadanya seruan Al-Quran itu. Adakah kamu sungguh-sungguh mengakui bahawa ada beberapa tuhan yang lain bersama-sama Allah? Katakanlah: Aku tidak mengakuinya. Katakanlah lagi: Hanyasanya Dialah sahaja Tuhan Yang Maha Esa dan sesungguhnya aku adalah berlepas diri dari apa yang kamu sekutukan (dengan Allah Azza Wa Jalla) (19).

وَلَا تَأْكُلُوا مِمَّا لَمْ يُذْكَرِ اسْمُ اللَّهِ عَلَيْهِ وَإِنَّهُ لَفِسْقٌ ۗ وَإِنَّ الشَّيَاطِينَ لَيُوحُونَ إِلَىٰ أَوْلِيَائِهِمْ لِيُجَادِلُوكُمْ ۖ وَإِنْ أَطَعْتُمُوهُمْ إِنَّكُمْ لَمُشْرِكُونَ (121)

Maksudnya:

Dan janganlah kamu makan dari (sembelihan binatang-binatang halal) yang tidak disebut nama Allah ketika menyembelihnya, kerana sesungguhnya yang sedemikian itu adalah perbuatan fasik (berdosa) dan sesungguhnya Syaitan-syaitan itu membisikkan kepada pengikut-pengikutnya, supaya mereka membantah *(menghasut) kamu dan jika kamu menurut hasutan mereka (untuk menghalalkan yang haram itu), sesungguhnya kamu tetap menjadi orang-orang musyrik.*

قُلْ لَا أَجِدُ فِي مَا أُوحِيَ إِلَيَّ مُحَرَّمًا عَلَىٰ طَاعِمٍ يَطْعَمُهُ إِلَّا أَنْ يَكُونَ مَيْتَةً أَوْ دَمًا مَسْفُوحًا أَوْ لَحْمَ خِنْزِيرٍ فَإِنَّهُ رِجْسٌ أَوْ فِسْقًا أُهِلَّ لِغَيْرِ اللَّهِ بِهِ ۚ فَمَنِ اضْطُرَّ غَيْرَ بَاغٍ وَلَا عَادٍ فَإِنَّ رَبَّكَ غَفُورٌ رَحِيمٌ (145)

Maksudnya:

Katakanlah (wahai Muhammad): Aku tidak dapati dalam apa yang telah diwahyukan kepadaku, sesuatu yang diharamkan bagi orang yang hendak memakannya melainkan kalau benda itu bangkai atau darah yang mengalir atau daging babi kerana sesungguhnya ia adalah kotor atau sesuatu yang dilakukan secara fasik, iaitu binatang yang disembelih atas nama yang lain dari Allah. Kemudian sesiapa yang terpaksa (memakannya kerana darurat) sedang dia tidak mengingininya dan tidak melampaui batas, maka sesungguhnya Tuhan mu Maha Pengampun, lagi Maha Mengasihani.

Firman Allah SWT lagi dalam al-Quran (al-Nahl 16: 115):

إِنَّمَا حَرَّمَ عَلَيْكُمُ الْمَيْتَةَ وَالدَّمَ وَلَحْمَ الْخِنْزِيرِ وَمَا أُهِلَّ لِغَيْرِ اللَّهِ بِهِ ۖ فَمَنِ اضْطُرَّ غَيْرَ بَاغٍ وَلَا عَادٍ فَإِنَّ اللَّهَ غَفُورٌ رَحِيمٌ (115)

Maksudnya:

Sesungguhnya Allah hanya mengharamkan kepada kamu memakan bangkai dan darah dan daging babi dan binatang yang disembelih tidak kerana Allah maka sesiapa terpaksa (memakannya kerana darurat) sedang dia tidak mengingininya dan tidak melampaui batas (pada kadar benda yang dimakan itu, maka tidaklah dia berdosa), sesungguhnya Allah Maha Pengampun, lagi Maha Mengasihani.

Firman Allah SWT lagi dalam al-Quran (al-Balad 90: 14):

أَوْ إِطْعَامٌ فِي يَوْمٍ ذِي مَسْغَبَةٍ(14)

Maksudnya:

(Di antara amal-amal itu bagi orang yang mampu) ialah: Memerdekakan hamba abdi.

Firman Allah SWT lagi dalam al-Quran (Muhammad 47: 12):

إِنَّ اللَّهَ يُدْخِلُ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ ۖ وَالَّذِينَ كَفَرُوا يَتَمَتَّعُونَ وَيَأْكُلُونَ كَمَا تَأْكُلُ الْأَنْعَامُ وَالنَّارُ مَثْوًى لَهُمْ (12)

Maksudnya:

Sesungguhnya Allah akan memasukkan orang-orang yang beriman serta mengerjakan amal-amal yang soleh ke dalam Syurga yang mengalir di bawahnya beberapa sungai; dan (sebaliknya) orang-orang yang kafir menikmati kesenangan di dunia serta mereka makan minum sebagaimana binatang-binatang ternak makan minum, sedang Nerakalah menjadi tempat tinggal mereka.

Firman Allah SWT lagi dalam al-Quran (al-Kahfi 18: 33):

كِلْتَا الْجَنَّتَيْنِ آتَتْ أُكُلَهَا وَلَمْ تَظْلِمْ مِنْهُ شَيْئًا ۚ وَفَجَّرْنَا خِلَالَهُمَا نَهَرًا (33)

Maksudnya:

Kedua-dua kebun itu mengeluarkan hasilnya dan tiada mengurangi sedikit pun dari hasil itu dan kami juga mengalirkan di antara keduanya sebatang sungai.

Berdasarkan ayat-ayat al-Quran di atas maka terbuktilah bahawa kemudaratan yang wujud merupakan suatu bentuk kezaliman yang tidak dibenarkan syarak. Namun, sekiranya perkara tersebut diharuskan syarak maka ia dikecualikan seperti hudud, qisas dan takzir (Abd Latif & Rosmawati 2000). Oleh itu, lebih utama untuk menghilangkan kemudaratan yang telah berlaku itu kerana ia merupakan bentuk kezaliman dan haram di sisi syarak sebarang bentuk kezaliman. Sekiranya kezaliman masih belum berlaku, wajib untuk menghalangnya. Perkara ini sesuai mengaplikasikan kaedah fiqh dengan mengutamakan segala kemudaratan itu wajib untuk dihilangkan agar dapat menjaga lima *maqasid shari*[c]*ah* iaitu seperti menjaga agama, menjaga keturunan, menjaga diri, menjaga harta dan menjaga akal ataupun tidak. Antara kaedah yang digunakan adalah:

الضرر يزال

Maksudnya:

Kemudaratan itu wajib untuk dihilangkan (Jalaluddin al-Suyuti 2004).

Kemudaratan itu harus dihilangkan dengan membawa pengertian bahawa kemudaratan telah terjadi. Lantaran itu, apabila keadaan demikian berlaku, ia wajib dihilangkan. Kaedah ini juga membawa maksud sesuatu yang boleh mendatangkan bahaya mestilah dihapuskan dan perkara yang berbahaya itu juga hendaklah dihilangkan (Abdul Latif & Rosmawati Ali 2000). Manakala, jika ia telah berlaku, wajib untuk menghilangkannya (Abd Karim 2003). Asal kaedah ini Zainal Abidin (1998) sebagaimana sabda Rasulullah SAW:

لا ضرر ولا ضرار

Maksudnya:

Tidak ada bahaya dan tidak membahayakan (Jalaluddin al-Suyuti 2004).

Perkataan *darar* dalam al-Sunnah tersebut bermaksud melakukan kerosakan terhadap orang lain. Sedangkan perkataan *dirar* pula memberi maksud bertindak balas melakukan kemudaratan yang sama dengan kemudaratan terhadapnya. Al-Sunnah ini menunjukkan bahawa kemudaratan tidak boleh berlaku ke atas diri sendiri dan tidak boleh melakukan kemudaratan ke atas orang lain. Oleh itu, apabila wujudnya sebarang kemudaratan sama ada terhadap nyawa, maruah atau harta sendiri atau juga terhadap orang lain, maka, kemudaratan yang wujud itu perlu dihilangkan dengan melakukan serangan balas untuk mempertahankannya. Berdasarkan kaedah ini, diri dibenarkan dan wajib bagi menghilangkan kemudaratan yang wujud ke atas dirinya atau orang lain.

Berdasarkan temu bual bersama *Informan 2* iaitu Tan Sri Dato' Seri Harussani Zakaria selaku Mufti Perak. Beliau mengatakan sebagai orang Islam mesti memastikan setiap makanan yang dijual dan dibeli adalah makanan yang halal kerana memakan atau menggunakan makanan yang tidak halal adalah salah satu perbuatan yang melanggar hukum syarak serta memakan dan menggunakan makanan yang tidak halal itu adalah sesuatu yang tidak begitu sihat untuk kita. Jelas perkara ini semua umat Islam ketahuinya.

Isu 3: Sukar untuk mendapatkan makanan halal

Setiap orang perlu memastikan bahawa makanan dan minuman halal. Menjadi kewajipan seseorang Muslim untuk memastikan perkara ini. Bukan sahaja untuk pelancong-pelancong Muslim yang akan ke negara bukan Islam sahaja yang perlu peka tentang isu ini, produk-produk yang dibawa masuk ke negara kita juga perlu diberi perhatian. Pengambilan makanan yang haram dan tidak baik untuk kesihatan akan merosakkan objektif syarak yang lima iaitu memelihara agama, nyawa, akal, keturunan dan harta benda (al-Qaradawi 2000). Pengambilan makanan yang haram akan memberi kesan negatif kepada emosi, rohani dan fizikal seseorang yang akan mendorong seseorang itu melakukan maksiat dan kemungkaran. Pengambilan makanan yang haram juga akan mendatangkan kemurkaan Allah SWT dan menyebabkan seseorang itu mendapat balasan. Allah SWT juga telah menyebut di dalam al-Quran (al-Ma'idah 5: 3):

حُرِّمَتْ عَلَيْكُمُ الْمَيْتَةُ وَالدَّمُ وَلَحْمُ الْخِنْزِيرِ وَمَا أُهِلَّ لِغَيْرِ اللَّهِ بِهِ وَالْمُنْخَنِقَةُ وَالْمَوْقُوذَةُ وَالْمُتَرَدِّيَةُ وَالنَّطِيحَةُ وَمَا أَكَلَ السَّبُعُ إِلَّا مَا ذَكَّيْتُمْ وَمَا ذُبِحَ
عَلَى النُّصُبِ وَأَنْ تَسْتَقْسِمُوا بِالْأَزْلَامِ ۚ ذَٰلِكُمْ فِسْقٌ ۗ الْيَوْمَ يَئِسَ الَّذِينَ كَفَرُوا مِنْ دِينِكُمْ فَلَا تَخْشَوْهُمْ وَاخْشَوْنِ ۚ الْيَوْمَ أَكْمَلْتُ لَكُمْ دِينَكُمْ وَأَتْمَمْتُ
عَلَيْكُمْ نِعْمَتِي وَرَضِيتُ لَكُمُ الْإِسْلَامَ دِينًا ۚ فَمَنِ اضْطُرَّ فِي مَخْمَصَةٍ غَيْرَ مُتَجَانِفٍ لِإِثْمٍ ۙ فَإِنَّ اللَّهَ غَفُورٌ رَحِيمٌ (3)

Maksudnya:

Diharamkan kepada kamu (memakan) bangkai (binatang yang tidak disembelih) dan darah (yang keluar mengalir) dan daging babi (termasuk semuanya) dan binatang-binatang yang disembelih kerana yang lain dari Allah dan yang mati tercekik, dan yang mati dipukul dan yang mati jatuh dari tempat yang tinggi dan yang mati ditanduk dan yang mati dimakan binatang buas, kecuali yang sempat kamu sembelih (sebelum habis nyawanya) dan yang disembelih atas nama berhala dan (diharamkan juga) kamu merenung nasib dengan undi batang-batang anak panah. Yang demikian itu adalah perbuatan fasik. Pada hari ini, orang-orang kafir telah putus asa (daripada memesongkan kamu) dari agama kamu (setelah mereka melihat perkembangan Islam dan umatnya). Sebab itu janganlah kamu takut dan gentar kepada mereka, sebaliknya hendaklah kamu takut dan gentar kepada-Ku. Pada hari ini, Aku telah sempurnakan bagi kamu agama kamu dan Aku telah cukupkan nikmat-Ku kepada kamu dan Aku telah redakan Islam itu menjadi agama untuk kamu. Maka sesiapa yang terpaksa kerana kelaparan (memakan benda-benda yang diharamkan) sedang ia tidak cenderung hendak melakukan dosa (maka bolehlah dia memakannya), kerana sesungguhnya Allah maha Pengampun, lagi Maha Mengasihani.

Masyarakat Islam di negara bukan Islam mengalami kesulitan untuk menjalani kehidupan seharian mereka dalam memperoleh atau memiliki makanan dan pemakanan yang halal. Mereka agak sukar untuk menentukan keabsahan sesuatu produk makanan itu sama ada halal ataupun haram. Keadaan persekitaran mereka yang berbeza dengan keadaan di negara Islam menyebabkan mereka sukar untuk mengamalkan ajaran agama dalam kehidupan mereka (Taha Jabir al-ᶜAlwani 2003). Oleh yang demikian, setiap individu yang beragama Islam hendaklah memastikan dirinya bersih dari perkara-perkara yang diharamkan syarak khususnya dalam pengambilan makanan halal (Saadan Man & Zainal Abidin 2014).

Islam mempunyai garis panduan dan peraturan dalam semua aspek kehidupan termasuklah perkara yang berkaitan dengan pemakanan halal dan haram. Semua garis panduan itu telah dijelaskan di dalam al-Quran dan al-Sunnah dan diperincikan dengan pandangan-pandangan ulama dan cendekiawan. Namun begitu masih terdapat ramai di kalangan masyarakat minoriti di Negara bukan Islam yang mengambil mudah dan tidak mengambil berat tentang soal halal haram ini. Walaupun mereka adalah terdiri daripada golongan minoriti di Negara tersebut tetapi mereka berhak untuk mendapatkan makanan yang halal lagi suci.

Menurut Hailani (2009) harta benda hakikatnya adalah milik Allah SWT manusia hanya berhak mengambil manfaatnya sahaja dan terbatas dalam lingkungannya sahaja. Oleh itu nikmat harta yang dikurniakan Allah wajib disyukuri bukannya dicemari dan disalah gunakan. Selain itu, apabila kefahaman berkenaan teori *daruriyat* sudah mula dikuasai oleh semua golongan masyarakat Islam maka segala usaha untuk membantu masyarakat Islam yang berada di dalam negara atau yang akan keluar Negara atas urusan rasmi atau dengan tujuan melancong di negara bukan Islam akan dapat diatasi dengan lebih berkesan kerana perlaksanaannya mengikut kehendak syariat Islam.

Oleh itu, dalam situasi ini kita boleh mengaplikasi kaedah fiqh dengan mengutamakan adat kebiasaan jika sesuatu makanan dan pemakanan tidak halal maka haram lah kita memakannya dan menggunakannya.

Tetapi jika berada dalam keadaan *daruriyyat* maka maka makanan yang haram dan tidak halal boleh memakannya kerana demi menjaga objektif syarak yang lima iaitu memelihara agama, nyawa, akal, keturunan dan harta benda (al-Qaradawi 2000). Kaedah tersebut adalah:

العادة محكمة

Maksudnya:

Sebuah adat kebiasaan itu bisa dijadikan sandaran hukum (Jalaluddin al-Suyuti 2004).

Kaedah ini membawa maksud sesuatu adat kebiasaan itu dapat ditetapkan sebagai hukum atau adat menentukan hukum. Untuk itu, para *ᶜulama'* menetapkan bahawa *ᶜuruf* dan adat kebiasaan itu merupakan salah satu daripada sumber hukum dalam keadaan ketiadaan nas syarak. Namun, jika adat atau *ᶜuruf* kebiasaan itu bercanggah dengan nas, ia ditolak serta merta. Firman Allah Taala dalam al-Quran (al-Baqarah 2:173):

إِنَّمَا حَرَّمَ عَلَيْكُمُ الْمَيْتَةَ وَالدَّمَ وَلَحْمَ الْخِنْزِيرِ وَمَا أُهِلَّ بِهِ لِغَيْرِ اللَّهِ فَمَنِ اضْطُرَّ غَيْرَ بَاغٍ وَلا عَادٍ فَلا إِثْمَ عَلَيْهِ إِنَّ اللَّهَ غَفُورٌ رَحِيمٌ (173)

Maksudnya:

Sesungguhnya Allah hanya mengharamkan kepada kamu memakan bangkai, dan darah, dan daging babi, dan binatang-binatang Yang disembelih tidak kerana Allah maka sesiapa terpaksa (memakannya kerana darurat) sedang ia tidak mengingininya dan tidak pula melampaui batas (pada kadar benda Yang dimakan itu), maka tidaklah ia berdosa. Sesungguhnya Allah Maha Pengampun, lagi Maha Mengasihani.

Ayat ini menerangkan berkenaan pengecualian dalam hal darurat daripada pengharaman yang disebut daripada nas. Hal darurat yang dimaksudkan oleh Allah SWT adalah untuk dipelihara iaitu agama, nyawa, akal fikiran, keturunan dan harta. Menurut pandangan syarak kelima-lima perkara ini asas keperluan dalam kehidupan yang mana sekiranya salah satu daripadanya tiada, kehidupan mukalaf tidak dapat diteruskan. Secara kesimpulannya, *maslahah daruriyyat* adalah bertujuan bagi memelihara lima perkara di atas. Dengan ketiadaannya, kehidupan manusia tidak dapat diteruskan kerana kelima-lima elemen agama, nyawa, akal fikiran, keturunan dan harta tidak dijaga dan pasti akan membawa kepada kebinasaan. Maka bilamana manusia berada dalam keadaan darurat yang teramat maka memakan bangkai, dan darah, dan daging babi, dan binatang-binatang Yang disembelih tidak kerana Allah SWT adalah dibenarkan dan perlu diutamakan bersesuaian juga dengan kaedah:

اذا تعارضت مفسدتان روعي أعظمها بارتكاب أخفها

Maksudnya:

Jika terdapat dua keburukan hendaklah melakukan keburukan yang lebih ringan untuk menebus keburukan yang lebih banyak (Jalaluddin al-Suyuti 2004).

Isu 4: Ketiadaan peruntukan undang-undang halal yang khusus, pengesahan halal yang dibuat atau dijual tanpa pengawasan dan undang-undang yang ketat daripada kerajaan dan seterusnya pengesahan halal mudahlah diperoleh, integriti daripada pihak pengusaha produk halal juga diragui, tidak semua badan penentuan halal ini diiktiraf oleh setiap negara serta perbezaan yang mempengaruhi penetapan standard halal sesebuah negara Islam adalah kerana kepelbagaian aliran ideologi mazhab. Selain itu, terdapat segelintir masyarakat yang enggan untuk mempromosikan makanan halal atau meletakkan logo halal di hadapan kedai, tiada suatu standard halal yang seragam diguna pakai di seluruh dunia walaupun terdapat banyak badan-badan pensijilan halal.

Dalam isu ini terdapat empat buah negara bukan Islam untuk dijadikan sebagai sumber rujukan iaitu negara New Zealand, Amerika Syarikat, Jerman dan United Kingdom. Berdasarkan daripada kajian-kajian lepas berkaitan dengan isu makanan dan pemakanan halal pengkaji dapati bahawa keempat-empat negara tersebut mempunyai masalah dalam penyediaan dan pemprosesan makanan halal, ketiadaan satu standard halal yang umum untuk dipakai seluruh dunia, pengesahan logo halal mudah diperoleh dan penyalahgunaan logo halal, sukar memperoleh makanan halal kerana kekurangan pemasaran dan ketiadaan penjenamaan ke atas produk-produk makanan dilakukan dan tidak semua badan penentuan halal diiktiraf oleh setiap negara. Hal ini jelas membuktikan bahawa di keempat-empat buah negara tersebut mempunyai masalah dalam mendapatkan makanan dan pemakanan halal. Oleh itu, penyelesaian isu ini adalah dengan mengaplikasikan kaedah fiqh bahawasanya kaedah diwujudkan adalah bertujuan untuk memberi panduan kepada semua masyarakat Islam yang berada di dalam negara bukan Islam sama ada atas urusan rasmi atau dengan tujuan melancong.

Berdasarkan isu di atas, pada zahirnya mereka enggan untuk mempromosikan makanan halal atau meletakkan logo halal di hadapan kedai tetapi pada hakikatnya makanan itu tetap halal. Mengaplikasikan kaedah fiqh dengan menggutamakan sesuatu asal itu kekal sepertimana yang sebelum ini. Isu di atas menunjukkan bahawa mereka sudah memiliki logo halal dan pensijilan halal Cuma mereka enggan mempromosikan makanan halal atau meletakkan logo halal. Maka kaedah yang sesuai digunakan untuk menyelesaikan isu di atas ialah:

الأصل بقأ ما كان على ما كان

Maksudnya:

Asal sesuatu perkara kekal mengikut keadaan sebelumnya (Jalaluddin al-Suyuti 2004).

Kaedah ini menunjukkan kekal sesuatu hukum masa selepasnya atau akhir dengan mengikut sabit hukum pada masa lampau. Perkara ini boleh menggunakan pengaplikasian kaedah *fiqh* iaitu mengutamakan kemudaratan kecil dimaafkan bagi mendapatkan manfaat yang lebih besar iaitu dengan menggunakan kaedah:

المفسدة الصغيرة تغتفر من أجل المصلحة الكبيرة

Maksudnya:

Kemudaratan kecil dimaafkan bagi mendapatkan manfaat yang lebih besar (Jalaluddin al-Suyuti 2004).

Oleh yang demikian, berdasarkan masalah ketiadaan peruntukan undang-undang halal yang khusus makan. Aplikasi kaedah fiqh dengan mengutamakan peruntukan undang-undang halal yang khusus perlu dipelajari. Ini supaya pengesahan halal yang dibuat atau dijual dapat melalui pengawasan dan undang-undang yang ketat daripada kerajaan dan seterusnya pengesahan halal tidak mudah diperoleh serta integriti daripada pihak pengusaha produk halal juga tidak diragui sama sekali. Aplikasikan menggunakan kaedah:

الدِّينُ مبني على المصالح في جلبِها والدرء للقبائح

Maksudnya:

Agama ini berdiri untuk kebaikan dan maslahat dalam penetapan syariatnya dan untuk menolak kerosakan (Jalaluddin al-Suyuti 2004).

Berdasarkan kaedah *usul fiqh* di atas menunjukkan bahawa mempelajari ilmu undang-undang halal yang khusus membawa kepada wajib kerana dapat menyelesaikan pelbagai isu-isu yang saling berkait, antaranya tiada penetapan standard halal yang berbeza antara negara lagi. Bahkan suatu standard halal yang seragam diguna pakai di seluruh dunia walaupun terdapat banyak badan-badan pensijilan halal. Selain itu, semua badan penentuan halal ini diiktiraf oleh setiap negara serta integriti daripada pihak pengusaha produk halal tidak akan diragui lagi. Allah SWT melarang mendekati perkara yang haram kerana kerana bahayanya lebih besar dari pada manfaatnya. Tambahan pula, mempelajari ilmu undang-undang halal adalah fardu kifayah kerana terdapat manfaat yang banyak. Selain itu, terdapat kaedah lain yang saling berkait yang sesuai dengan penyelesai isu-isu di atas iaitu;

الْمَشَقَّةُ تَجْلِبُ التَّيْسِيرَ

Maksudnya:

Kesusahan membawa kemudahan (Jalaluddin al-Suyuti 2004).

Kaedah ini bermaksud, apabila terdapat sesuatu kesusahan atau kesulitan dalam menunaikan dan melaksanakan perintah Allah, maka perintah itu ringankan, tidak seperti asalnya. Kaedah ini berdasarkan dalil al-Quran dan a-Sunnah. Sebagaimana firman Allah SWT di dalam al-Quran (al-Baqarah 2: 185):

يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ

Maksudnya:

Allah menghendaki kamu beroleh kemudahan, dan ia tidak menghendaki kamu menanggung kesukaran".

Firman Allah SWT lagi di dalam al-Quran (al-Hajj 22:78):

وَمَا جَعَلَ عَلَيْكُمْ فِي الدِّينِ مِنْ حَرَجٍ

Maksudnya:

Allah tidak mahu menjadikan kamu menanggung sesuatu kesusahan (kepayahan).

Hadith daripada Abu Hurairah yang diriwayat oleh al-Bukhari:

وَإِنَّمَا بُعِثْتُمْ مُيَسِّرِينَ وَلَمْ تُبْعَثُوا مُعَسِّرِينَ

(al-Bukhari, Abi ᶜAbdullah Muhamad bin Ismaᶜil, *Sahih al-Bukhari,* Kitab al-Wuduw', Bab Sab al-Ma'ᶜala al-Bul Fi al-Masjid)

Maksudnya:

Sesungguhnya kamu diutus untuk memudahkan dan bukan diutus untuk menyusahkan.

Berdasarkan kaedah ketiga tersebut, meletakkan bebanan itu menjadi kesukaran terhadap hamba-hamba, untuk itu kesusahan tersebut juga menjelaskan kepada kita bahawa agama Islam itu membawa konsep kemudahan terhadap umatnya dan memberi keringanan bukan kesusahan dan kesempitan. Walaupun begitu, mestilah terlebih dahulu menentukan *mushaqah* atau kesusahan yang menjadi sebab keringanan (Jalaluddin al-Suyuthi 2004).

Isu 5: Kaedah dan penyaksian penyembelihan binatang oleh orang bukan Islam selain kaedah renjatan dalam sembelihan serta penyembelihan haiwan halal yang tidak mengikut syariat Islam. The Muslim Council of Britain (MCB) menyatakan bahawa 90% daripada daging yang dilabelkan dengan logo halal kemungkinan tidak disembelih dengan cara yang betul menepati syariat Islam.

Berdasarkan isu yang berkaitan dengan kaedah dan penyaksian penyembelihan binatang oleh orang bukan Islam selain kaedah renjatan dalam sembelihan serta penyembelihan haiwan halal yang tidak mengikut syariat Islam maka penyelesaian masalah isi adalah dengan mengaplikasikan kaedah fiqh dengan mengutamakan sesuatu asal itu kekal sepertimana yang sebelum ini. Isu di atas menunjukkan bahawa daging yang dilabelkan dengan logo halal kemungkinan tidak disembelih dengan cara yang betul menepati syariat Islam. Maka kaedah yang sesuai digunakan untuk menyelesaikan isu di atas ialah:

الْيَقِينُ لَا يُزَالُ بِالشَّكِّ

Maksudnya:

Perkara yang yakin tidak dihilangkan oleh keraguan (syak) (Jalaluddin al-Suyuti 2004).

Maksudnya ialah sesuatu perkara yang tidak diyakini berlaku atau tidak berlaku, maka sebarang keraguan yang datang kemudian untuk meragui keyakinan itu tidak diambil kira. Ia juga bermaksud yang asal dan yakin itu tidak boleh ditinggalkan hukumnya disebabkan oleh syak dan ragu-ragu. Daripada kaedah ini, sekiranya seseorang yang telah meyakini perkara dan ditetapkan hukum terhadapnya, kemudian ia berlaku syak atau ragu-ragu terhadap kehilangan yakin tersebut, sama ada telah dihilangkan atau belum hilang, maka keyakinan yang asal itu tidak dapat dihilangkan atau dihindarkan kecuali dengan ada keyakinan baru yang dapat menghilangkan nya. Maka hasil daripada kaedah ini juga dapat menghasilkan kaedah lain yang saling berkait iaitu:

الأصل بقأ ما كان على ما كان

Maksudnya:

Asal sesuatu perkara kekal mengikut keadaan sebelumnya (Jalaluddin al-Suyuti 2004).

Kaedah ini menunjukkan kekal sesuatu hukum masa selepasnya atau akhir dengan mengikut sabit hukum pada masa lampau. Maka jika label logo halal telah diletakkan maka keraguan mengenai cara penyembelihan yang tidak mengikut syariat perlu dihindarkan. Sesungguhnya, amat mustahil penlebalan logo halal telah dibuat tetapi cara perlaksanaan penyembelihan masih diragukan.

Berdasarkan temu bual bersama Informan 1 iaitu Ustaz Ahmad Fikri Bin Bakar selaku Penolong Pengarah di Bahagian Hab Halal JAKIM beliau mengatakan perkara yang berkaitan sembelihan ini kita perlu yakin bahawa sembelihan itu berlangsung dengan cara halal. Seperti yang kita sedia maklum tidak mudah badan-badan tertentu ingin mengeluarkan pensijilan halal. Sebagai contoh, tidak semua badan-badan Islam yang mengeluarkan logo halal yang diiktiraf oleh JAKIM. Tetapi setiap badan-badan Islam yang mengeluarkan logo halal dan akan melalui proses yang sama seperti Bahagian Hab Halal JAKIM di Malaysia jalankan. Perkara ini berlaku kerana proses dan prosedur pengeluaran pensijilan halal di luar negara itu berbeza mengikut cara badan-badan Islam yang bertanggungjawab itu mengeluarkan sijil. Setiap tempat yang telah diberikan pensijilan halal mereka semua akan dipantau dan jika tempat itu tidak mengikut proses dan prosedur yang telah ditetapkan maka pensijilan halal boleh tarik balik. Pengkaji juga melayari laman Web JAKIM dan melihat senarai-senarai logo-logo halal yang diiktiraf oleh JAKIM.

Rajah 1. Senarai Logo-Logo Halal Yang Diiktiraf Oleh JAKIM

Sumber: https://www.facebook.com/HabHalalJakim/

Kesimpulan

Secara keseluruhannya, aplikasi kaedah fiqh ini boleh diterima sebagai hujah atas dasar ia membawa kebaikan dan menolak kemudaratan kepada masyarakat Islam di negara bukan Islam. Selain itu, penggunaan kaedah fiqh ini akan menjadikan permasalahan yang tiada dalam nas boleh di selesaikan. Memandang pengertian fiqh dari pandangan zahirnya diertikan sebagai kefahaman segala sesuatu pada tangga dan peringkatnya yang sebenar dengan pertimbangan keadilan, sama ada mengenai perbuatan, pemikiran, hukum-hakam dan nilai-nilai akhlak mulia maka dari segi hakikat wujud persamaan yang mendalam dalam erti kata menetapkan sesuatu hukum yang sama sekali tidak disebut dalam al-Quran mahupun as-Sunnah dengan menggunakan timbangan kemaslahatan atau kemanfaatan atau kepentingan hidup manusia yang berpandukan "جلب المصالح ودفع المفاسد" iaitu mendatangkan kepada kemaslahatan dan menolak segala keburukan atau kerosakan.

Ini membuktikan bahawa setiap permasalahan yang wujud dalam Islam ada jalan penyelesaiannya. Kaedah fiqh merupakan kaedah yang mula diperkenalkan oleh *ulama'* kontemporari yang mana digunakan untuk menyelesaikan isu-isu kontemporari yang wujud zaman ini. Oleh itu, kaedah fiqh bukanlah satu sumber yang bertentangan dengan Islam kerana ia merupakan salah satu sumber dalam penetapan hukum dalam Islam juga. Oleh yang demikian, penggunaan kaedah fiqh semakin berkembang kerana ia merupakan salah satu jalan bagi menyelesaikan masalah-masalah kontemporari yang wujud pada zaman kini.

Oleh yang demikian, aplikasi kaedah fiqh dalam kehidupan seharian perlulah ditentukan berdasarkan ilmu pengetahuan tanpa mengikut hawa nafsu. Di samping itu, Islam telah meletakkan prinsip-prinsip dan asas-asas dalam berinteraksi dengan orang bukan Islam di negara bukan Islam sebagai panduan kepada umat Islam bagi memastikan umat Islam dapat menentukan hukum berdasarkan syariah Islam.

Selain daripada hawa nafsu, melawan syaitan adalah yang utama selepas melawan hawa nafsu. Syaitan akan berusaha untuk menakut-nakutkan dan akan sering menimbulkan perasaan keraguan, cemas dan bimbang di dalam hati manusia. Ini akan menjadi penghalang orang Islam untuk berjuang menegakkan agama Allah SWT. Syaitan suka melihat orang Islam dalam keadaan lalai. Fiman Allah SWT al-Quran (al-Fatir 9: 6):

إِنَّ الشَّيْطَانَ لَكُمْ عَدُوٌّ فَاتَّخِذُوهُ عَدُوًّا ۚ إِنَّمَا يَدْعُو حِزْبَهُ لِيَكُونُوا مِنْ أَصْحَابِ السَّعِيرِ (6)

Maksudnya:

Sesungguhnya Syaitan adalah musuh bagi kamu, maka jadikanlah dia musuh (yang mesti dijauhi tipu dayanya); sebenarnya dia hanyalah mengajak golongannya supaya menjadi dari penduduk Neraka.

Berdasarkan ayat al-Quran di atas dapatlah kita fahami bahawa ini ada peringatan agar kita sentiasa berwaspada dan dalam keadaan berjaga-jaga dengan ancaman dan sifat-sifat keraguan yang sering digunakan oleh musuh-musuh orang Islam tidak kira daripada hawa nafsu mahupun syaitan kerana tidak akan berputus asa untuk melihat orang Islam lemah dan menjadi pengikutnya.

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ID0011 – UNVEILING CONSUMER EXPERIENCES AND PERCEPTIONS OF MEDIA ADVERTISING FOR UNIVERSITY BRANDING: A PHENOMENOLOGICAL INVESTIGATION IN SARAWAK

Michael Tiong Hock Bing*, Oo Yu Hock

School of Management, Asia e University (AeU), No.106, 47500 Subang Jaya, Selangor, Malaysia

Corresponding author: m70205200001@aeu.edu.my

Abstract

This phenomenological study aimed to unveil the consumer experiences and perceptions of media advertising for university branding in Sarawak. With increased competition in the higher education sector, universities are utilizing media advertising to enhance their brand image and attract prospective students. However, little is known about how consumers interpret these messages in Sarawak's unique cultural and socio-economic context. Using a phenomenological approach, this research explored the lived experiences of consumers and their perceptions of media advertising for university branding. Through focus group interviews and thematic analysis, the study investigated the underlying meanings, emotions, and motivations consumers attributed to these advertisements and the factors influencing their interpretations. Findings revealed that consumers engaged with media advertising for university branding in diverse ways. Participants demonstrated varying levels of engagement, from active alignment and appropriation to critical alienation and analysis. Two main outcomes emerged: alignment and appropriation, where consumers aligned with advertising narratives, or alienation and analysis, where they distanced themselves and provided criticisms or suggestions. Consumers also played an active role in imposing their feelings and emotions while viewing advertisements, expressing emotional attachment to narratives that resonated with their values and experiences. Additionally, the study emphasized the importance of advertisements conforming to society's values for consumer acceptance. Participants rejected scenes that contradicted cultural norms, emphasizing the need for cultural sensitivity in university branding efforts. This study contributes to the understanding of consumer behavior and advertising by shedding light on media advertising for university branding in Sarawak. The findings offer valuable insights for universities and marketers looking to optimize their advertising strategies, effectively communicate, and connect with the target audience in this region. Understanding consumer perceptions and experiences allows universities to refine their branding efforts and establish meaningful connections with prospective students in Sarawak.

Keywords: *consumer experiences, media advertising, phenomenological study, Sarawak, university branding*

Introduction

Understanding how people make sense of what they see, hear, or read in the media is really important in areas like education and marketing (Bransford et al., 2000; Solomon et al., 2019). In the past, researchers looked at how audiences actively create meaning from media (Iser, 1978; Morley, 1980; Silverstone, 1994; Ang, 1985). However, sometimes, they didn't pay enough attention to how our minds work when we understand things. Recent research have considered the mental processes involved, like what we choose to pay attention to, how we understand things, and what we remember (Zillmann & Brosius, 2000).

A way to understand how we interpret media is by using a perspective called "Heideggerian phenomenology" (Heidegger, 1962; Gadamer, 1975). This way of thinking helps us see how we actively figure the meaning of what we experience and how we connect with our surroundings. When we use this perspective to study how we understand media, we learn about how cultural background, personal experiences, and the way our minds work all shape how we make sense of things (Silverstone, 1994; Ang, 1985). Furthermore, this approach also looks at how we and our culture influence each other, focusing on how we understand things as a whole.

In the field of marketing, understanding consumers' interpretations of marketing media is essential for developing effective advertising strategies (Stern, 1993; Scott, 1994; Thompson, 1997; Wilson et al., 2003). Research has explored various contexts, such as printed advertisements, internet marketing, and physical settings like shopping malls (Wilson, 2011; Wilson et al., 2003; Wilson et al., 2014). Studies have also highlighted the influence of socio-cultural backgrounds on consumers' interpretations and responses to marketing media (Deighton & Grayson, 1995; Holt, 2004). These findings emphasize the significance of considering socio-cultural variables in designing marketing campaigns that resonate with diverse audiences and align with their values and beliefs.

In the context of university branding, there is a need for further investigation, especially in the Malaysian context, specifically Sarawak. Research focusing on the cognitive processes involved in interpreting university branding advertisements is limited. Exploring audience interpretations of university branding advertisements on platforms like YouTube can provide valuable insights for industry practitioners and advertisement developers. By adopting a phenomenological approach, researchers can gain a comprehensive understanding of how individuals engage with and interpret university branding advertisements (Solomon et al., 2019; Bransford et al., 2000).

Research studies that have applied phenomenology in understanding consumer interpretations of marketing media have shed light on the significance of personal meaning, cultural background, and cognitive processes in shaping individuals' interpretations (Silverstone, 1994; Ang, 1985; Zillmann & Brosius, 2000). By building upon these studies and incorporating Heideggerian phenomenology, researchers can deepen their understanding of how individuals engage with university branding advertisements, considering factors such as their pre-existing understanding, cultural horizons, and the meaningful relationships they establish with the content. The present study investigated the underlying meanings, emotions, and motivations consumers attributed to these advertisements and the factors influencing their interpretations.

Methods

This study employed a conceptual framework based on Wilson's (2009) model (see figure 1), which outlines the cognitive stages involved in audience interpretation of media. The framework encompasses absorption, anticipation, articulation, alignment, and alienation as key stages in the interpretation process. By applying this framework, the study aimed to uncover participants' tacit knowledge and reactions to marketing narratives, shedding light on their understanding, alignment, appropriation, or alienation with the media content.

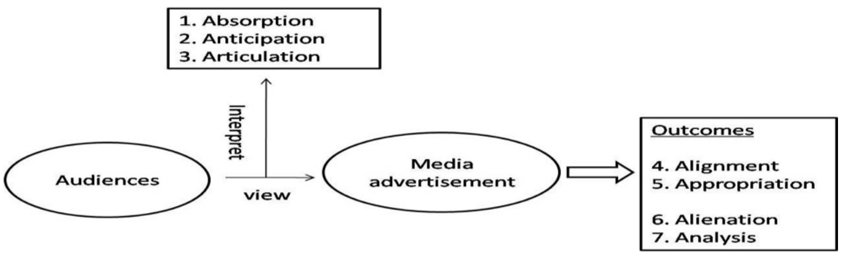

Figure 1. Preliminary conceptual model to interpret Audience's Cognitive Activity when viewing media advertisement by Wilson (2009)

To explore these cognitive responses, interpretive phenomenology served as the chosen research method (Solomon et al., 2019; Bransford et al., 2000). Adopting a phenomenological approach allows researchers to delve into the subjective experiences and perspectives of individuals in their interactions with university branding advertisements. This approach goes beyond surface-level analysis and explores the underlying meanings and interpretations that individuals attribute to these advertisements. By examining the lived experiences of participants and understanding their cognitive processes, marketers and advertisers can gain valuable insights into how to effectively engage with their target audience and shape their branding strategies.

The methodology for data collection followed the steps proposed by Smith et al. (2009) for studying interpretive phenomenology. Focus groups are chosen as the research method due to their suitability for obtaining immediate responses and opinions from a larger group of participants. The target population consisted of Form 5 students or SPM leavers who are planning to pursue higher education in Sarawak. Purposive sampling was employed to ensure relevance and exposure to corporate videos and advertisements of universities.

The tools used for collecting data in this study included interview guides and questions for focus groups. These tools were carefully created to capture the detailed experiences of participants when watching video advertisements for university branding. The aim was to fully explore participants' thoughts and reactions. The specific videos chosen for the study were taken from the official YouTube channels of three respected private universities in Sarawak. These videos were selected to match the research goals and to encompass the branding aspects and messages that these universities try to convey.

To ensure that the data collection instruments aligned with the study's objectives and to delve deeply into participants' cognitive responses, the chosen videos were meticulously picked. These videos come from the official YouTube channels of three main private universities in Sarawak and were chosen for their relevance to the research questions. These videos effectively encapsulate the universities' branding messages and elements meant for their intended audience.

The selection process involved a thorough assessment of various videos to identify the ones that best represent the universities' branding endeavors. Factors like visual and auditory appeal, content, messaging, and overall effectiveness in promoting the universities' image and values were considered. The intention was to include videos that offer diverse styles and approaches, providing participants with a wide range of stimuli for their focus group discussions.

By incorporating videos from different universities, the study aimed to capture the diverse branding strategies and messaging employed by these institutions. This careful selection process ensured that the videos used in the study truly reflected the universities' promotional content and would facilitate meaningful discussions among participants about their experiences and interpretations. It's important to highlight that proper citation and acknowledgement were followed to respect the universities' intellectual property rights.

In the focus groups, participants were shown specific videos for analysis and discussion. One of these videos was the corporate video from Curtin University Malaysia titled 'Welcome to Curtin Malaysia - A Global Experience!' (https://youtu.be/VSuhZx_6Iv8). This video, with a duration of 1 minute and 40 seconds, showcases the opportunities available at the university and its location in Sarawak. Participants' immediate responses and interpretations of this video helped the study understand their thoughts about Curtin University Malaysia's branding efforts, the portrayal of educational experiences, and the conveyed messages.

Another video presented to participants was the University College of Technology Sarawak (UCTS) Corporate Video 2016 (https://youtu.be/xE1VYPlgodc). This 3-minute and 29-second video, uploaded on 16 June 2016, aims to highlight the university's distinct features. By discussing this video, participants shared insights into UCTS's branding strategies, the representation of its educational environment, and the messages intended for the audience.

A third video shown to participants was the Swinburne Sarawak Corporate Video 2015 (TVC) (https://youtu.be/Vn6K5IOqegM). This one-minute video, uploaded on 4 March 2015, showcases the strengths of Swinburne University of Technology's Sarawak Campus. Through discussions about this video, participants provided their immediate responses, opinions, and interpretations, offering valuable insights into their cognitive reactions and their understanding of Swinburne Sarawak's branding efforts.

The data analysis process followed the seven stages outlined by Smith et al. (2009), including transcription, reading and rereading, initial noting, developing emergent themes, searching for connections across themes, moving to the next case, and looking for patterns across cases. Inter-rater reliability was given importance, with the researcher and supervisor independently analyzing the transcripts and resolving discrepancies by referring to the conceptual framework. Validity was ensured through content validity, with the questions derived from the theoretical framework and reviewed by experts in the field.

Result and Discussion

Fifteen main themes emerged from the focus group transcripts, capturing the various ways in which participants reacted to the media advertisements. These themes covered a range of experiences, from being dully engaged with the content to only paying attention to certain parts or not being interested at all (Figure 2). The findings highlighted that people respond to media advertisement in different ways and that individual differences in how engaged they are really matter (Figure 3). The analysis also revealed that some participants talked about their experiences with the “hermeneutic circle of understanding”. This means that some of them found it a bit tricky to connect all the parts of the story in the advertisements, while others seemed to really get it and explained the messages well (Figure 4). The study also identified times when participants felt like the advertisements really connected with them (Figure 5) and they appropriate with the advertisements (Figure 6). On the flip side, there were moments when they felt disconnected from the content (Table 1) and shared criticisms or ideas for making things better (Table 2).

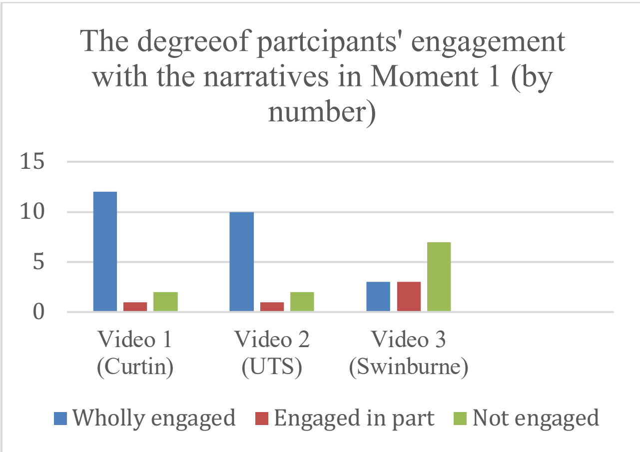

Figure 2. Degrees of engagement with the narratives in Moment 1

Figure 2 captures how engaged were the participants with the three videos when they first saw them (Moment 1). The participants' level of engagement were grouped into three main themes: being completely engaged, being engaged with some parts, and not being engaged at all. The first theme, "Wholly Engaged" is about participants who got really into the video. They kind of lost themselves in it and felt like they were part of what was happening on screen. This strong connection happened because there were things in the video that really grabbed their attention. As shown in Figure 2, 12 people were fully engaged with the Curtin video, 10 with the UTS video, and 3 with the Swinburne video.

The second master theme, "Engaged in Part" is about participants who were kind of interested in certain parts of the content. They weren’t completely drawn in, but they paid some attention. Specifically, one person was partially engaged with the Curtin video, one with UTS video, and three with the Swinburne video.

The third theme, “Not Engaged at All” is about why some participants didn’t connect with the advertised videos. This group includes 11 people who didn't feel fully engaged with the stories. Specifically, two people weren't engaged with the Curtin video, two with the UTS video, and seven with the Swinburne video.

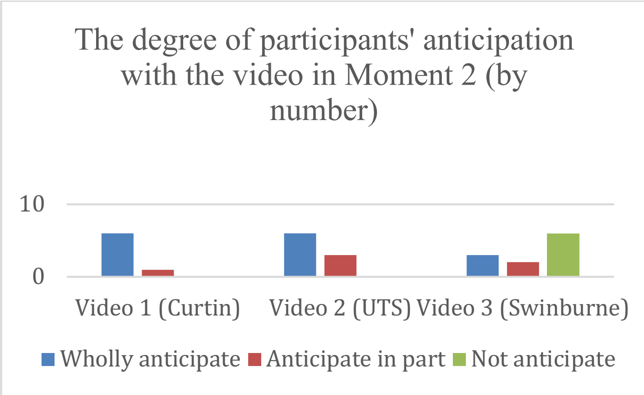

Figure 3. Degrees of anticipation with the narratives in Moment 2

When people interact with advertisements, they go through a complex process of trying to understand the message and make sense of it based on what they already know. This involves figuring out if the content matches what they expected and what they're familiar with. In this process, it's also important to consider how time and space play a role in understanding (Wilson, 2011). In this study, what participants expected from the advertisements was influenced by what they already knew about the type of advertisements they were watching. Their expectations could be broken down into three levels: content that totally matched what they expected, content that partially matched, and content that didn't match at all. Figure 3 shows how much participants expected from the three narratives (Moment 2) and sorts it into three main themes: fully expected, partially expected, and not expected at all.

The first main theme in Moment 2 is called "Content wholly met expectations." This is when participants reacted to the videos in a way that showed their expectations were completely satisfied. By looking at what participants said, we could see that they were happy with the videos. This indicates that what they were hoping to see in the videos matched what the videos actually showed. In other words, the videos met their expected storyline and elements. In the group that watched the Curtin video, six people said the video fully met their expectations. Similarly, in the UTS group, six people felt the same way, and three people in the Swinburne group were completely satisfied. This tells us that these advertisements did a great job of meeting what participants were hoping to see, and it made them respond positively. The videos were able to connect with the participants' interests, values, and experiences, which made the audience really interested and engaged.

Another main theme found is called "Content partially met expectations." This happens when participants' reactions show that the videos only partly matched what they were expecting. This means that some parts of the videos were able to meet what they were hoping to see, but there were other parts that didn't quite match up. This mixed reaction tells us that different people felt differently about different parts of the videos. Some things in the videos were what they were expecting, but other things were not quite right. This makes their perception of the videos more complicated and varied. In the group that watched the Curtin video, one person said that the video partially matched their expectations. Similarly, in the UTS group, three people felt the same way, and in the Swinburne group, two people shared a similar view. These findings show us that people's interpretations are not straightforward – some parts of the videos were as they hoped, while other parts were not exactly what they anticipated. This kind of mixed expectation response shows us that people have complex reactions, and it's important to understand these different perspectives.

The third main theme identified in Moment 2 is called "Content did not meet expectations at all." This is when participants realized that what they were expecting from the videos didn't happen at all. These expectations were influenced by their past experiences, the culture they come from, and what society considers normal. Some research shows that when the things people believe in and the things brands and advertisements talk about match up, it creates a feeling of connection (Krishna, 2012; Holt, 2016). People tend to understand and like the message when they see their own identity reflected in what the brand or advertisement is showing. In the Swinburne group, six participants felt that the videos didn't meet their expectations at all. What they said and shared pointed out a big difference between what they thought would happen and what they saw in the videos. Because what they expected and what they got were so different, they didn't connect much with the ads. This reminds us how important it is for advertisers to know what people are thinking beforehand. If they don't meet those expectations, they could miss a chance to really communicate and connect with the audience. It also shows that advertisers need to think about the culture and society where people are coming from. This way, their advertisements can have the biggest impact.

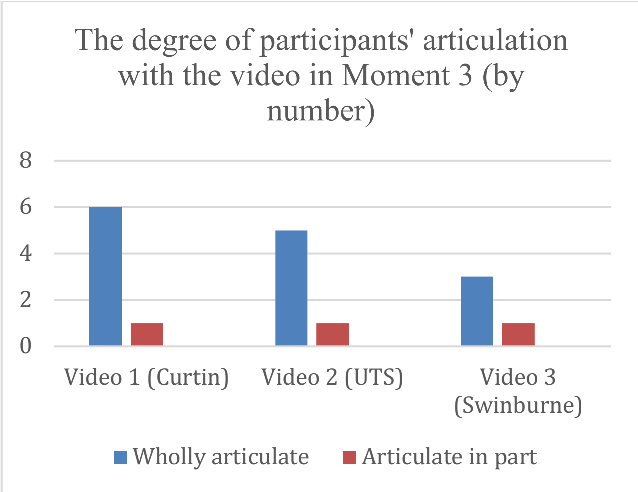

Figure 4. Degrees of articulation with the narratives in Moment 3

After participants expected what would happen in the stories, they worked on putting the story together by connecting different parts to make sense of it (Moment 3). This connecting process was like what Gadamer (1975) described as the "hermeneutic circle of understanding." It meant they actively looked at the narrative pieces and used their own views, experiences, and knowledge to understand the story better. This made them really involved and helped them get personal insights from the content. As a result, they fully understood the stories. Figure 4 shows how much they connected with the narratives. This is split into two main ideas: "thinking through the hermeneutic circle of understanding" and "facing difficulties in connecting the narrative parts." Importantly, everyone was able to put the narrative content together. This means all participants were able to make sense of the stories and connect different parts.

Looking at how participants made sense of the stories, Figure 4 showed that a good number of them really understood the content and connected all the parts well. Specifically, six participants fully understood Video 1 (Curtin), five for Video 2 (UTS), and three for Video 3 (Swinburne). This shows they could really understand and engage with the story, making a complete interpretation. We know from research on storytelling that people are more likely to understand and be influenced by stories that matter to them personally (Slater & Rouner, 2002). When the story matches what they believe in or care about, they are more likely to connect and pay attention to the message. This is why some participants really got into the videos in this study. Because the story was something they could relate to, they could understand it better.

However, not everyone found it easy to connect all the parts of the story. This means some parts of the stories were not very clear or easy to understand for them (articulate in part) (Figure 4). This might be because of things like not knowing cultural references, not knowing much about the universities shown, or not getting enough context from the videos. These things made it hard for them to put the story together and really get into it. Also, some participants only partially understood the meaning. This could be because of what they were expecting or their own opinions. What they thought about university education, specific programs, or campus life might have influenced how they understood the story. They might have focused on some parts and not others, which made them miss the whole picture. What Heidegger talked about as 'engaging' with some parts of the video but not others is kind of like paying attention to some things and not others. It's like how we pay attention to important things and ignore less important stuff. According to attentional models, people do this based on what they care about and know (Itti & Koch, 2001). In this study, when participants fully understood the story, it's like they focused on the parts that mattered to them. But for those who had trouble connecting with the story, it's like they had a hard time picking out important details and understanding everything. This is like how we focus on what matters and sometimes miss things when we're not sure what to pay attention to.

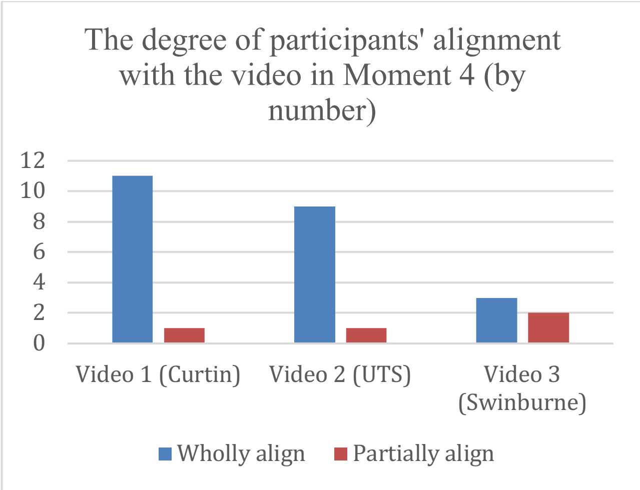

Figure 5. Degrees of alignment with the narratives in Moment 4

During the process of watching the videos, participants showed different levels of connection with the content (Moment 4). This could mean they either really identified with and related to the videos or felt distant from them (see Figure 5). It's important to know that this connection or disconnection could happen at different parts of the videos, showing that people's reactions are quite detailed. Some participants might have even felt uninterested or bored while watching. Knowing how much participants connected is crucial because it affects how engaged they are and how well they understand the messages. If we understand this connection better, creators can make better videos that people find interesting and relatable.

The study found two main ways participants connected with the videos: "fully agreed with the story" and "partially agreed with the story." Figure 5 showed that many participants really connected with the stories, showing that they really understood and felt the messages. Specifically, 11 participants fully agreed with Video 1 (Curtin), 9 participants with Video 2 (UTS), and 3 participants with Video 3 (Swinburne). This means these participants really got the main message and ideas in the videos. Gadamer's (1975) idea is that when people connect with a message, they use it to shape who they are. It's like how we use our possessions to show who we are (Belk, 1989). In this study, the videos represented the universities' images, and participants found these images a good match for their own identities and lives.

Also, some participants only connected with certain parts of the videos instead of the whole story (partially align). This shows that participants thought carefully about the content. Things like personal interest, cultural familiarity, and the value they saw in specific parts of the videos could have influenced this. For example, participants might have really connected with a specific academic program shown in the video or with certain cultural details. This shows that participants can pick out parts that matter to them. However, it's important to remember that some participants only partially agreed with the story. This means they identified with some parts but not others. This could be because they had their own preferences, different views, or certain parts just didn't resonate with them.

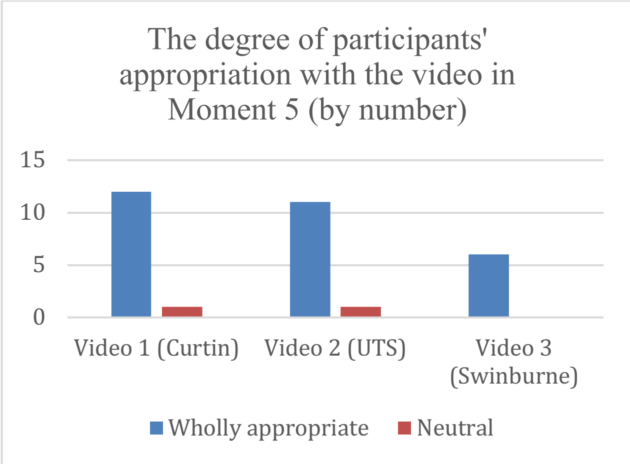

Figure 6. The degree of appropriation with the videos in Moment 5

When people really connect with the story in a video, they start feeling like they want to be a part of the university, or the lifestyle shown in the video (moment 5). This feeling of wanting to be connected is called "appropriation." It's like they're mentally associating themselves with what's in the video. This strong connection can even influence their decisions about buying things related to the story in the video. So, when people watch a video and feel like they want to experience what's happening in it, they might decide to buy things connected to that experience.

But it's important to know that just because someone wants to be part of something in a video doesn't always mean they'll actually buy things related to it. There could be reasons like not having enough money or other personal situations that stop them from buying, even if they really like what's shown. So, "appropriation" is about wanting to be connected in your mind, while "buying" is about actually getting those things.

Figure 6 shows how much participants connected with the three videos. The results show that many participants really felt like they could be part of the lifestyle in the videos. Specifically, 12 participants felt this way about Video 1 (Curtin), 11 for Video 2 (UTS), and 6 for Video 3 (Swinburne). This means these participants mentally connected themselves with the lifestyle they saw and wanted to be a part of it. On the other hand, some participants didn't really have a strong feeling about the videos. They seemed neutral or not very interested. These participants didn't feel a strong connection to the lifestyle in the videos, so they didn't show much interest in appropriating or connecting with them.

Table 1. Super-ordinate themes for distancing from the narratives in Moment 6

Alienation (Super-ordinate themes)	Video 1 (Curtin)	Video 2 (UTS)	Video 3 (Swinburne)
University is not the focus	0	0	3
Not enjoying the video aesthetics	0	0	2
Total	0	0	5

Some participants had a strong feeling of being disconnected from the videos and what was happening in them (Moment 6). This is called "alienation." It's like they didn't feel like they were a part of the video's world at all. This feeling matches with what scholar Ricoeur (1981) talked about, called "moments of distanciation." In this phase, people step back and become critical of what they're seeing, reflecting what Ricoeur refers to as "depth hermeneutics" (Ricoeur, 1981). They start sharing their criticisms and thoughts about what's happening in the videos. It's like they're looking at things more deeply and not just taking them at face value (Wilson, 2011).

For the Swinburne video, five participants showed this feeling of alienation. They thought the video wasn't relevant to them and didn't match what they expected. One participant (PB1) thought the video should have shown the university as a whole, but it focused only on technology and labs. This difference between what they wanted to see and what the video showed made them feel distant and disconnected. They said, "I'll distance myself." Another reason for feeling disconnected was that some participants didn't like how the video looked. One of them (PB3) mentioned that the video didn't catch their interest or make them want to know more about it. They felt like the video didn't do a good job of convincing them to consider Swinburne. They said, "It didn't create any desire for me to look further into the product." These responses show that these participants didn't feel connected or interested in the Swinburne video. They found it irrelevant and not visually appealing. When people feel disconnected like this, it's important for marketers and creators to understand why. This helps them make better videos that match what the audience wants and likes.

In short, this "alienation" is when people don't feel like they're a part of what's happening and they have critical thoughts about it. It's important for creators to know why people feel this way so they can make better content that fits their audience.

Table 2. Super-ordinate themes for criticisms of and suggestion for the narratives in Moment 7

Criticism	Video 3 (Swinburne)	Suggestions (UTS)	Video 3 (Swinburne)
Focus on the wrong aspect	2	Focus on university image	3
No emphasis on the university's appearance	1	Focus on the appearance	2
Pace of the video	2	Slow down the speed	
Total	5		5

In this moment (Moment 7), the participants shared important feedback and suggestions about the three university branding videos (Table 2). This feedback gives a clear view of what the participants saw as good and not so good in the videos. By understanding this feedback and using the suggestions, the people who make these videos can make them better and more effective. This helps to make videos that people like more and that do a better job of promoting the university.

One big idea that came out of looking at the feedback is that the Swinburne video didn't focus on the right things. Some participants, like PB1 and PA1, thought the video gave the wrong impression that the university was only for people interested in technology. They said the video should have shown more about the university beyond just technology. Another point, made by PB2, was that the video didn't show enough about how the university looks overall. PB2 thought the video only talking about technology wasn't enough to convince people to consider the university. Another thing some participants didn't like was how fast the Swinburne video was. PB3 and PB5 felt like the video went too quickly, so they had trouble understanding it when they watched it the first time. They thought slowing down the video would make it easier to understand.

The participants also had suggestions for making things better. Some of them, like PB1, PA1, and PB2, said it's important to show the university's appearance and overall quality in the videos. They wanted to see more about how the university looks, the classrooms, the campus, and even details like fees and courses. PB3 and PB5 thought slowing down the video would help people understand it better. PB5 also mentioned that the video should include more than just technology. All these suggestions show that the participants really thought about the videos and had good ideas for how to make them better. By addressing the participants' concerns and incorporating their suggestions, marketers can create more effective and compelling videos that resonate with the target audience and improve the overall impact of their advertising efforts.

Conclusion

In conclusion, the findings of this study have shed light on four key discoveries. Firstly, the process of perceiving media advertising was found to involve seven distinct stages, highlighting the multi-step cognitive and emotional journey experienced by participants. This understanding deepens the knowledge of how audiences engage with and interpret advertising messages. Secondly, the participants expressed a range of emotions while viewing the videos, demonstrating the affective impact of advertising on individuals. This highlights the importance of evoking emotional responses in creating memorable and impactful advertisements. Thirdly, the acceptability of the advertisements was closely linked to their alignment with societal values, emphasizing the significance of cultural sensitivity and resonating with the target audience's beliefs and norms. This finding underscores the importance of considering cultural context in designing advertising campaigns. Lastly, the participants' interpretations and readings of the videos were influenced by their recognition of genre, indicating the role of familiar storytelling frameworks in shaping audience responses. This insight highlights the effectiveness of leveraging established narrative structures to engage and connect with the audience. Collectively, these discoveries provide valuable insights into the diverse ways in which audiences engage with media advertising for university branding. From a practical standpoint, the implications of this research are significant for both universities and marketers operating in Sarawak. The understanding of how consumers interpret and make sense of media advertising messages enables universities to develop more effective branding strategies that resonate with their target audience. By aligning their advertising narratives, visuals, and messages with the values, cultural norms, and socio-economic dynamics of Sarawak, universities can enhance their brand image and effectively communicate their unique selling propositions. This research also contributes to filling the gap in the literature by employing a phenomenological approach, offering a deeper exploration of consumer experiences and perceptions of media advertising for university branding. The insights gained from this study have practical implications for the design and execution of advertising campaigns, enabling universities and marketers to create more engaging and impactful advertisements. Furthermore, the novelty of this research lies in its focus on Sarawak's specific socio-cultural context. By addressing the lack of research specifically examining consumer perceptions of media advertising for university branding in Sarawak, this study fills a significant gap in the literature. The unique cultural diversity, heritage, and socio-economic dynamics of Sarawak require specific attention in understanding consumer behavior and advertising effectiveness. Thus, this research provides valuable insights that are relevant and applicable to universities and marketers operating in the region.

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ID0012 – PRAGMATICS OF EXPRESSING APOLOGY AMONG IBAN ESL LEARNERS IN SARAWAK

Christine Jacqueline Runggol[1*], Kimberley Lau Yih Long[1], Imelia Laura anak Daneil[2], Jacqueline Susan anak Rijeng[1]

[1] *Academy of Language Studies, Universiti Teknologi MARA Cawangan Sarawak Kampus Samarahan, 94300 Kota Samarahan, Sarawak, Malaysia*
[2] *Academy of Language Studies, Universiti Teknologi MARA Cawangan Sarawak Kampus Mukah, 96400 Mukah, Sarawak, Malaysia*

[*] *Corresponding author: christine@uitm.edu.my*

Abstract

Apologies play a crucial role in interpersonal communication as they foster social harmony and demonstrate politeness. However, studies focusing on speech communities such as the Ibans in Sarawak are lacking. This study attempted to investigate the apology responses generated by a sample of Iban speakers of English in Sarawak, utilising an existing taxonomy. Furthermore, it seeks to address pertinent issues and implications for English language teaching in Malaysia. Data was collected through an open-ended questionnaire in the form of a discourse completion task (DCT). The DCT consisted of six hypothetical scenarios, requiring participants to provide written responses based on their real-life production. To enable a comparative analysis, two versions of the DCT were employed - one in Iban and the other in English. By contrasting and comparing the responses from both versions, the study sought to identify any notable differences. The findings of this study reveal that the respondents employ various apology strategies in both Iban and English interactions. The frequency of strategy usage varies depending on factors such as the severity of the offence and the social dynamics between the speaker and the addressee (including social distance and social status). Some strategies appear to be more prevalent than others in specific contexts. These findings hold significant implications for language educators and curriculum designers. It is imperative to raise awareness regarding the importance of apologies in English communication and provide targeted instruction on appropriate apology strategies. Integration of culturally sensitive materials and interactive activities into the curriculum can enhance students' understanding and utilisation of apologies. Additionally, incorporating authentic communicative tasks that involve real-life apology situations can foster the development of pragmatic competence and instil confidence in employing apology strategies effectively.

Keywords: *apology responses, Iban ESL learners, sociolinguistics, pragmatics, speech acts*

Introduction

The term 'Pragmatics' first appeared during the 70s as a subdivision of linguistics (Ugla & Zainol Abidin, 2016). It refers to the intended meaning of the speaker and the interpretation of that meaning by the listener (Roberts et al., 1992). Pragmatics explores how language is used in interactions and how meaning extends beyond literal interpretations. Pragmatics consists of two main components: pragmalinguistics, which deals with the appropriateness of linguistic forms, and sociopragmatics, which addresses the appropriateness of meaning in social contexts (Leech, 1983). To be pragmatically competent, aspects such as social contexts and relationships between interlocutors come into play.

Apologies serve various functions, including expressing guilt, acknowledging mistakes, maintaining social relationships, repairing bonds, and fostering harmony in society (Holmes, 1990; Leech, 1983; Olshtain & Cohen, 1983; Trosborg, 1994). According to Searle's Speech Acts Theory, apologies are expressive acts that allow individuals to sincerely communicate their regret and remorse. Effective apologies demonstrate genuine responsibility, sorrow, and a proposed solution (Adrefiza & Jones, 2013;Soon, 2015; Elsafar, et al, 2023). Apologies promote empathy, understanding, and reconciliation, playing a crucial role in conflict resolution and trust-building.

In recent years, researchers have delved deeper into the intricacies of apology strategies among native English speakers, uncovering factors such as severity of offences that influence the choice of strategies (Holmes, 1990; Trosberg, 1995; Murphy, 2015; Wilson, 2016). Studies have shown that in New Zealand English, both single apologies and combinations of strategies are employed depending on the seriousness of the offences (Holmes, 1990). Similarly, native speakers of British English, particularly politicians, tend to use more flattering apologies (Murphy, 2015). In Malaysia, research has been conducted on apology patterns, revealing that Malay cultural norms and values heavily influence the choice of strategies among adult Malay speakers of English (Maros, 2006). Additionally, Malaysian males exhibit fewer politeness strategies compared to females (Saad, et al, 2016). Among Indian ESL learners, context has limited impact on strategy choice, except for gender (Jamuna,2015). The seriousness of the offence also influences apology patterns (Muthusamy & Farashaiyan, 2016; Nasrudin, 2018). Malaysians make efforts to diffuse situations and professionally resolve conflicts when offences are committed (Paramasivam & Mohd. Noor, 2013). Apologising after committing a mislead is crucial in Malay culture (Abdullah, 1992), while in the Iban culture, seeking forgiveness is necessary to avoid misfortunes when offending elders (Jawan, 1996).

The term "sorry" in English encompasses various meanings and functions, including expressions of remorse, sympathy, or polite requests for clarification. However, explicit words or expressions for apology are lacking within the Iban ethnic group (Howell, 1908). Instead, alternative strategies are employed, such as non-verbal gestures of kindness and the use of indirect speech that does not explicitly acknowledge the offended person's emotions (Metom, 2013). Adhering to "*adat*", a set of logical rules and customary laws, is highly regarded in Iban society (Sandin, 1980: xi). Upholding "*adat*" reflects positively on one's upbringing (Metom, 2001). The Iban culture emphasises respect for elders, as defying them is believed to attract "*tulah*" (curses) and misfortune (Jawan, 1996). The head of the longhouse, known as the "*tuai rumah*," plays a crucial role in mediating conflicts and upholding the community's "*adat*" (custom) (Sandin, 1980; Jawan, 2001). The Iban language has been influenced by neighbouring languages, borrowing terms such as "*minta ampun*" from Malay and "sorry" from English to convey a similar sentiment (Metom, 2013). These borrowed terms reflect ongoing linguistic interactions and cultural exchanges between the Iban and neighbouring communities, as they interact with people from different ethnic groups. There is a research gap regarding apology strategies in understudied speech communities like the Iban community in Sarawak, Malaysia. Sarawak is home to the Iban community, the largest ethnic group in the region and a sub-ethnic group of the indigenous Dayak people (Lim, 2022). The Malaysian Iban community in Sarawak occupies a distinct position in the multicultural landscape, with educated individuals proficient in multiple languages, including Iban, English, and Bahasa Malaysia (Ting et al., 2021). While English is the medium of instruction in formal university classrooms, Iban holds significant importance as their mother tongue and plays a vital role in daily interactions. Therefore, it is crucial to investigate how apology strategies are utilised in this unique sociolinguistic context.

Therefore, this study aimed to explore the pragmatic strategies employed by Iban ESL learners in Sarawak when expressing apologies in both English and Iban. By identifying commonalities and differences in apology strategies, the study will contribute to the understanding of cross-cultural communication. The research is significant as it addresses the gap in apology studies within the Iban community and provides insights into the sociolinguistic dynamics of apology strategies in a multicultural context. The originality and novelty of this research lie in its exploration of apology strategies among educated Iban ESL learners, shedding light on their unique linguistic and cultural practices.

Methods

The study utilized an open-ended Discourse Completion Test (DCT) as the research design. This method was chosen for its widespread usage in cross-cultural pragmatics and its efficiency in gathering substantial data within a limited timeframe, as supported by previous studies (Al-Issa, 2003; Bergqvist, 2009; Maros, 2006; Wouk, 2006). The DCT consisted of six situations carefully adapted from Maros (2006) to reflect real-life interactions (see Table 1). Participants were prompted to fill in the dialogues, allowing for natural responses. Social distance and social status between the speakers and interlocutors were considered to examine variations in apology expressions. Content validity was ensured by reviewing and editing the DCT items before distributing the questions to the respondents. Two versions of DCT were designed- the English version and the Iban version. The English version was translated into Iban with the assistance of a native Iban speaker and an Iban language teacher. To enhance clarity, a pilot test was conducted with 10 Iban students to identify and address any issues in the DCT items and instructions. Adjustments were made based on their feedback, ensuring linguistic and cultural appropriateness. Inter-rater reliability was maintained through independent analysis by the four researchers, consulting the conceptual framework (see Table 2) and an Iban language teacher when needed (for the Iban version). The sample consisted of 28 fourth-semester degree students from UiTM Samarahan, selected through purposive sampling based on specific criteria. Data saturation was achieved with 168 semantic formulas derived from the participants' responses. Participants provided informed consent, and confidentiality and anonymity were ensured.

Thematic analysis of the open-ended responses was performed using NVivo software. The data underwent iterative coding and refinement to identify meaningful ideas and themes related to apologies. NVivo facilitated data organisation and exploration, revealing relationships and patterns within the coded data. The themes were then categorised into the semantic formulas outlined in the study's framework. Percentages of the semantic formulas were computed using SPSS. These rigorous analytical procedures enabled the study to derive meaningful insights from the qualitative data collected.

Table 1. Framework of Apology Instrument adapted from Maros (2006)

Situation Number	Situation (Iban version)	Situation (English translation)
1	*Nuan siku nembiak Universiti. Nuan udah besemaya enggau Profesor nuan deka betemu enggau iya ba opis. Taja pia, nuan laun 15 minit ari jam ti udah ditetapka laban palan endur engkah entukar udah penuh. Nuan ngetuk pintu opis Profesor lalu tama ke dalam opis iya, Nuan lalu madahka Professor nuan ....*	You are a college student. You made an appointment with your professor at his office. But you were 15 minutes late because the closest parking place was full. You knock on the door, go in, and say to the professor …
2	*Lebuh maya pansut ari palan endur engkah entukar, nuan ngelantak siti entukar sechara enda sengaja. Nya sigi penyalah ti datai ari nuan empu. Pintu entukar ke dilantak nuan tadi bisi balat bebekau. Orang ke beempu entukar nya pansut ari entukar iya lalu bejalai nuju nuan enggau ati ti pedis. Umur orang nya serambau enggau nuan.* *Orang ke beempu entukar : Nama nuan enda meda jalai? Peda nuan nama utai udah digaga nuan!*	Backing out of a parking place, you run into the side of another car. It was clearly your fault. You dent the side door slightly. The driver gets out and comes over to you angrily. He is an adult, about your age: Driver: Can't you look where you're going? See what you've done!
3	*Nuan nemuai ngagai siti kedai makai "buffet". Sepengudah ngambi pemakai, maya nuan benung bejalai nuju mija endur nuan duduk, dia nuan teterap lalu sup ti dibai nuan naya ba baju siku indai tuai.*	At a buffet restaurant: You are carrying your meal to your table. When you are walking between tables, you stumble and your soup spills over an elderly lady's blouse.
4	*Siku kaban nuan ngemai nuan nemuai ngagai rumah apai indai iya. Nuan sigi suah kia. Lebuh ba rumah kaban nuan nya, indai iya bisi mantaika siti kek ti chukup manis. Nuan enda ulih ngabiska kek nya, lalu ninggalka setengah ari kek nya.* *Indai kaban nuan : Enda rindu makai kek nya nuan?*	A friend invited you to his parents' house. You always go there. While you were there, his mother served a very sweet cake. You cannot eat it and leave half of it. Mother: Don't you like the cake?

5	*Nuan udah besemaya deka betemu enggau kaban nuan ba depan siti kedai kupi tang nuan laun 15 minit ari jam ti udah ditetapka laban nuan tetinduk.*	You were supposed to meet your friend in front of a café but you were 15 minutes late because you had taken a nap.
6	*Lebuh maya dalam lif ti sekut sereta mayuh orang, dia nuan teindikka kaki siku orang. Umur orang nya tadi serambau enggau nuan.*	In a crowded elevator, you step on somebody's (adult-your age) foot.

Table 2. Framework of Semantic Formulas adapted from Olshtain & Cohen (1983) & Trosborg (1987)

No.	Apology Strategy	Definition	Examples
1.	Avoiding or postponing apology	Speaker neither offers an apology nor acknowledges the need to say sorry. No expressions of apology are used.	*The cake is very nice but I am full / I didn't notice you there.*
2.	Direct apology	Speaker uses apology expressions.	*I'm sorry / Sorry / I apologise.*
3.	Use of intensifiers	Speaker employs the use of intensifiers to give force and emphasis.	*I'm very sorry / Terribly sorry / Sorry Sorry.*
4.	Providing justification	Speaker gives explanations why something happened.	*I missed the bus. / I overslept / I saved the wrong file.*
5.	Acknowledgement of responsibility	Speaker admits his mistakes	*My bad! / It is totally my fault.*
6.	Offer of repair	Speaker tries to make up for the unintentional mistake / damage he had caused.	*I will pay for the damages caused / Let me get you another bowl of soup.*
7.	Denying responsibility	Contrary to providing justification, the speaker avoids admitting his mistake. Instead he shifts the blame onto others or circumstances	*They should have placed a signboard there / The closest parking lot was full.*
8.	Promise of non - recurrence	Speaker pledges not to commit the same mistake.	*It won't happen again, I promise. I will not be late the next time we meet.*

Result and Discussion

Table 3 displays the percentages of 16 different apology strategies in Iban and English, with a total of 168 apology strategies identified.

Table 3. Patterns of Apology Strategies in Iban and English

Type	Apology Strategy	Percentage (%)	
		Iban	English

Single	Direct Apology	17.9	13.7
Combination	Direct Apology + Acknowledgement of Responsibility	5.4	12.5
	Direct Apology + Acknowledgement of Responsibility + Offer of Repair	4.2	3.0
	Direct Apology + Intensifiers + Acknowledgement of Responsibility	0	0.6
	Direct Apology + Question	3.0	6.5
	Direct Apology + Denying Responsibility	6.5	11.8
	Direct Apology + Humour	1.8	0
	Direct Apology + Promise	0	2.4
	Direct Apology + Promise + Offer of Repair	0	0.6
	Direct Apology + Offer of Repair	6.5	10.7
	Direct Apology + Justification	33.9	23.8
	Direct Apology + Justification + Offer of Repair	6.0	1.2
	Direct Apology + Justification + Compliment	0	2.4
	Direct Apology + Intensifiers + Offer of Repair	0	1.2
	Avoiding Apology + Justification	13.7	6
	Avoiding Apology + Justification + Compliment	1.1	3.6
Total		100	100

The most common strategy in both languages is the "Direct Apology" (17.9% in Iban, 13.7% in English), where individuals explicitly express remorse and take responsibility for their wrongdoing. An intriguing observation is that the Direct Apology strategy exhibits higher prevalence in Iban compared to English, indicating a cultural inclination towards a more explicit and direct expression of remorse within the Iban community. This finding highlights the significance of accountability and accepting responsibility within the Iban cultural context. It is interesting to note that openly expressing emotions and engaging in direct apologies is not traditionally customary in Iban culture, as suggested by Metom (2013). Therefore, the utilisation of phrases such as "minta ampun" (which shares cognates with the Malay language and translates to "sorry") to seek forgiveness signifies a positive instance of pragmalinguistic transfer. In this case, the Iban speakers have incorporated pragmatic knowledge from their second language (L2) into their native language. This transfer reflects the influence of their exposure to L2 pragmatic norms and the incorporation of these norms into their speech acts within the Iban cultural context.

The second most common strategy, observed in both languages, is a combination of the "Direct Apology" and "Acknowledgement of Responsibility" (5.4% in Iban, 12.5% in English). This combination showcases a deeper level of remorse and accountability by explicitly recognizing one's responsibility for the situation. However, it is important to note that in English, this combination is further strengthened by incorporating intensifiers to enhance the expression of remorse (0.6%). The seriousness of the committed offense is indicated by the use of intensifiers in the English language (Maros, 2006; Adrefiza & Jones, 2013). In English, it is uncommon to repeat the same word in a sentence (Nasrudin, 2018). For instance, the phrase "*I am really really sorry*." In this example, it can be observed that the speaker's first language and the influence of the Malay language (Bahasa Melayu), which is the official language of Malaysia has been part of their formal education, might have played a role. Interestingly, when apologizing in Iban, the respondents did not employ intensifiers, especially when there was a need to minimize any negative emotions by demonstrating profound sincerity and remorse. Additionally, the third strategy, which includes an "Offer of Repair " alongside the direct apology and acknowledgement of responsibility (4.2% in Iban, 3.0% in English), signifies a proactive approach to address the wrongdoing and restore trust. This strategy emphasises the willingness to take action and make amends.

Other strategies, such as "Direct Apology + Denying Responsibility," "Direct Apology + Humour," and "Direct Apology + Question," are also observed, though with varying frequencies (see Table 3). In English the inclusion of a question or denying responsibility after a direct apology is more common, whereas in Iban, humour is more prevalent. These diverse strategies highlight the linguistic nuances employed when expressing remorse and serve to underscore the sincerity of the apology, provide reassurance, or diffuse tension in different ways. The data also provides intriguing insights into the way Iban speakers apologise in both languages. When offering apologies in Iban, elements of humour are often incorporated to strengthen rapport and create a friendly atmosphere. However, it is important to consider the context in which such responses are used. For example, in Situation 5, the speaker likely intended to engage in friendly banter with a close friend. However, if the same response is directed towards someone with whom the speaker has a more distant relationship. who is socially distant, the addressee may feel offended. An example of such an exchange is as follows:

Speaker	: *Minta ampun wai*. (Direct Apology) [English translation: Sorry, friend.]
Friend	: *Ukai te bangat lela nuan nganti aku datai deh*. (Humour) [English translation: It's not as if you will melt while waiting for me to arrive]

In the above example, the apology responses may sound impolite, sarcastic or rude to an English native speaker (Thomas, 1995). Such a response could potentially threaten the hearer's positive face, which refers to a person's desire to be appreciated and approved by others (Brown & Levinson (1987, cited in Ruhi, 2006). Consequently, when a person's positive face is threatened, their self-esteem can be negatively affected. This demonstrates the occurrence of negative pragmalinguistic transfer. Al-Issa (2003) and Kasper (1990) suggest that pragmatic failure can arise when different cultures interpret certain linguistic behaviours differently.

It is noteworthy that the participants tend to incorporate promises (2.4%) and subsequent offers of repair (0.6%) following a direct apology in English; these elements are not as prevalent in Iban apologies. On the other hand, both Iban and English apologies exhibit a similar trend of utilising a direct apology with an offer of repair, without the need for justification or promise, with frequencies of 6.5% in Iban and 10.7% in English. These findings demonstrate the variation in apology strategies between the two languages, highlighting the importance of understanding linguistic and cultural nuances when expressing remorse.

The prevalence of the "Direct Apology + Justification" strategy in both Iban (33.9%) and English (23.8%) raises intriguing sociolinguistic inquiries. It suggests that individuals in these cultures feel the need to provide justifications or reasons for their actions, even when offering apologies. This tendency may arise from cultural norms that place value on explanations and justifications as a means of maintaining face or mitigating perceived damage to one's reputation (Sandin, 1980; Jawan, 2001). However, Table 1 reveals that in English, the strategy of "Direct Apology + Justification" is often accompanied by an offer of repair (1.2%) or a compliment (2.4%). In Iban, it is combined with an offer of repair (6%) and intensified (1.2%) in English.
Table 3 also draws attention to the utilisation of avoidance strategies, including "Avoiding Apology + Justification" (13.7% in Iban, 6.0% in English. Additionally, the strategy of justification is often followed by a compliment (1.1% in Iban, 3.6% in English). These findings suggest a cultural inclination to downplay or deflect responsibility in specific situations. Understanding these avoidance strategies can enhance our understanding of cultural norms and interpersonal dynamics in Iban and English language contexts.

Conclusion

The study has yielded significant findings in the field of cross-cultural pragmatics. The Iban speakers in the study were observed to utilise various apology strategies when seeking forgiveness in both Iban and English languages. Notably, it was found that when offering apologies in both languages, the speakers tended to provide justifications or reasons for their actions. Additionally, they incorporated hints of humour to strengthen the relationship between the participants, particularly when apologising in their native language. These findings contribute valuable insights into the dynamics of apologies across cultures. As for English language teaching in Malaysia, the findings have shown that effective instruction should not solely focus on grammar; teachers should also foster students' awareness of sociolinguistic and pragmatic rules within the L2 speech community to prevent breakdowns in communication. It is crucial to shift from traditional teacher-centered learning. Teachers must encourage active student participation through diverse activities that facilitate knowledge transfer. However, it is essential to clarify that this study does not advocate for students assimilating into the target culture or abandoning their cultural identity. Instead, teachers should make students aware of sociolinguistic differences to prevent them from being unfairly judged by native speakers of the target language. Sensitivity is required when teaching cultural pragmatics, ensuring that students' cultural backgrounds are respected. Teachers should never demean students by suggesting that the culture of native L2 speakers is superior to their own.

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DEMONSTRASI KE PEMBELAJARAN DALAM TALIAN: PERJALANAN PEMBELAJARAN PELAJAR HOTEL REKREASI DI KOLEJ KOMUNITI CHENDEROH KETIKA PANDEMIK COVID-19

Azreena Aziz[1], Quah Wei Boon[2,3*], Muhammad Najib Bin Jamil[1]

[1]*Unit Operasi Perhotelan, Kolej komuniti Chenderoh, Lot 43, Jalan Industri MIEL 2, Kawasan Perindustrian IKS 33000 Kuala Kangsar, Perak, Malaysia*
[2]*Fakulti Pengajian Pendidikan, Universiti Putra Malaysia, Jalan Universiti 1, 43400 Serdang, Selangor, Malaysia*
[3]*Bahagian Pengurusan Sumber Manusia Kementerian Pendidikan Tinggi Aras 15, No. 2, Menara 2, Jalan P5/6, Presint 5 62200 W.P. Putrajaya., Malaysia*

**Corresponding author: skyman823000@yahoo.com*

Abstract

Wabak pandemik koronavirus (COVID-19) telah menyebabkan hampir semua pendidik di semua peringkat termasuk kolej komuniti mencari alternatif yang lain untuk mengajar. Pembelajaran dalam talian telah menjadi antara dalam pilihan. Walau bagaimanapun, masih terdapat banyak isu dan cabaran yang dihadapi terutama bagi pelajar TVET di kolej komuniti yang berfokuskan kepada aktiviti amali yang memerlukan demonstrasi, ilustrasi, dan kerja praktikal yang membolehkan pelajar memperoleh kemahiran. Kajian ini bertujuan untuk mengenal pasti pengalaman pelajar, isu dan cabaran yang dihadapi oleh pelajar dan cadangan penambahbaikan yang dicadangkan oleh pelajar terhadap subjek hotel recreation. Kajian ini melibatkan 29 orang pelajar Kolej Komuniti Chenderoh yang mengambil subjek Hotel Recreation. Terdapat Tiga soalan terbuka berkenaan dengan pengalaman, isu serta cabaran dan cadangan penambahbaikan telah diberikan kepada pelajar untuk menjawab. Analisis tematik telah digunakan dalam kajian ini. Hasil kajian menunjukkan terdapat empat tema utama yang dihasilkan daripada pengalaman pelajar dalam mempelajari subjek hotel recreation iaitu kepuasan belajar, kemahiran, pembelajaran aktif, dan pengetahuan. Selain itu, tiga tema utama yang dihasilkan daripada isu dan cabaran pelajar semasa mempelajari subjek hotel recreation iaitu teknologi dan Internet, pengajaran dan pembelajaran, dan kesihatan dan persekitaran. Bagi cadangan penambahbaikan pula, informan mencadangkan perbanyakkan aktiviti luaran dan dalaman dan menjalankan lawatan supaya pelajar dapat belajar menerusi pembelajaran berasaskan pengalaman. Kesimpulannya, walaupun terdapat cabaran yang dihadapi oleh pelajar semasa mengikuti pembelajaran dalam talian, pihak pengurusan daripada Kementerian Pendidikan Tinggi perlu melihat kepentingan Pembelajaran Terpadu supaya pelajar dan pensyarah dapat memanfaatkan dengan pelaksanaannya.

Kata kunci: Pengalaman, kepuasan belajar, pembelajaran aktif, aktiviti luaran dan dalaman, lawatan

Pengenalan

Sebelum berlakunya Pandemik COVID-19, Subjek *Hotel Recreation* telah dijalankan secara bersemuka di Kolej Komuniti Chenderoh. Subjek *Hotel Recreation* merupakan satu modul wajib yang perlu dipelajari oleh pelajar Semester 1 bagi program Sijil Operasi Perhotelan di Kolej Komuniti SeMalaysia. Tambahan pulan, subjek *Hotel Recreation* merupakan modul yang memberikan pengetahuan dan bimbingan kemahiran tentang operasi harian bagi Jabatan Rekreasi di sesebuah hotel yang memberikan perkhidmatan rekreasi secara dalaman *(indoor)* dan luaran *(outdoor).* Pelajar juga akan didedahkan tentang skop tugas di jabatan rekreasi, jenis rekreasi yang diuruskan, pengurusan peralatan rekreasi, pengenalan peralatan pertolongan cemas dan asas pertolongan cemas bagi tetamu hotel serta pengurusan aktiviti rekreasi. Semua aktiviti ini dijalankan secara bersemuka yang melibatkan aktiviti dalaman dan luaran.

Ketika berlakunya Pandemik COVID-19, ia telah membawa impak yang sangat besar terhadap sektor pendidikan termasuk juga proses pembelajaran. Banyak negara yang terpaksa mengambil langkah untuk menutup institusi pendidikan sekolah, kolej mahupun universiti demi mengurangi penyebaran virus (UNESCO, 2020). Hal ini juga membuat institusi pendidikan terpaksa mencari solusi alternatif untuk memastikan proses pengajaran dan pembelajaran tetap dijalankan walau apa cara sekali pun. Pelbagai inisatif baru telah digubal dan diselaraskan terutama dalam dunia Pendidikan sama ada secara percuma mahupun secara berbayar. Oleh hal yang demikian, corak pengajaran dan pembelajaran telah bertukar daripada bersemuka kepada secara atas talian. Dalam situasi ini, pembelajaran secara atas talian *(online learning)* telah menjadi pilihan utama dan banyak diaplikasikan oleh institusi pendidikan termasuk kolej komuniti bagi memastikan proses pembelajaran tetap berlangsung.

Penggunaan teknologi dan internet dalam pembelajaran secara atas talian telah membawa banyak manfaat, seperti fleksibiliti waktu dan lokasi, akses terhadap sumber daya belajar yang luas, dan kesempatan untuk belajar secara kendiri (UNESCO, 2020). Namun, pembelajaran secara atas talian juga memiliki beberapa cabaran, seperti keterbatasan akses terhadap teknologi dan internet (Aboagye et al., 2020; Doraisamy, 2021; Yeap et al., 2021) dan keterbatasan interaksi sosial antara pelajar (Aboagye et al., 2020; Doraisamy, 2021; Ferri et al., 2020).

Penyataan Masalah

Proses pembelajaran yang dijalankan secara atas talian ini mula diwajibkan bagi memenuhi keperluan pembelajaran yang agak terbatas akibat daripada penularan pandemic Covid-19 yang telah berleluasa sejak bulan Mac 2020. Oleh hal yang demikian, pengajaran dan pembelajaran yang dikendalikan oleh Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) diarahkan untuk menjalankan kuliah secara atas talian sepenuhnya. Bagi perlaksanaan kuliah, di Kolej Komuniti Chenderoh telah memilih *Microsoft Team* sebagai platform e-pembelajaran dan pengajaran secara atas talian telah diperkenalkan kepada pensyarah dan pelajar terutama bagi subjek *Hotel Recreation* SOP 10123. Justeru itu, kajian ini dijalankan bagi mengkaji sejauh manakah pengalaman pelajar terhadap subjek *hotel recreation*. Secara khususnya, kajian ini mempunyai objektif kajian iaitu:

i. Mengenal pasti pengalaman pelajar semasa mempelajari subjek *hotel recreation*.

ii. Mengenal pasti isu dan cabaran yang dihadapi oleh pelajar semasa mempelajari subjek *hotel recreation*.

iii. Mengenal pasti cadangan penambahbaikan yang diberikah oleh pelajar kepada pensyarah atau kolej terhadap subjek *hotel recreation* ini

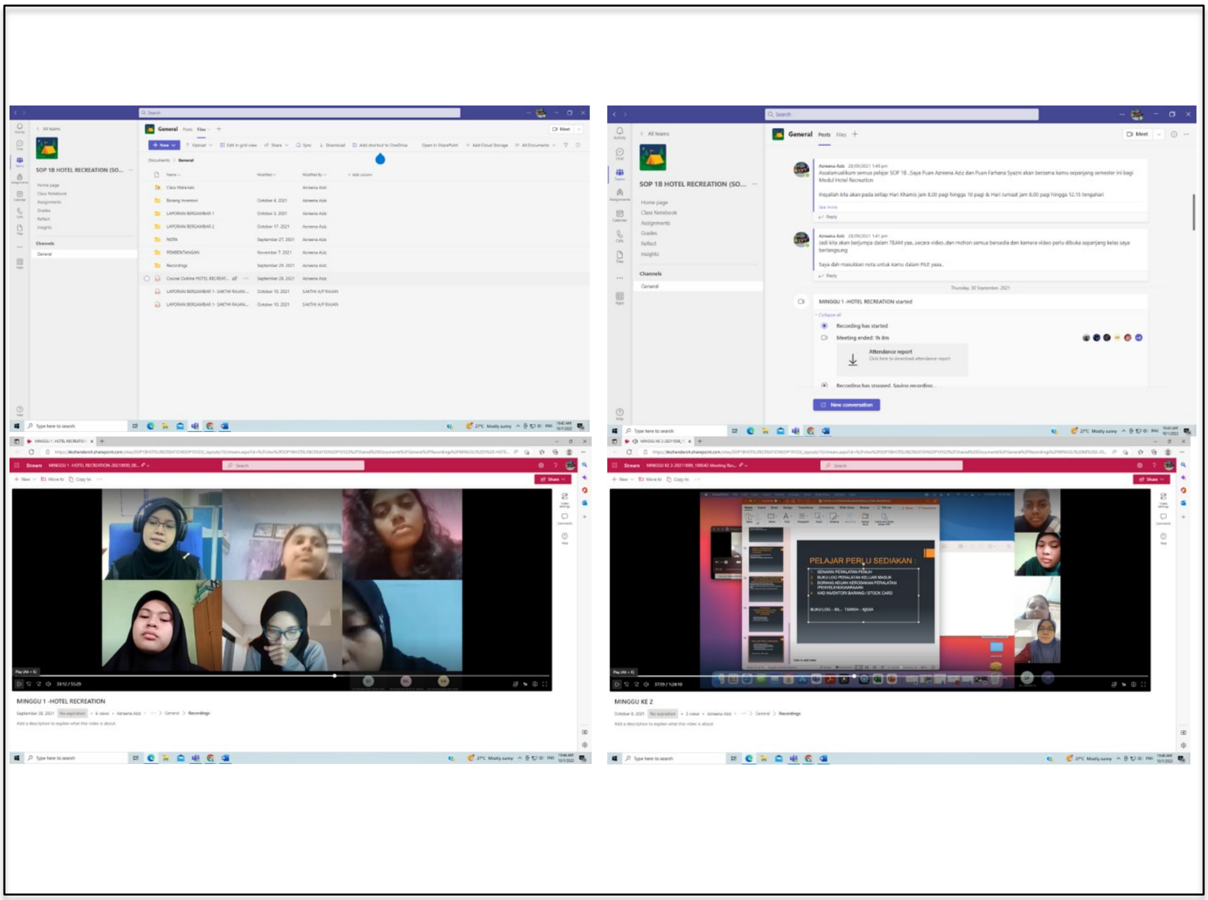
Cabaran dalam Pembelajaran Secara Dalam Talian

Pembelajaran dalam talian telah menjadi semakin popular dalam beberapa tahun kini, terutamanya dalam konteks pandemik COVID-19. Walau bagaimanapun, beberapa cabaran khusus kepada pengajaran dan pembelajaran dalam talian boleh menyebabkan halangan dalam mencapai hasil pembelajaran yang berjaya untuk pelajar TVET. Antara cabaran utama telah dinyatakan dalam kajian lepas termasuk: aksesibiliti (Aboagye et al., 2020), konnektiviti dan kekurangan peranti yang sesuai (Aboagye et al., 2020; Doraisamy, 2021; Yeap et al., 2021), dan isu-isu sosial seperti kekurangan komunikasi dan interaksi dengan guru dan rakan sebaya (Aboagye et al., 2020; Doraisamy, 2021; Ferri et al., 2020), motivasi rendah akibat keletihan daripada pembelajaran dalam talian (Doraisamy, 2021; Yeap et al., 2021).

Dalam kajian Karani dan Mary (2022) juga menyatakan bahawa ketidakseimbangan digital, kecekapan yang diperlukan dalam demonstrasi adalah terhad, dan kecekapan ICT merupakan cabaran utama dalam kajian mereka. Walaupun pembelajaran dalam talian mendatangkan banyak kebaikan seperti dinyatakan oleh Katam dan Otieno (2021), tetapi ia juga menyebabkan segelintir pelajar tercicir dari sekolah dan yang lain menangguhkan pelajaran mereka sebagai akibat langsung ketidakupayaan mereka untuk mengakses alat ICT dan alat yang berkaitan (Karani & Mary, 2022).

Microsoft Team dan Penggunaan dalam Pengajaran dan Pembelajaran bagi Subjek *Hotel Recreation*

Microsoft Team adalah merupakan satu aplikasi yang disediakan oleh Microsoft yang membantu untuk berkomunikasi, bersemuka atas talian, pertemuan video, menyimpan fail dan integrasi aplikasi serta melakukan aktiviti dalam kumpulan walaupun jarak membatasi antara satu dengan yang lain. Capaian sistem pengendalian Microsoft Team ini adalah menerusi Windows, Linux, macOS, iOS dan Android. Kepelbagaian aplikasi ini mampu memberikan pengguna untuk memilih cara penggunaan yang lebih memudahkan.



Rajah 1. Penggunaan Microsoft Team dalam Pengajaran dan Pembelajaran bagi Subjek *Hotel Recreation*

Metodologi

Kajian ini dilaksanakan dengan menggunakan pendekatan kajian kualitatif. Kajian ini telah melibatkan 29 orang pelajar Kolej Komuniti Chenderoh yang mengambil subjek *Hotel Recreation*. Setiap responden telah diberikan kod *pseudonym* R1 sehingga R29 bagi menggantikan nama sebenar mereka bagi menjaga kerahsiaan peserta dan mematuhi etika pelakasanaan kajian. Kaedah soal selidik dengan soalan terbuka telah diaplikasikan. Terdapat tiga soalan yang digunakan dalam soal selidik yang diedarkan iaitu seperti dalam senarai berikut:

Soalan 1. Apakah pengalaman yang anda dapat semasa mempelajari subjek *hotel recreation*?

Soalan 2. Apakah isu dan cabaran yang dihadapi semasa mempelajari subjek *hotel recreation*?

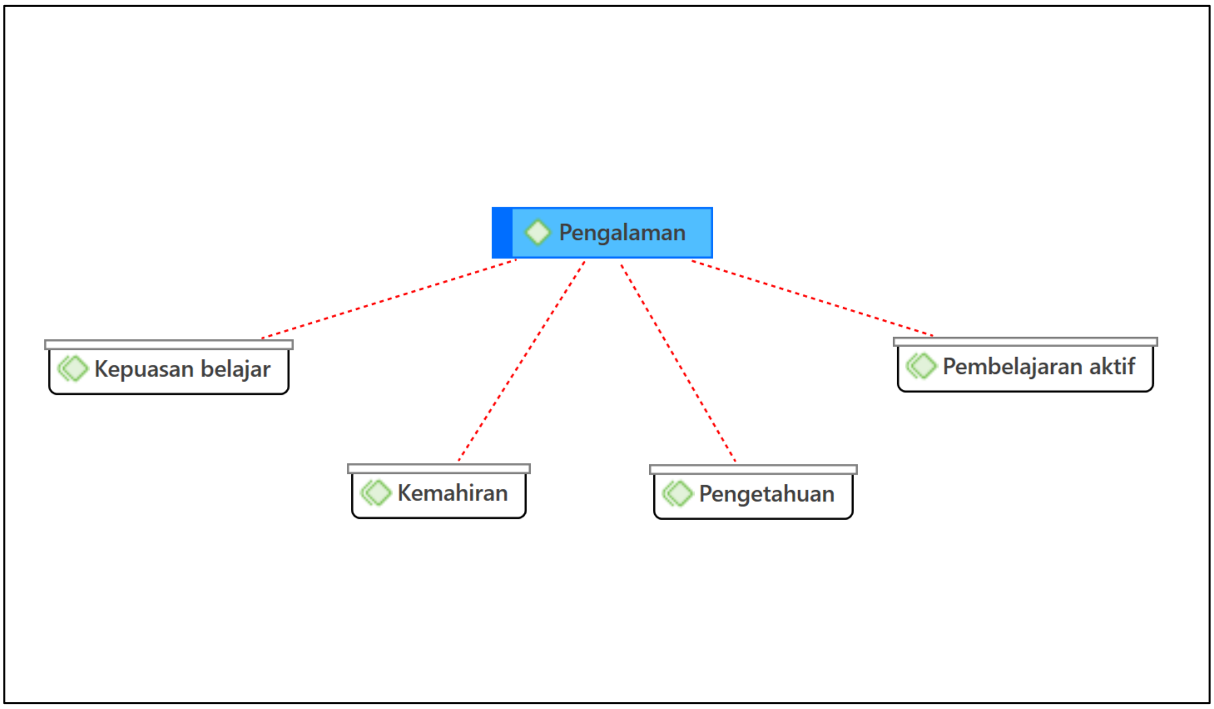
Soalan 3. Apakah cadangan penambahbaikan yang anda boleh cadangkan kepada pensyarah atau kolej terhadap pelaksanaan subjek *hotel recreation* ini?

Dapatan dan Perbincangan

Analisis tema telah digunakan untuk mendapatkan kod dan tema bagi berdasarkan soalan-soalan terbuka yang telah diajukan kepada peserta kajian.

Soalan 1. Apakah pengalaman yang anda dapat semasa mempelajari subjek *hotel recreation*?

Informan telah menyumbang pendapat mereka berhubung dengan pengalaman yang diperoleh semasa mempelajari subjek *hotel recreation.* Rajah 2 menunjukkan pernyataan sebilangan informan untuk soalan 1.



Rajah 2. Pengalaman yang diperoleh semasa mempelajari subjek *Hotel Recreation*

Berdasarkan analisis tema, terdapat empat tema utama yang dihasilkan daripada pengalaman yang dinyatakan oleh para pelajar dalam kajian ini. Antaranya adalah:

1. Kepuasan belajar
2. Kemahiran
3. Pembelajaran aktif
4. Pengetahuan

Terdapat 12 informan yang menyatakan bahawa mereka berasa seronok dan gembira ketika mempelajari subjek *hotel recreation* kerana dapat mempelajari banyak perkara seperti pertolongan cemas, mengendalikan peralatan rekreasi dan melaksanakan aktiviti dalaman dan luaran.

"Saya amat suka dan amat tertarik dgn hotel recreation kerana byk belajar tentang permainan dan aktiviti luar seperti jogging dan permainan tradisional" R6

"…saya lebih suka subjek hotel recreation sebab banyak buat aktiviti outdoor" R25

"…dapat tahu nama peralatan dan fungsi dia…" R26

Seterusnya, untuk tema kedua adalah kemahiran. Tedapat 12 informan yang menyatakan bahawa mereka dapat mempelajari pelbagai kemahiran melalui subjek *hotel recreation.* Antaranya adalah:

1. kemahiran pertolongan cemas asas
2. Kemahiran mengendalikan peralatan rekreasi
3. Kemahiran berkomunikasi
4. Kemahiran mengendalikan aktiviti sukan

"… mempelajari asas pertolongan cemas bersama JPAM" R4

"…Dapat mengetahui tentang asas pertolongan cemas iaitu cara membuat kain anduh" R7

"saya dapat mempelajari tentang cara pengurasan peralatan" R10

"…melaksanakan aktiviti sukan dalam kolej tanpa bantuan pensyarah, … mempelajari cara untuk membuat CPR, pemadaman api" R13

Di samping itu, untuk tema ketiga adalah pembelajaran aktif. Terdapat 9 informan telah menyatakan bahawa mereka mempelajari subjek *hotel recreation* melalui aktiviti dalaman dan luaran.

"…Permainan indoor seperti indoor congkak, dam haji, sahibba, dan sebagainya. Permainan indoor seperti berkayak, berenang, bermain atv dan sebagainya…" R1

"…bagi indoor kami bermain catur, congkak, saiba dan sebagainya, bagi aktiviti outdoor kami bermain sukan neka dan mengadakan program JPAM…" R5

Untuk tema terakhir adalah pengetahuan.

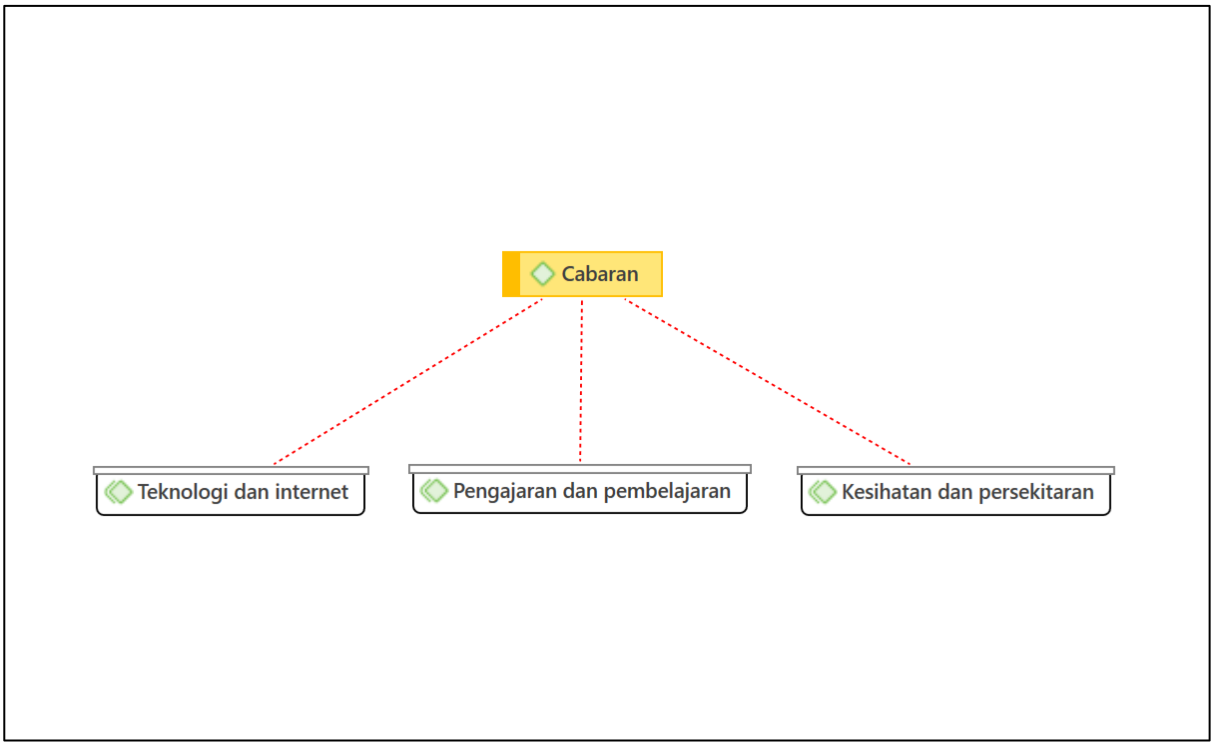
Berdasarkan kod dan tema informan dalam jadual 1, terdapat empat informan mempunyai pendapat yang berkaitan dengan memperoleh pengetahun semasa mempelajari subjek *Hotel Recreation.* Para informan juga bersetuju bahawa mereka dapat mempelajari ilmu tentang rekreasi dan peti kecemasan cemas.

Table 1. Pernyataan responden berhubung pelaksanaan pembelajaran secara dalam talian bagi subjek *Hotel Recreation*

Responden	Kenyataan
R18	“saya dapat mengetahui banyak pengetahuan yang baru … tentang perhotelan .”
R19	“saya dapat membelajari subjek hotel recreation yang saya tak pernah belajar”
R21	“Semasa saya belajar di subjek ini banyak perkara yang dapat iaitu ilmu tentang rekreasi dan juga belajar tentang peti kecemasan cemas .”
R24	“…adalah pengetahuan tentang *hotel recreation*”

Soalan 2. Apakah isu dan cabaran yang dihadapi semasa mempelajari subjek *hotel recreation*?

Dengan merujuk kepada soalan 2, maklum balas daripada informan yang telah dijana dalam rajah 3.



Rajah 3. Isu dan cabaran yang dihadapi semasa mempelajari subjek *Hotel Recreation*

Berdasarkan analisis tema, terdapat tiga tema utama yang dihasilkan daripada isu dan cabaran yang dinyatakan oleh para pelajar dalam kajian ini. Antaranya adalah:

1. Teknologi dan Internet
2. Pengajaran dan pembelajaran
3. Kesihatan dan persekitaran

Terdapat 13 informan yang telah menyatakan bahawa mereka menghadapi masalah teknologi dan Internet semasa mempelajari subjek *Hotel Recreation.* Antara cabaran yang dihadapi oleh pelajar semasa kelas online adalah kualiti Internet seperti yang dinyatakan oleh responden R14, R15, R16, R18, R19, R20, R21, R24, R25, R29, dan R29. Tambahan, informan R14 menyatakan *"Internet di dorm amat lembab"* dan informan R21 menyatakan *"masalah kelajuan Internet menyebabkan dia tidak dapat fokus belajar secara dalam talian."*

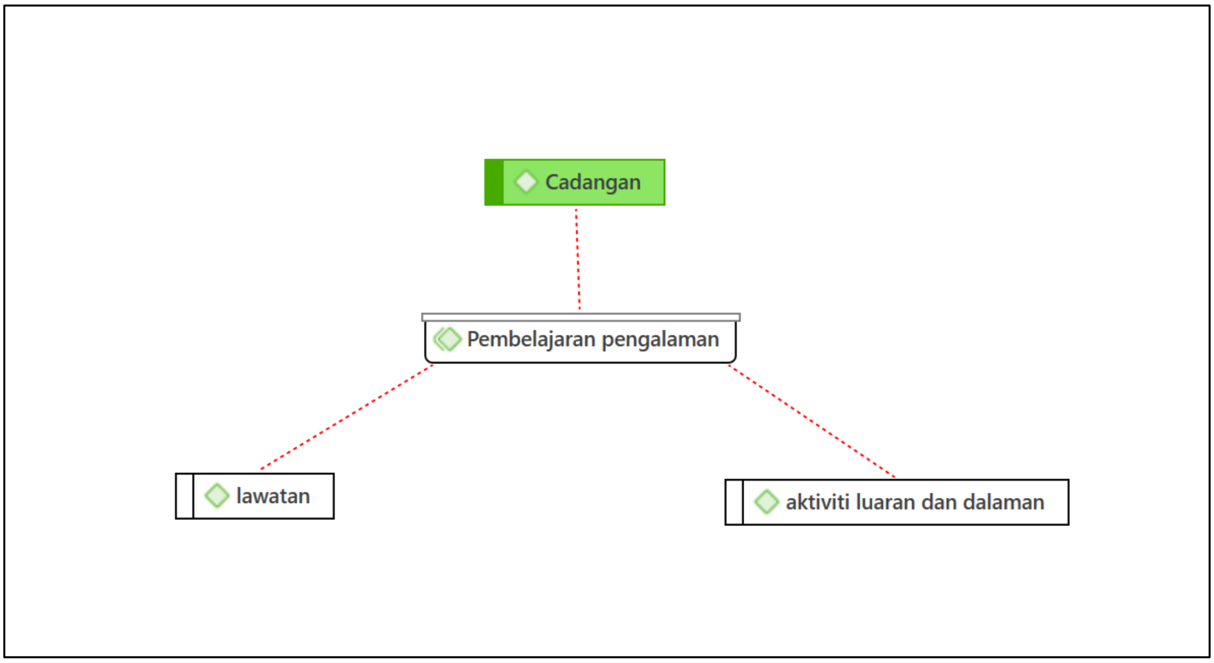
Bagi masalah teknikal seperti masalah dengan laptop juga menjadi cabaran yang dihadapi oleh pelajar seperti yang dinyatakan oleh informan R29. Manakala, terdapat masalah teknikal dengan penggunaan platform pembelajaran seperti Microsoft Teams seperti yang dinyatakan oleh informan R27, R28, dan R29.

Cabaran kedua yang dihadapi oleh pelajar semasa mempelajari subjek *Hotel Recreation* ialah kesulitan untuk memahami kehendak soalan yang diberikan oleh pensyarah, seperti yang dinyatakan oleh R17 dan R26. Namun, cabaran tersebut dapat diatasi dengan bantuan pensyarah dan rakan sekelas dan pelajar yang berusaha memahami konsep melalui tugasan dan kuiz yang diberikan.

Cabaran ketiga yang dihadapi oleh pelajar semasa mengikuti kelas pembelajaran secara dalam talian bagi subjek *Hotel Recreation* adalah kesihatan dan persekitaran. Informan R18 menyatakan *"ada gangguan daripada adik beradik,"* manakala, informan R21 pula menyatakan *"gangguan daripada bunyi seperti adik menangis, mama panggil makan dan sebagainya."* Kesemua gangguan ini secara tidak langsung telah mengganggu proses pembelajaran secara dalam talian.

Soalan 3. Apakah cadangan penambahbaikan yang anda boleh cadangkan kepada pensyarah atau kolej terhadap subjek *hotel recreation* ini?

Dengan merujuk kepada soalan 3, maklum balas daripada informan yang telah dijana delam rajah 4.



Rajah 4: Cadangan penambahbaikan terhadap pelaksanaan subjek *Hotel Recreation*

Dapatan kajian menunjukkan bahawa terdapat 11 informan mengesyorkan agar terdapat perbanyakkan aktiviti luaran dan dalaman di *hotel recreation* untuk menarik minat pelajar dan menghindari rasa bosan semasa pembelajaran. Berikut adalah beberapa contoh kenyataan daripada informan:

"perbanyakkan aktiviti luaran dan dalaman untuk menarik pelajar dan untuk memahami sesuatu pelajaran tersebut agar tidak belajar bosan dengan pembelajaran tersebut" R1

"menambah lagi banyak aktiviti outdoor dan indoor dan kurangkan pembelajaran secara teori" R25

Manakala, terdapat 10 informan juga mengesyorkan untuk membuat lawatan ke tempat-tempat menarik dan melakukan aktiviti riadah di luar kolej. Berikut adalah beberapa contoh kenyataan daripada informan:

" ... banyakkan buat lawatan di tempat tempat yang menarik" R6

" ... membuat lawatan ke tempat tempat yang menarik" R17

Berdasarkan analisis tema yang dihasilkan dalam kajian ini, terdapat empat tema utama yang dihasilkan daripada pengalaman pelajar dalam mempelajari subjek *Hotel Recreation* iaitu kepuasan belajar, kemahiran, pembelajaran aktif, dan pengetahuan. Kepuasan belajar menjadi tema yang paling utama dinyatakan oleh responden dengan 12 responden menyatakan bahawa mereka berasa seronok dan gembira ketika mempelajari subjek ini kerana mereka dapat mempelajari pelbagai perkara seperti pertolongan cemas, mengendalikan peralatan rekreasi dan melaksanakan aktiviti dalaman dan luaran. Dalam kajian Kotuwegoda (2020) juga menunjukkan pelajar berminat mempelajari bidang hospitaliti berdasarkan Daya Tarikan Lapangan (Field Attractiveness) dan Daya Tarikan Kurikulum (Curriculum Attractiveness). Di mana mereka lebih suka bekerja di industri ini dan ingin mempelajari berkaitan dengan industri ini. Di samping itu, dapatan kajian ini juga menunjukkan "Saya boleh mempunyai pengalaman pembelajaran yang lebih menyeronokkan berbanding ketika saya belajar kurikulum lain " dengan nilai min 4.29. Oleh yang demikian, kepuasan pelajar telah menjadi tema yang utama daripada analisis tema.

Tema kedua ialah kemahiran, yang terdiri daripada kemahiran pertolongan cemas asas, mengendalikan peralatan rekreasi, berkomunikasi, dan mengendalikan aktiviti sukan. Responden menganggap subjek *Hotel Recreation* dapat membantu mereka mempelajari kemahiran yang berguna bukan setakat dalam bidang hospitaliti tetapi juga untuk kehidupan mereka.

Tema ketiga ialah pembelajaran aktif, di mana responden menyatakan bahawa mereka belajar melalui aktiviti dalaman dan luaran seperti permainan *indoor* dan *outdoor*, serta program JPAM. Dengan strategi pembelajaran ini dapat meningkatkan kepuasan dan motivasi pelajar untuk mempelajari subjek tersebut. Seperti yang dinyatakan oleh Chau dan Cheung (2017), pembelajaran aktif dapat menghubungkaitkan pelajar dengan situasi kehidupan sebenar yang akan mereka hadapi dalam pekerjaan masa depan mereka. Dalam kajian mereka telah mengenal pasti 18 perkara penting dalam pembelajaran aktif pendidikan hospitaliti melalui tinjauan literatur yang komprehensif dan temu bual secara peribadi yang mendalam dan kumpulan berfokus dengan 19 pendidik hospitaliti dan lapan pelajar hospitaliti di Asia. Hasil kajian menunjukkan terdapat hubungan antara pembelajaran aktif dan penglibatan pelajar (mencari pengetahuan dan peningkatan kemahiran). Tambahan pula, dalam kajian Ruhanen et al. (2021), menyatakan dengan menggunakan aktiviti yang autentik yang mencerminkan pengalaman pengamal dunia sebenar dapat mengeratkan keterlibatan pelajar dan membangunkan kemahiran kebolehpasaran yang lebih kukuh, termasuk penyelesaian masalah, membuat keputusan, komunikasi, kerjasama dan kreativiti.

Tema keempat ialah pengetahuan, di mana responden menyatakan bahawa mereka dapat mempelajari ilmu tentang rekreasi dan juga belajar tentang peti kecemasan cemas melalui subjek *Hotel Recreation*. Pengetahuan sebegini tidak dapat diperoleh daripada mana-mana subjek dalam bidang hospitaliti. Ini bermaksud subjek *hospitaliti* membolehkan pelajar mempelajari pengetahuan dalam hospitaliti. Seperti dinyatakan oleh Kotuwegoda (2020), dapatan kajian menunjukkan item "Saya boleh memperoleh pengetahuan operasi industri ini" dengan nilai min yang tinggi iaitu 4.39. ini menunjukkan apabila pelajar membuat keputusan untuk mengambil subjek ini dengan harapan mereka dapat mempelajari pengetahuan operasi dan spesifik berkaitan dengan industri hospitaliti.

Sementara itu, tiga tema utama yang dihasilkan daripada isu dan cabaran pelajar semasa mempelajari subjek *Hotel Recreation* ialah teknologi dan internet, pengajaran dan pembelajaran, dan kesihatan dan persekitaran. Cabaran teknologi dan internet seperti capaian Internet yang lembab dan tidak stabil akan mengganggu proses pembelajaran. Dalam kajian Hassan et al. (2020), sambungan rangkaian internet yang lemah akan menjejaskan motivasi pelajar dalam menggunakan e-pembelajaran. Manakala, kajian yang dijalankan oleh Quah dan Suid (2021) di Kolej Komuniti Sungai Petani (KKSP) juga mendapat dapatan yang sama. Masalah Internet tidak stabil dan data Internet tidak mencukupi adalah antara cabaran yang dihadapi oleh pelajarf KKSP. Selain itu, dapatan dalam kajian sedia ada juga menyatakan pelajar menghadapi cabaran berkenaan dengan masalah teknikal seperti penggunaan platform pembelajaran - Microsoft Teams. Dalam laporan UNESCO-UNEVOC juga menyatakan akses kepada data, peranti dan internet masih merupakan satu cabaran bagi pelajar terutamanya di kawasan luar bandar (Neal, 2020). Cabaran ketiga iaitu kesihatan dan persekitaran juga menyumbang kepada kesukaran pelajar berfokus untuk belajar. Dalam kajian Barrot et al. (2021) juga menyatakan hasil dalam kajian mereka, cabaran terbesar dikaitkan dengan persekitaran pembelajaran mereka di rumah dengan nilai min 3.49, terutamanya mengenai gangguan di rumah, batasan dalam menyelesaikan keperluan untuk mata pelajaran tertentu, dan kesukaran dalam memilih kawasan pembelajaran dan jadual belajar.

Daripada analisis tema untuk cadangan penambahbaikan, satu tema utama dapat diwujudkan iaitu pembelajaran berasaskan pengalaman menerusi dua strategi pembelajaran i) perbanyakkan aktiviti luaran dan dalaman dan ii) menjalankan lawatan. Pelajar mencadangkan bahawa perbanyakkan aktiviti luaran dan dalaman dan menjalankan lawatan agar pelajar dapat belajar menerusi pengalaman. Kajian dijalankan oleh Azar et al. (2020) juga menyatakan bahawa pembelajaran berasaskan pengalaman dikatakan lebih berkesan berbanding dengan pembelajaran kelas tradisional mengikut respon daripada pensyarah dan industri perhotelan. Manakala, kajian Sebby dan Brown (2020), menyatakan lawatan pengajaran memberi peluang kepada pelajar untuk terus mendapat pengalaman menguruskan program.

Kesimpulannya, kajian ini menunjukkan bahawa subjek *Hotel Recreation* memberi banyak manfaat kepada pelajar, termasuklah kepuasan belajar, pembelajaran kemahiran berguna dan pengetahuan. Walaupun, pembelajaran secara dalam talian dapat memudahkan pembelajaran secara keseluruhan seperti dinyatakan oleh Al Rawashdeh et al. (2021) tetapi masih wujud cabaran seperti masalah teknologi dan akses internet dan pembelajaran persekitaran yang tidak kondusif. Cabaran pembelajaran dalam talian untuk pelajar TVET boleh memberi impak yang besar kepada kejayaan akademik mereka. Oleh itu, adalah penting bagi institusi TVET untuk mengambil langkah-langkah untuk menangani cabaran-cabaran ini.

Beberapa langkah yang boleh diambil oleh institusi TVET untuk menangani cabaran pembelajaran dalam talian termasuk:

- Menyediakan pelajar dengan akses kepada teknologi dan ketersambungan yang mereka perlukan untuk pembelajaran dalam talian. Ini mungkin melibatkan menyediakan pelajar dengan komputer, tablet, atau peranti lain, serta memastikan mereka mempunyai akses kepada internet yang boleh dipercayai.
- Menyediakan pelajar dengan sokongan teknikal untuk membantu mereka menggunakan platform pembelajaran dalam talian. Ini mungkin melibatkan menyediakan pelajar dengan latihan tentang cara menggunakan platform, serta memberi mereka bantuan jika mereka menghadapi sebarang masalah.
- Memotivasikan pelajar untuk terus terlibat dalam pembelajaran dalam talian. Ini mungkin melibatkan menyediakan pelajar dengan insentif untuk menyelesaikan kerja kursus mereka, serta mewujudkan persekitaran pembelajaran yang menyokong.
- Menyediakan pelajar dengan peluang untuk interaksi sosial dengan rakan sebaya dan pengajar mereka. Ini mungkin melibatkan penggunaan forum dalam talian, bilik sembang, atau persidangan video untuk menghubungkan pelajar antara satu sama lain dan dengan pengajar mereka.
- Membantu pelajar membangunkan kemahiran pembelajaran kendiri. Ini mungkin melibatkan menyediakan pelajar dengan latihan tentang cara menetapkan matlamat, menguruskan masa mereka, dan terus bermotivasi.

Dengan mengambil langkah-langkah untuk menangani cabaran pembelajaran dalam talian, institusi TVET dapat membantu pelajar mereka berjaya dalam pelajaran mereka. Seterusnya, kajian lanjutan boleh dilakukan untuk mengkaji hubungan antara kepuasan belajar dan pencapaian akademik dalam subjek *Hotel Recreation*. Kedua, kajian lanjutan juga boleh mempertimbangkan perspektif pensyarah dan staf sokongan untuk memahami isu dan cabaran yang dihadapi semasa pengajaran dan pembelajaran bagi subjek ini.

Penghargaan/Pembiayaan

Penulis tidak menerima sokongan kewangan untuk penyelidikan.

Sumbangan Pengarang

A Aziz – Menulis - ulasan & penyuntingan; WB Quah – Penyeliaan, analisis data, Menulis - ulasan & penyuntingan; MN Jamil1 – Menulis - ulasan & penyuntingan.

Konflik Kepentingan

Penulis mengisytiharkan tiada konflik kepentingan.

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ID0016 – THE INFLUENCE OF SOCIAL MEDIA POLICY TOWARDS BRAND SUPPORT BEHAVIOUR AMONG SELANGOR MICROENTERPRISES EMPLOYEES

Nur Afni binti Halil[1*], Rosmiza binti Bidin[2], Hernani binti Bidin[3]

[1]*Department of Advertising, Faculty of Arts and Sciences, Universiti Tunku Abdul Rahman, 31900, Kampar, Perak, Malaysia*
[2]*Deparment of Communication, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, 43400 Serdang, Malaysia*
[3]*Department of Advertising, Faculty of Arts and Sciences, Universiti Tunku Abdul Rahman, 31900 Kampar, Perak, Malaysia*

[*]*Corresponding author: nurafni@utar.edu.my*

Abstract

Social media is widely used by businesses today, which have invested strongly in it. Acknowledging the importance of social media, Malaysian organisations have created a social media presence and actively promoted their social media channels through their corporate websites. Although new technologies offer organisations opportunities to present their viewpoints directly to crucial constituents, they need to gain control over the dissemination of information. Social media usage is prone to human error, processes, reputational, operational, regulatory compliance, financial, and information security risks. Due to this, the awareness of social media policy has increased tremendously among many scholars. Concerning the benefits of having a social media policy, it will help the organisation communicate organisational, legal, and regulatory rules to employees and executives of all levels to clearly understand appropriate and lawful social media use at the workplace. Therefore, it is crucial to explore whether social media policy can help the organisation to instil brand support behaviour among the employees. Hence, from the brand support behaviour, the employee will deliver the organisation's brand promise via social media, which will help internal branding within the organisation be effectively executed. However, the literature on social media policy still needs to be improved. Thus, a study on the relationship between adopting social media policy and its consequences on brand support behaviour can be further explored. The main objective of this study was to investigate the adoption of social media policy and its consequences towards brand support behaviour. A total number of 500 questionnaires were distributed to the microenterprise's employees within Selangor. SPSS and Partial Least Squares (PLS) were used to analyse the descriptive and inferential data. The findings show that the adoption of social media policy and brand support behaviour were positively significant.

Keywords: *social media, social media policy, brand support behaviour, microenterprise*

Introduction

Extensive research has been conducted on social media, revealing its significant benefits for organizations and businesses. Yasa et al. (2021) conducted a study that demonstrated the positive impact of social media adoption on business performance. Similarly, Nurfarida et al. (2021) discovered that social media enhances customer orientation, improving overall business performance. However, using social media also poses challenges that organizations must address. One such challenge is the potential for strategic mistakes, which can harm an organization's reputation.

Additionally, a lack of understanding about social media can negatively affect an organization's reputation. Therefore, organizations must allocate sufficient time and attention to utilize social media in their marketing and advertising efforts effectively. Furthermore, careful consideration should be given to selecting staff members with a strong understanding, focus, and interest in social media. This is vital for successful management and the achievement of desired outcomes. Granting unrestricted access to social media networks, such as Facebook and Twitter, to all employees may lead to decreased employee productivity.

Additionally, Ahmad Kamarulzaman (1997) highlights the potential compromise of an entrepreneur's reputation if confidential information is leaked to the public. This underscores the importance of maintaining the security and privacy of information shared on social media platforms. Consequently, it is crucial to investigate whether adopting a social media policy can help organizations foster brand support behaviour among employees. This would enable employees to deliver the organization's brand promise via social media, facilitating effective internal branding. However, there needs to be more literature on the consequences of policy adoption, particularly about social media. Therefore, further research is needed to explore the relationship between adopting a social media policy and its impact on brand support behaviour.

Review of Literature

Social media, although an advanced technological tool in business, has challenges. One significant barrier that is frequently discussed is the issue of information intrusion, which encompasses both confidential and non-confidential information. The convergence of traditional media, the internet, and social media technology has resulted in an overwhelming abundance of information in our society. To effectively navigate this fast-paced environment, enhancing media literacy skills and establishing appropriate media policies is crucial. As previously mentioned, the significance of new media, particularly social media, should be considered, and developing a well-crafted social media policy becomes imperative in addressing this phenomenon. Therefore, it is essential to cultivate this capability in social media users (Sukmayadi, 2019).

Limited knowledge exists regarding how businesses effectively manage the risks associated with the widespread use of social media in the workplace (Demek et al., 2018). The interactive nature, spontaneity, and potential for unedited content on social media platforms can introduce significant risks when utilised within an organisation (Scott & Jacka, 2011). These risks include reduced employee productivity and increased reputational hazards (Brivot et al., 2017; Khansa et al., 2017; Schaupp & Bélanger, 2014). Additionally, employees' use of social media poses the potential for unintentional or deliberate exposure of confidential information, such as employee or customer data, as well as proprietary intellectual property (Ernst & Young, 2014b; Greene & O'Brien, 2013). Sharing private organisational information on social media platforms puts employees at risk of triggering regulatory, compliance, or legal challenges. For instance, Heather Armstrong, the founder of dooce.com, was dismissed as the first employee for making derogatory statements about her supervisor and co-workers on her blog (Waters, 2005). Similarly, in Malaysia, a Honda Malaysia employee faced suspension for misconduct after posting an insensitive comment on social media regarding the death of firefighter Muhammad Adib Mohd Kassim (The Star, 2018).

In order to tackle these obstacles, organisations must adopt a proactive stance and incorporate social media governance measures to minimise risks and potential legal responsibilities. These risks may comprise adverse publicity, reduced employee morale, and potential legal actions (Baker et al., 2011). A comprehensive social media policy is paramount as it can shape employee conduct and guide online activities (Vaast & Kaganer, 2013).

The scholarly literature on social media needs to pay more attention to the topic of social media policy adoption. Although some studies have examined the regulatory framework of social media, more research needs to address the process of adopting social media policies. Consequently, there needs to be more knowledge of social media governance (Parker et al., 2019). Nonetheless, a few studies have been conducted in this area. For instance, Fuduric and Mandelli (2014) employed content analysis techniques to investigate how 20 major companies communicate their social media policies to employees. In another study, Cortini and Fantinelli (2018) examined employees' comprehension of their employer's social media policies, including the restrictions on publishing content and the consequences of policy violations.

The study of social media policy has gained significant attention among scholars in this era of technology and the rise of social media. Harlow (2021) researched social media policies in Latin American newsrooms and found that most news organisations rely on traditional practices and ethics to protect their brands, readers, and sources. Flew (2015) also examined social media governance across four sub-categories: formal and informal, national and supranational, public and private, and large and small scale. The study defined *governance* as the rules influenced by formal (norms, values, code of conduct, ideologies, and belief systems) and informal institutions, which individuals can consciously change. Another study by Fuduric and Mandelli (2013) focused on the communication of social media policies in current corporate practices. Their research explored the critical characteristics of corporate social media guidelines and assessed the effectiveness of companies in communicating these guidelines to their employees. The study revealed that most guidelines received an average rating as they struggled to instigate change, provide clear instructions, present factual information, or emphasise the importance of building trust.

Likewise, Vast and Kaganner (2013) undertook a study to investigate organisations' perceptions of social media capabilities and their response to employee social media usage through policies. Another instance is the research conducted by Kruger et al. (2013), which examined enterprise social media guidelines, explicitly analysing the structure and content of these guidelines within an organisation. A social media policy is essential for organisations as it allows them to effectively communicate their organisational, legal, and regulatory rules to employees and executives at all levels. This helps create a clear understanding of the appropriate and lawful use of social media in the workplace. Implementing such a policy also demonstrates to courts, regulators, and other stakeholders that the organisation is committed to maintaining a civil, compliant, and ethical business environment (Ang, 2011; Flynn, 2012). Moreover, having a social media policy is crucial because it addresses various issues related to social media (McGrath, 2015). By providing guidelines and policies, organisations can prevent productivity losses and safeguard their reputation, intellectual property, and other proprietary information (Manpower Inc, 2010). These policies also help establish frameworks for employees' social media behaviour, allowing organisations to balance economic goals, relationship management, and freedom of expression rights (Anneliek & Berg Joost, 2017).

Previously, numerous scholars have examined how organisations can effectively guide and communicate their policies. For example, Vast and Kaganer (2013) argued that social media policies should provide clear instructions to employees regarding acceptable and unacceptable behaviours on social media and how to incorporate social media into their work. Additionally, organisations should communicate their official stance on the benefits and limitations of social media. Furthermore, Kruger et al. (2013) highlighted the importance of including various elements in a social media policy, such as providing an overview of the social media landscape, raising awareness about potential risks, stating the organisation's perspective on social media as a communication channel, informing employees about the potential impacts of internal and external communication, outlining rights, duties, and potential consequences for employees, and ensuring that management takes responsibility for enforcing the policy and designating a contact person for social media-related matters.

In the digital age, social media has become integral to personal and professional lives. While organisations are responsible for establishing guidelines for social media usage, employees also play a crucial role in ensuring responsible and ethical behaviour. This article explores the importance of organisational values and employee responsibilities in the private use of social media and the need for clear policies regarding social media account ownership. Employees should align their private social media use with the values and objectives of their organisation (Haynes, 2016). By doing so, they demonstrate their enthusiasm for the organisation and help reach stakeholders effectively. Encouraging interaction, being open and transparent, and respecting individual differences and opinions are essential for responsible social media use. Additionally, employees should refrain from using social media to libel others or engage in potentially libellous activities. Respecting intellectual property rights and refraining from sharing sensitive operational, personal, or technical information via social media are also essential responsibilities (Haynes, 2016).

One crucial aspect of responsible social media use is clarifying the ownership of social media accounts and their contents among employees. McGrath (2015) suggests that organisations should develop policies that explicitly address ownership, access, passwords, and logins of social media accounts. These policies should prohibit employers from requiring employees to provide access to their personal social media accounts. Organisations can protect their employees' privacy and autonomy by establishing clear guidelines while ensuring responsible social media practices.

The implementation and adoption of social media policies have been observed in various sectors, including universities, public sector organisations, medical schools, and public health institutions (Aras, 2014; Fast et al., 2014; Hazzei, 2015; Kind et al., 2010; O'Connor et al., 2016). These policies serve as a framework to guide employees in their social media usage and protect the organisation's and its employees' interests. They establish expectations, provide guidelines, and outline the consequences of violating the policy. By integrating these policies, organisations can promote responsible social media use and mitigate potential risks associated with misuse. Balancing the responsibilities of the organisation and the employee is essential for fostering responsible social media use. Organisations should establish clear values and expectations regarding social media usage, while employees should align their private social media activities with these organisational values. Additionally, organisations should develop policies that address social media account ownership, access, and privacy, ensuring the protection of employee rights. By fostering a culture of responsible social media use, organisations can effectively leverage the power of social media while minimising potential risks.

The concept of brand-supporting behaviour plays a crucial role in maintaining and enhancing a brand's reputation. In the literature, two distinct aspects, namely "in-role" and "extra-role" brand behaviour, have been identified to describe the behaviour exhibited by employees towards their brand (Erkmen & Hancer, 2015). This article explores the differences between these two behaviours and their implications for organisations. In-role behaviour refers to the behaviour that is required and expected from employees as part of their job responsibilities. It is the foundation upon which ongoing performance evaluations are conducted. Failure to exhibit in-role behaviour may result in diminished rewards and even sanctions. In other words, employees are evaluated based on their ability to perform tasks and responsibilities outlined in their job descriptions (Erkmen & Hancer, 2015).

On the other hand, extra-role behaviour, also known as organisational citizenship behaviour, is characterised by discretionary actions beyond formal job requirements. These behaviours are not explicitly specified in job descriptions, are not recognised by the formal reward systems, and are not subject to punitive consequences if not performed (Erkmen & Hancer, 2015). However, supervisors highly value extra-role behaviour due to its positive impact on organisational coordination (Dyne & Le Pine, 1998). Organisational citizenship behaviour has several benefits for both employees and organisations. Firstly, it contributes to creating a better workplace environment, thus aiding in attracting and retaining the best talent (Unal, 2013). Employees who engage in extra-role behaviour create a positive organisational culture, fostering cooperation and teamwork.

Secondly, extra-role behaviour enhances an organisation's ability to adapt to environmental changes. In today's dynamic business landscape, organisations need employees who can go beyond their prescribed roles and proactively respond to emerging challenges (Srivastava, 2008). Employees exhibit extra-role behaviour and are willing to adapt and contribute to the organisation's overall success. Understanding the dichotomy between in-role and extra-role behaviour is essential for organisations in brand-supporting behaviour. While in-role behaviour forms the basis of job performance evaluation, extra-role behaviour goes beyond the prescribed duties. It contributes to a more positive work environment, better coordination, and increased adaptability. Organisations can leverage extra-role behaviour to attract and retain talented individuals, enhance their brand reputation, and navigate the challenges posed by the dynamic business environment.

The underpinning theory for this paper is based on the Diffusion of innovation theory (DOI). This study developed a conceptual framework based on the Diffusion of innovation theory by Everett M. Rogers. Regarding the Diffusion of innovation theory, theory describes the process through which innovation is spread into a social system (Rogers, 2003). According to this theory, the adoption process has five (5) stages: knowledge, persuasion, decision, implementation and confirmation. The Diffusion of Innovation (DOI) Theory describes how innovation is communicated through a particular channel over time to group members of a social system. "Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system." (Rogers, 1983). Based on the theory, the framework of this study comprised the consequences of social media policy adoption towards brand support behaviour.

The study encompassed the primary constructs of social media policy adoption and brand support behaviour. Based on the literature reviews and the research problems, a theoretical framework is diagrammed below in Figure 1.1. Diffusion of Innovation Theory explains the adoption decision process through which an individual passes from gaining knowledge of an innovation to forming an attitude towards the innovation, deciding to adopt or reject it, implementing the new idea, and confirming the decision (Baran & Davis, 2013; Rogers, 2003). This theory has been applied independently in many fields, explaining the adoption process which can be seen from previous studies (Ehigie & McAndrew, 2005; Gledson & Greenwood, 2017; Hazen et al., 2012; Boateng et al., 2016; Bhattacharya, 2015; Plewa et al., 2012 and Jamshidi et al., 2015).

From the literature, studies have shown that adopting social media policy can benefit brand support behaviour among employees. By incorporating the DOI theory, this paper will explore how social media policy influences brand support behaviour and how it can help the organisation strategise its social media. Therefore, the assumptions for this study are as follows:

H1: The adoption of social media policy positively influences brand support behaviour.

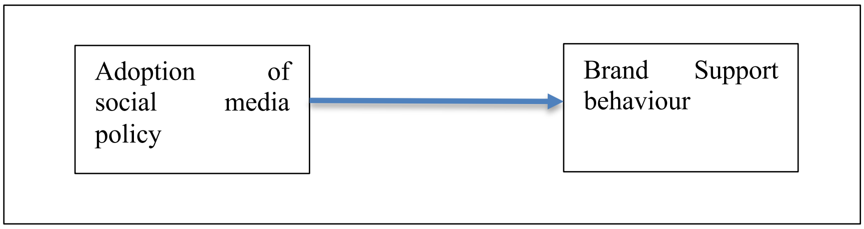

Figure 1.1

Methods

The primary data collection method chosen for this study was an online survey, specifically targeting employees of microenterprises. The survey was designed using Google Forms, and a link to the questionnaire was provided to the microenterprise employees. Email invitations containing the survey link were sent out to these individuals. Online surveys offer various advantages, including accessibility and cost-effectiveness, but also come with potential limitations related to internet access availability.

One of the critical advantages of online surveys is their accessibility (Bryman & Bell, 2007). Participants from distant locations can easily take part in the survey, as it eliminates geographical barriers. This allows researchers to reach a broader range of participants, including those far from the research site. Additionally, online surveys are cost-effective compared to other data collection methods (Wright, 2005). Traditional survey methods often involve printing and postage costs, which online surveys can significantly reduce or eliminate. This makes online surveys an attractive option for researchers with limited resources. Furthermore, online surveys save the effort and time required for data collection (Wright, 2005). Participants can conveniently complete the survey at their own pace, and the data can be automatically gathered and analyzed, thus saving researchers valuable time.

However, online surveys have limitations. One of the main concerns scholars raise is the availability of internet access for potential respondents (Bryman & Bell, 2007). Some individuals, particularly those in remote or underserved areas, may lack the internet infrastructure to participate in online surveys. This limitation can introduce selection bias and hinder the generalizability of the findings. Therefore, researchers using online surveys must consider the digital divide and ensure that access to the internet is not a barrier for potential participants.

This study employed an online survey method administered to each identified microenterprise online. Online surveys offer several advantages, including improved accessibility for respondents in remote areas, cost-effectiveness, and time-saving benefits. However, some scholars have raised concerns about the availability of internet access for participants, thereby criticizing the use of online surveys. The questionnaire for this study was developed using Google Forms, and a survey link was shared with the employees of the microenterprises located in Selangor. Email invitations containing the survey link were sent to the microenterprises. Online surveys are widely recognized as a crucial tool in contemporary research, providing a quick, straightforward, and affordable approach to data collection and analysis.

Result and Discussion

Five hundred questionnaires were distributed to respondents in small and medium-sized enterprises (SMEs) in Selangor. The researcher collected 203 completed questionnaires, resulting in a response rate of 40.6%. The lower response rate can be attributed to the ongoing pandemic, which has impacted businesses across the board. However, as noted by Md Shah Azam (2015), a response rate of 22% is considered acceptable and reliable for drawing inferences about the population represented. Additionally, the sample size is sufficient for applying structural equation modelling (SEM)

Table 1. Demographics Profiles (N=203)

Characteristics	Frequency	Percent (%)
Organisation Sector		
Service	88	43.4
Manufacturing	68	33.5
Construction	9	4.4
Agriculture	27	13.3
Other	11	5.4
Total	**203**	**100**
Establishment of the company		
Less than 4 years	22	10.8
5-8 years	26	12.8
9-12 years	27	13.3
More than 13 years	128	63.1
Total	**203**	**100**
Age		
Less than 30	56	27.6
31-40	90	44.3
41-50	38	18.7
More than 51	19	9.4
Total	**203**	**100**
Gender		
Male	109	53.7
Female	94	46.3
Total	**203**	**100**
Job Position		
CEO/Director	10	4.9
General Manager	12	5.9
Manager	58	28.6
Executive	85	41.9
Other	38	18.7
Total	**203**	**100**

Education		
SPM/STPM	24	11.8
Diploma	32	15.8
Degree	119	58.6
Other	28	13.8
Total	**203**	**100**
Years of working with the company		
Less than 5 years	86	42.3
5-10 years	72	35.5
11-15 years	26	12.8
More than 15 years	19	9.4
Total	**203**	**100**
Social media account		
Yes	203	100
No	**0**	0.0
Total	**203**	**100**

Among the 203 responses received, the service sector accounted for 43.4% (n=88), while the manufacturing sector accounted for 33.5% (n=68). The remaining responses were from the construction, agriculture, and other sectors, which constituted 4.4% (n=9), 13.3% (n=27), and 5.4% (n=11), respectively. This indicates that the service sector had the highest representation among the respondents, which can be attributed to the concentration of small and medium-sized enterprises (SMEs) in this sector, accounting for 90% or 580,985 establishments, compared to other sectors (SMEcorp, 2020). In terms of company establishment, 63.1% (n=128) had been in operation for more than 13 years, 12.8% (n=26) for 5-8 years, 12.8% (n=26) for 4-5 years, and 10.8% (n=22) for less than four years. It is worth noting that all the companies included in the analysis had been established for more than four years.

Regarding the age of the respondents, the majority fell within the 31-40 years old category, accounting for 44.3% (n=90) of the total. There were 27.6% (n=56) who were below 30 years old, 18.7% (n=38) aged between 41-50 years old, and 9.4% (n=19) who were above 51 years old. Of the 203 responses, 53.7% (n=109) were male, while 46.3% (n=94) were female, indicating a balanced gender distribution in the study.

Regarding the respondents' company positions, 41.9% (n=85) held executive positions, while 28.6% (n=58) were managers. Other positions such as clerk, general manager, and CEO/Director represented 18.7% (n=38), 5.9% (n=12), and 4.9% (n=10), respectively. The majority of the respondents held a degree (58.6%, n=119), while others had a diploma (15.8%, n=32), other qualifications (13.8%, n=28), or SPM/STPM (11.8%, n=24).

In terms of tenure with their respective companies, 42.3% (n=86) had worked for less than five years, 35.5% (n=72) for 5-10 years, 12.8% (n=26) for 11-15 years, and 9.4% (n=19) for more than 15 years. All respondents (100%, n=203) reported owning a social media account. Thus, the study's respondents are characterized based on these demographic profiles.

Table 2. Level of the Adoption of Social Media Policy

Item	Frequency	Percentage (%)
Strongly Disagree	0	0.0
Not Agree	3	1.47
Neither ‘Agree’ nor ‘Not Agree’	12	5.91
Agree	103	50.73
Strongly Agree	85	41.87

Table 3. Level of Social Media Policy Knowledge

Item	Mean	Standard Deviation
I am aware if there is social media in my organization.	4.09	.781
I am aware if there is a social media policy visible to my organization.	4.05	.875
I discuss issues about social media policy with colleagues.	4.23	.689
I read about issues concerning social media policy.	3.77	.921
I have the knowledge on how the social media policy works.	3.91	.804
I have the knowledge on how to use social media policy.	4.05	.636
I have the knowledge to understand the processes of the social media policy.	4.07	.622
Overall	**4.02**	**0.76**

Concerning Table 4.3, the presented data displays the mean and standard deviation values about knowledge. Most participants agreed with all specified items, indicating a solid recognition of the significance of knowledge in adopting a social media policy. Upon examination of Table 4.2, the findings reveal that out of the 114 respondents, an overwhelming percentage of 56.16% agreed that knowledge holds importance in this context. Conversely, a mere 0.99% strongly disagreed, while 5.42% expressed a lack of agreement.

Table 4. Hypothesised Relationship between adoption of social media policy and Brand Support Behaviour

Hypothesis	Relationship (Exogenous→ Endogenous)	Path Coefficients (ß)	t-values	p-values*	Decision
H1	adoption of social media policy → Brand Support Behaviour	0.192	2.211	0.028	Supported

*significant at $p < 0.05$

Table 4.4 illustrates that the results indicate a significant positive relationship between adopting a social media policy and brand support behaviour, with a beta coefficient (ß) value of 0.192 and a p-value of 0.028. This finding demonstrates that policy implementation can lead to favourable brand support behaviour. Previous research has also indicated that adhering to regulations can benefit organizations, including employee behaviour (Unal, 2013). Unal (2013) further asserts that employees who uphold order by complying with rules indirectly enhance their ability to perform relevant tasks effectively. Consequently, this can enable employees to become brand champions and cultivate a positive reputation. Therefore, the hypothesis (H1) is supported, confirming that adopting a social media policy influences brand support behaviour.

Conclusion

This study's findings demonstrate that policy implementation can positively impact brand support behaviour. Additionally, this research contributes to the existing body of knowledge by providing empirical evidence that supports related research areas. This study will likely offer valuable insights for managers and policymakers in Malaysian SMEs, improving their social media management strategies and employee behaviour. By enhancing brand support behaviour, organizations can strengthen their brand identity and encourage in- and extra-role employee engagement.

Given the potential risks associated with social media, organizations must train their staff to navigate these platforms effectively, leverage the opportunities they offer, mitigate risks, and promote organizational growth. However, it is vital to acknowledge the limitations of this study, which include the restricted sample size consisting of microenterprise employees in Selangor. Therefore, caution should be exercised when generalizing these findings to microenterprise employees in other states or organizations. To address this limitation, future studies could aim to obtain a larger sample of Malaysian microenterprises from diverse regions to obtain more comprehensive results.

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ID0019 – CREATING THE FEATURES OF SPOKES-CHARACTER AND THE CONSUMERS' PERCEPTION OF BRAND TRUST

Hernani binti Bidin, Nur Afni binti Halil

Department of Advertising, Faculty of Art and Social Science
Universiti Tunku Abdul Rahman (UTAR), Kampar Campus, 31900 Kampar, Perak, Malaysia

Corresponding author: hernani@utar.edu.my

Abstract

The trend of using spokes-character has been used in promotional campaigns and on product packages by marketers and advertisers for more than a century. Spokes-character used to promote a brand or a product and considered to be non-human characters. Consumers enjoy spokes-character and even tend to give their respect and trust to them. This study examined non-celebrity characters but focuses to a common feature of spokes-character, namely Expertise, Relevance, Nostalgia, Personality, Physical Characteristics and Humor. The research study aims to identify whether there are any broad set of policies that govern the choice and development of a spokes character in trying to empower a brand trust. Consequently, the objective of this study is to identify the features of spokes-character and the consumers' perception of brand trust. The study employed a survey (400) with undergraduate students from four high-ranked local universities in Selangor, Malaysia as respondents to test the research questionnaire. Findings of the study indicated that the spokes-character characteristics can be influenced spokes-character trust and have recommended that spokes-characters symbolize qualities that ought to signal trust. The findings show that producing a trustworthy spokes-character can be rewarded with more favorable brand assessments.

***Keywords**: Spokes-character, brand trust, brand, consumers*

Introduction

Spokes-character also called brand mascots, brand icons, brand-equity or trade characters, non-celebrity spokes-character and advertising ambassadors, give the impression of being in many campaigns. For instance, cartoon media characters such as SpongeBob Square Pants cereal, owned by entertainment corporation are licensed by contractual agreements that let characters to be used in over-promotions (Kraak and Story, 2015). This study examined non-celebrity characters but focuses on a common type of spokes-character. Most common types of spokes-character are animal characteristics and frequently are used to transfer meanings to products: for example, a sheep was matched with the facial tissue because they symbolize " soft ", and they are to help and promoting a product or brand (Phillips and Lee, 2012). Consumers enjoy spokes-character and even tend to give their respect and trust for them, by exploratory research. A spokes character can offer unlimited opportunities to initiative consumer recognition and awareness (Kristopher, 2012). A character might be an illustration of both an imaginary figure or a real, it represents the brand and increases life of it (Mohanty, 2014). Brand spokes-character is a key component of brand, like brand logos, design, and punch line. They are characteristic features which can form an identity by providing graphic clues to the brand's consumers and assist to produce and express brand's personality (Yadav et al., 2017). These characteristics can have meaningful effects. For instance, in their manuscript that shows the use of spokes-character, Garretson and Niedrich, (2013) suggest perception of trust create by characters which affect to consumers' attitude and behaviors. Nor should it be unexpected that consumers assume anthropomorphic characteristics, like spokesperson trust, from noticeable potentials of the characters.

Although there a so many positive look relationships concerning the practice of spokes-characters and favorable brand attitudes, a several researchers have started exclusively and practically recognize the styles of character qualities in control of the relationship. In Malaysia, the lack of research regarding the features of spokes-character and how its influence on consumers behavior and purchase intention. What kind of features of the spokes-character are Malaysian looking when it comes to purchase the product or brand. Very few categories of features of spokes-character have been tested in communication marketing to empower and enhance the brand. Because of its increasing use it becomes essential to understand how the selection of such features takes part in the progression of signification or meaning making in the minds of the consumers. The selection of the six features of spokes-character hopes to be inspiring for the organizations, marketers, and the creative agencies if there could be a greater understanding of the advantages and disadvantages of using these six features given. Thus, it would be informative to understand the features of spokes-character throughout the findings based on the six features given, namely Expertise, Relevance, Nostalgia, Personality, Physical Characteristics and Humor. According to Spencer (2003), the practice of spokes-character animated still could not achieve and succeed in all conditions. Choosing an effective and successful spokes-character is complicated. Those characters may not be good for communication. Choosing the well spokes-character to endorse a product or service can be specifically challenging, as well as matching the brand or companies' appearance with feature of spokes-character, based on critical considerations (Stafford, Stafford, and Day, 2002). The limitations of communication technology and software may irritate customer while using an animated spokes-character (Spencer, 2003). There are still some research gaps in the past studies and pointed out that popular spokes-characters are capable of enhancing consumer preference for a brand but fail to describe the mechanism by which the attitude towards spokes-character influences the brand preference and could not offer a suitable theoretical foundation for this concept. With this issue unresolved, firms may hesitate to expend resources to promote spokes-characters and spokes-character extension products (Chiu and Lin, 2012). Despite being universal in marketing, limited studies have observed the management of brand characters over their lifetime (Hosany, Prayag, Martin, and Lee, 2013). Therefore, because of the limitation above, it is important for researchers to re discuss the role of spokes-character features and its influence on brand trust.

Naturally this study is important in several ways. First, this study will enhance to the existing body of research on spokes-character in brand trust. Since there are several researchers interested in this area of study, it is hoped that the current exploration would inform future research that will look into numerous variables under study. This study enlightens the organizations to increase the frequency of social campaigns by using spokes-character of their programs. This is intended to raise awareness how spokes-character would be able to contribute to the organizations in terms of targeting public audience and consumers to promote their brand or product generally. The findings of this study might also provide researchers and organization with some features in the use and usefulness of spokes-character that needs to be probed further. It also provides some ideas and benefits to have better understanding with more information in this area and as reference as guideline for better interaction with consumer.

Review of Literature

Brand trust is described as the mark to which a person is self-assured and hoping to turn on the base of the words, actions, and results of others (Arfaeian and Chaipoopirutana, 2014). Basically, brand trust is the psychological responsibility of the customers with brand. Marketers are very much attracted to trust because frequently it is seen that higher trust rankings are positively associated to loyalty (Reast, 2005). The major aims of establish brand trust is to reach a bearable competitive benefit and so increase a business performance (Arfaeian and Chaipoopirutana, 2014).

Hashmi, Khalid, Akram and Saeed (2014), express brand trust as the readiness of the average customer to hang on the power of the brand to commit its stated task, also stress that the belief of trust is only connected in positions of uncertainty (when greater versus fewer differences among brands occur). Entirely, trust lessen the ambiguity in an environment in which customers experience especially weakness because they realize they can depend on the trusted brand. In other words, commitment and trust should be linked, because commitment is also set aside for such respected relationships and trust is significant in relational exchange.

Shariff, Setyawati, and Kristina (2012; Sheth, and Parvatiyar (1995), recommended that brand trust is built on the knowledge of a customer's brand relationship which is realized as a replacement for human interaction between brands and their customers. Trust turns out to be the most serious factor in the relationship between a brand and its customers, in the current business scenario. This is because trust for forming the relationship between both parties requires long-term process (Pavlou, 2003). Morgan and Hunt (1994) stated that brand trust begins from customer experience with respect to different behavioral elements such as reliability, honesty, and confidence.

Ahmed, Rizwan, Ahmad and Haq (2014) explained that brand trust is the main element that benefits customers faithful to the brand. It is a promise of brand with their customers to meet their expectations. If companies can verify that the brand is only for the customers and meet their anticipations (e.g., brand is trustworthiness and pleasant for the family usage), they can build emotional trust.

According to Sivarajah and Sritharan (2014), many of the researchers differentiate trust into two forms those are cognitive and emotional / affective trust. First, cognitive trust is described as "good rational reasons why the object of trust merits trust". It is defined as assessing the reliability, competence and predictability of the trusted object and reflects the economic consideration of trust as reasonable choice. Second, affective trust, is the emotion-driven form of trust that is built on instant affective responses, on aesthetics, attractiveness, benefaction, and signals of benevolence. Regularly trust-based behavior outcome from a combination of affective and cognitive trust. Trust can be stated as "belief, competence, honesty, and benevolence", as suggested in the literature.

Brand trust plays an important segment of any brand management approach as it reflects an emotional issue (Temporal, 2011). Borzooei and Asgari (2014) stated that "trust in the brand, from the consumer's point of view, is a psychological variable that reflects a set of aggregated presumptions relating to the credibility, integrity and benevolence that the consumer ascribes to the brand". Besides, trust is the principle of effective relationships and helps organizations to build the greatest connection and obtain some benefits. Lack of trust lead to a weak relationship between the consumers and brand.

Kassymbayeva (2017) defines spokes-character as a symbolic symbol of human or other biology to convey message of culture, personality, and value of a brand, and it is a significant part of intangible assets of enterprises. McDonald, Disney Mickey Mouse, Haier brothers and so on, are successful examples in marketing practice.

Spokes-character and cartoon media characters (known as celebrity spokes-character) signify a wide range of human or imaginary anthropomorphic beings or animated objects. Spokes-character are synonym to promote a brand or product, idea or service, while cartoon media characters are synonym to entertain. Both are used in commercial licensing, (e.g., trust, brand awareness, preference and association) to purchase products and are the intellectual property of companies. The use of spokes-character can retain hundred percent (100%) of the incomes generated in retail businesses, and spokes-character for sure can be used for years in promotions (Kraak and Story, 2014).

An important portion of study regarding the practice of spokes-character has discovered the attitude-related effect of containing characters with brands instead of concentrating on the antecedents for such outcomes. They found that these findings offer indication as to the public policy consequences of consuming spokes-character. Agencies can create spokes-characters as walking, talking, humanlike creatures impacting brand benefits, with the use of animation and creativity. These characters perform to endorse brands, just like human spokespeople (Garretson and Niedrich, 2013).

A spokes-character be able to give vast prospects to catch consumer awareness and recognition. The design and implementation of the spokes-character is vitally important to its success. It could be an illustration of both, an imaginary figure or real, it represents the brand and adds soul to it. They also support target market to classify, memorize and understand the brand. They are characteristic figures which can construct an identity and assist to create and express brand's personality, also help the target market to identify, remember and recognize the brand (Mohanty, 2014).

Developing a corporate spokes-character can lead to a positive brand image, which will motivate positive brand connotations and emotional attachment with consumers. The product advertised, and the type of spoken-character affects the trustworthiness, proposing a fit between product images and spokes-characters will increase persuasion (Yadav, Chakrabarti and Bisoyi, 2015).

When producing favorable spoken characters and brand trust, the plausible features consumers use to assess characters and experts take into consideration. Those are the six (6) features of spokes-character, namely Expertise, Relevance, Nostalgia, Personality, Physical Characteristics and Humor.

Expertise as "an individual's superior ability to solve problems in a given area" (Bhatt, 2012). Mashwama (2016), described expertise like the skills, experience or knowledge had by an endorser to support the product, while Pornpitakpan (2004) described expertise as the degree to which a speaker is seen to be qualified of making proper declaration of the brand. In accordance with prior conceptualizations, spokes-characters can be recognized as experts by consumers. A study by Garretson and Niedrich (2013), found that expertise is the perception that the source is capable to make an effective demand or has a product knowledge. It is proven by various campaigns, that spokes-character make product claims and frequently used. The significance of this perceived expertise lies in the reality that it can influence consumers' perceptions of spokes-character trust. This seen expertise plays a part in the progress of trust.

Mashwama (2016), found that the positive effect on spokes-character expertise and the attractiveness of the spokes-character toward advertisements, and will be useful to prime to greater produced spokes-character integrity thus effect the adoring of advertisements. Firms should think about personalities like elegant, beautiful, and classy to growth the attractiveness, when designing and developing spokes-characters. Qualities such as skilled, experienced, and knowledgeable should be considered increasing expertise of the character. Attractiveness and expertise have been discovered to be the aspects that have an influence on attitude for some advertisements. Besides, the charisma of expertise is meaningful in the improvement of spokes- character trust, an essential reliability dimension to influence attitude towards the brand.

Relevance is defined to be the level to which two stimuli fit or match equally (Garretson and Niedrich, 2013). Spokes-character is supposed to be suitable for the product with which it is related in marketing promotions. For instance, consumers can simply recognize the relevance between the Michelin Man, whose figure contains of levels of tires, and Michelin tires, the product endorsed using the spokes-character.

Garretson and Niedrich (2013), found in their study, how to obtain consumers' reactions to spokes-character advertising, where in- depth interviews were used. It was reported that respondents considered product match and the character to be significant. Though not tested by trial and error, the match is shown to structure their assessment for the character and the brand. The judgment of spoken-character trust will be determined by the observed level of fit amongst products and characters. They have summarized previous studies on the appeal of spoke-characters for consumers and stated, relevance to the product combines the product's features and the traits of the spokes-character, allowing consumers to make the connection during purchase.

Nostalgia refers to the spokes-character's ability to arouse consumers' memories of the past (Chiu and Lin, 2012). The feeling of nostalgia can affect their relationships with other individuals, services, and objects. Nostalgia is a nostalgic emotion that contains of a longing for yesterday, evoking fond the memories (Toledo and Lopes, 2016). Garretson and Niedrich, (2013), believe nostalgia to be the remembrance of personal or episodic events. Huang, Hsieh and Chen, (2011) noticed that the cause animated spokes-characters had improve advertisement advantage is the nostalgia they enjoy. Firms normally come up with nostalgic taglines to elicit consumers' memories and evoke the old times. They also want to elicit the use of endorsed products through consumers' trust in animated spokes-characters. In marketing, especially in situations concerning to consumer behavior issues, particularly attitude regarding a brand, advertising, and intention to purchase, the establish of nostalgia has been the issue of increasing attention (Plutarco and Botelho, 2012).

Hosany, Prayag, Martin and Lee (2013), in their research, studies the brand of Sanrio's iconic character Hello Kitty, a cat epitomizing innocence and cuteness. Results reveal that eight strategies benefit to form and maintain the Hello Kitty brand, include capitalizing on nostalgia. The character fascinates followers from a primary age, fostering a strong relationship through to adulthood. The nostalgia relations with spokes-character develop consumer trust, causing in positive brand attitude. Hello Kitty demands to entirely age groups by symbolizing a princess of innocence for children, a huggable playmate for young girls, and nostalgia for adults desiring for another taste of childhood. Asian countries which are particularly in Japan, witnessed a reduction youth population, in the late 1980s. Sanrio expected the declining need among school-age girls. Recognizing an aging target market, Sanrio gradually repositioned the Hello Kitty brand to pair consumers with different desires and greater spending power. From fancy goods (coin purses, pencils, and erasers a child could bring to school), the product line was expanded to comprise goods for young women (vacuum cleaners, toasters, and motor scooters) (Yano, 2011). Intentionally targeting older consumer sections was successful, and Sanrio capitalized on the nostalgia evoked by Hello Kitty. Nostalgia produces positive attitudes, influences consumer preferences and enhances consumer trust (Garretson and Niedrich, 2013).

Undoubtedly, spokes-character employed to saturate their brands with the mankind characteristics of personality, believed and emotion. By taking into real life, brands transcend being mere items of use (Khogeer, 2013). Spokes-characters might expose their personality to consumers through value appeal and emotion appeal. By representing its character, it can give implication to the brand, and it can offer emotional appeal to the brand by personalizing the product (Sen, 2012).

In recent years, specific organizations have used nonhuman spokes-characters, like McDonald's. For example, M&M'S names their spokes-characters according to the color of the chocolates (for example, Mr. Red, Mr. Yellow, and Ms. Green). The firm then commodities these characters by releasing and advertising a series of figurines with unique personalities and interests (Chiu and Lin, 2012; Rodriguez, 2014). Personality also be viewed as a mixture of qualities or individual characteristics (Khogeer, 2013).

The personalities of spokes characters play an important part in the formation and maintenance of brand personalities. Advertisers and marketers generate this type of spokes character which helps in to convey their intended personalities of the brands. For instance, they can turn look, characteristics, movements, or communication styles of spokes-characters; as result spokes character can be related with any character qualities which communicate advertisers and brand managers message to the consumers (Yadav, Chakrabarti and Bisoyi, 2017).

Callcott and Phillips (1996), as cited in Hosany, Prayag, Martin and Lee (2013), in their studies, identify personality as part of the dimensions giving to a brand character's perceived likeability. Brand characters reveal distinct, identifiable personality traits (Snoopy as sincere, Energizer Bunny like reliable). Each respondent itemized personality characteristics when asked why they enjoyed a specific spokes-character. Personality characteristics may also prime to dislike, as one respondent who described Bart Simpson as a "snotty little kid". Characters that were noticed as consuming no dissimilar personality behaviors, also disliked by respondents. These results propose in increasing likable characters advertising either to create or choose a character that has a distinct, characteristics liked by consumers and identifiable personality that embodies traits. Generally, the respondents in their study liked spokes-character whose personalities stayed reliable by the brands they validated. Their findings support prior theories that an excellent advertising approach to form powerful brand equity would be to produce "an original metaphor for the brand's personality".

A brand consumes both physical and psychological dimensions. First, the physical dimension contains of the physical characteristic of the design of the package and the product itself, shape, typography, logo, color that the advertiser uses to describe the graphics of the image. In difference, the psychological part contains the values, beliefs, and personalities that individuals attribute to the product (Yadav, Chakrabarti and Bisoyi, 2017).

Ireland (2013) and Hosany (2013), found major factor for the significance of physical characteristics, such as miniature props, contemporary appearance, and shape in grant to character. Previous theory has recommended that neotenous (i.e., childlike, and rounded) features, such as characters presented by the Green Giant's Sprout and Mickey Mouse, might provide to positive influence by generating a warmhearted, cherishing feeling in adults. Spokes-character's appearance such as an up-to-date appearance and modern outfit appear to be important features. Consumers also favored “cute” characters (Scrubbing Bubbles or Pillsbury Doughboy) attached with tiny property (Keebler Elves’ treehouse and outfits) and a fashionable look as well.

Shuja, Ali, Anjum and Rahim (2016), in their research about the efficiency of consuming animated characters in advertising focused to children, stated that advertisers in their advertisements favor such spokes-character which are lovely, friendly, eye-catching appearance and physically more interesting to the kids. Children usually imitate such cartoon characters from which they are inspired, and they are so in love with the animation (Hassan and Daniyal, 2013).

In the advertisements, children easily get attention towards the appearances, logo, gestures/postures, colors and designs of these glittering characters in the advertisements (Shah, Khan, and Habib, 2015). One challenge faced by companies is guaranteeing the appropriate and suitable connection between the character and the brand, in the use of animated characters. It is required to pair the applicable brand character with the suitable product in the advertisements (Huang, Hsieh, and Chen, 2011).

It can be analyzed that the facial appearance conveys a clear connection between elicited emotions and physical design of spokes-characters. Character credibility can be successfully established and developed in the first customer-character interaction. Thus, the graphic elements of a spokes-character’s facial appearance are most likely to transfer credibility and a customer’s first impressions of a spokes-character may strongly affect their credibility.

Jokes, fun, laughs, smiles, absurd comedy, and wittiness is always a composition of humor. There are three levels of humor: the first level is the form that triggers humor; the second level is the cognitive or emotional experience of individuals stimulated by humor; the third level is the explicit behavioral responses in reaction to humor (Liao, Zhu, Zhai and Huang, 2014). Warren and McGraw (2013), explains that “humor is a broad term that refers to anything that people say or do that is perceived as funny and tends to make others laugh, as well as the mental processes that go into both creating and perceiving such an amusing situation, and the affective responses involved in the enjoyment of it. Humor has positive effects, based on numerous studies. Humor is common in psychological advertising it benefits individuals to enjoy advertisement and simply interact socially (Venkatesh and Senthilkumar, 2015).

Hosany et al., (2013), asserted that humor enhances consumer trust when associates with spokes-characters, resulting in positive brand attitude and arouse consumers’ attention. Buijzen and Moniek (2004), in their study develop and investigated typology of humor in TV media, with 41 humor techniques, as well the content of 319 humorous advertisements. They discovered seven types of humor appeared are parody, slapstick, surprise, clownish humor, satire, misunderstanding and irony (Venkatesh and Senthilkumar, (2016).

Ronald McDonald such an example of spokes-character success (Khogeer, 2013). The ‘fun’ theme that targets children in commercials for the purpose of marketing strategy. McDonald’s is one of the companies that uses this theme advantageously, by attaching humor and the theme of imagination in their commercials and selling their Happy Meals, including premium offers. Clowns are permanently bright, cheerful and are willing to try to make kids happy and smile. This is the purpose why Ronald McDonald appeared in the McDonald’s commercials. The children seem much happier after they have met the clown in the commercials in which Ronald McDonald is shown, since they are always smiling afterwards. The fact that Ronald McDonald is often shown together with the Happy Meal box, are make children smiling, which additionally provides to the statement that kids look happier after they have met the clown (Run, 2016).

Methods

The methodology that will be applied by the study has been chosen to acquire appropriate information to arrive at a logical conclusion about the features of spokes-character and its influence on brand trust. Based on research objective and past research, this study implemented survey design quantitative approach to be the most appropriate research design to fulfil this purpose. The method proposed involves the collection of empirical data to describe the phenomena and test the hypothesized relationships between the variables. This method allows us to collect data from a large number of respondents in a relatively short time and was considered as appropriate. Accordingly, the quantitative approach is an excellent way for measuring attitudes and orientations in great populations with valuable public opinions (Babbie, 2015). The questionnaires were distributed to the undergraduate students who are currently studying at the four selected public universities, located in the state of Selangor, namely UPM (Serdang campus), UKM (Bangi campus, UIAM (Gombak campus) and UiTM (Shah Alam campus). According to Garretson and Niedrich (2004), since most undergraduate university students are between the ages of 18 and 24, they are frequently exposed to spokes- character endorsements; hence, the major target customers.

Table 1. Distribution of the undergraduate students according to the all four public Universities in Selangor

University	Undergraduate students
Universiti Putra Malaysia (UPM – Serdang campus)	13,940
Universiti Kebangsaan Malaysia (UKM)	12,496
Universiti Islam Antarabangsa (UIAM - Gombak campus)	14,000
Universiti Teknologi MARA (UiTM - Shah Alam campus)	25,632
TOTAL	66,068

The representativeness criterion demands that the sample selected should represent the characteristics of the population being studied. That is, each faculty of the four universities being studied must have an equal chance of being selected. The sampling frame of the present study is established based on the total number of faculties at the four selected public universities. Selecting faculties in each of the four public university are based on the simple random sampling method. While selecting students from the chosen faculty from each of the four chosen university are based on the convenience sampling method.

Based on an established sampling formula developed by Taro Yamane (2003), the sample size for a population of 66,068 is 397. It is true that Babbie (2015) recommended that for the survey method was to above 50% and that the acceptable rate of response. Bearing these response rates in mind, the present study sought to distribute questionnaires to 400 respondents to obtain the adequate sample of 397 to represent the population being studied.

These instruments are designed to cover research variables adopted and adapted from different past studies. Thus, the study used simple structured closed-ended questionnaire for data collection from respondents; each variable contains a specific number of statements enough for valid and reliable data. The types of questions used in the questionnaires form were close-ended questions. Respondents were required to choose from the limited number of pre-selected answers and responses that were later analysed statistically.

To have close-ended questions in self-administered questionnaire are more practical. This is because, according to Fowler (2013), questionnaires with open-ended questions mostly require the respondents to be interviewed by either researcher or research assistants. For data collection, this study used the 7-scale Likert type instrument as the main method. A scale was constructed by assigning scores to pattern of responses or revealing the situation which relatively weak degree of the variable or reflect something stronger (from 1 - strongly disagree to 7 – strongly agree). The reason is to measure the deep feeling towards respondents. Likert is a psychometric scale frequency used in questionnaire forms and it is the most commonly utilized scale in survey study as well and could identify their level of agreement to a subject, after the respondents answering to a Likert questionnaire. The operationalization of variables including research items that measure variables, source of items, and scales of measurements is shown in the Table 2.

Table 2. Summarizes the variables in the study, cites appropriate previous study, and summarizes the measurement techniques used

	Variable	Research Items	Scale of Measurement
A	Demographic information	Gender, age, race, marital status.	Interval: Age Nominal: Other items
B	Brand identification	Name of spokes-character. Name of brand.	Open ended question
C	Features on Spokes-character. Expertise (IV)	Spokes-character expertise: a. Expert b. Experienced c. Knowledgeable d. Qualified e. Skilled	Measure with: seven-point items anchor by very inexpert/very expert, very inexperienced/ very experienced, very unknowledgeable/ very knowledgeable, very unqualified/ very qualified, very unskilled/very skilled. *Based on Garretson and Niedrich (2014)*
	Relevance (IV)	Spokes-character relevance: 1. It makes sense for this character icon to be featured with this product. 2. I think that pairing this character icon with this product is appropriate. 3. I think that the character icon is relevant for this product. 4. Together, this character icon and this product represent a very good fit	Measure with: seven-point items anchor by very inappropriate / appropriate. *Based Garretson and Niedrich (2014)*
	Nostalgia (IV)	Spokes-character nostalgia: 1. This character icon makes me think back to events that occurred when I was younger. 2. This character icon reminds me of experiences from the past. 3. When I see this character icon, it makes me remember different moments in my life. 4. This character makes me think of memories.	Measure with: seven-point items anchor by strongly disagree / agree. *Based on Garretson and Niedrich (2014)*
	Personality (IV)	Spokes-character personality: a. Sincerity: 1. Honest 2. Genuine 3. Domestic 4. Cheerful 5. Expertise 6. Skilled 7. Qualified 8. Experienced 9. Reliable	Measure with seven-point items anchor by strongly disagree / agree. *Based on Folse, Burton and Netemeyer (2013)*

	Physical characteristics (IV)	Spokes-character physical characteristics: 1. Shape (e.g., cute, rounded and childlike features). 2. Miniature props. 3. Contemporary appearance.	Measure with seven-point items anchor by totally unacceptable/ acceptable. *Based on Mize and Kinney (2008).*
	Humor (IV)	Spokes-character humor: 1. Silly behavior. 2. Use of animation. 3. Comic narrative.	Measure with seven-point items anchor by totally unacceptable/ acceptable. *Based on Khogeer (2013).*
D	Brand trust (DV)	1. Dependable 2. Honest 3. Sincere 4. Trustworthy	Measure with: seven-point items anchor by very undependable/ very dependable, very dishonest/ very honest, very insincere/ very sincere, very untrustworthy/ very trustworthy. *Based on Garretson and Niedrich (2014).*

In quantitative survey, Cronbach's Alpha analysis test's reliability of questionnaires items and data as well as the inter-item consistency of the sample. So, when an alpha is greater than 0.50, is considered adequate and an alpha greater than 0.80 is considered as good (Blumberg, Cooper, and Schindler, 2014). In the case of this study the Cronbach's alpha test was carried from the pretest data; whereby reliability statistics found the Cronbach's Alpha of 0.890 from brand expertise, Cronbach's Alpha of 0.938 from brand relevance, Cronbach's Alpha of 0.913 from brand nostalgia, Cronbach's Alpha of 0.901 from brand personality, Cronbach's Alpha of 0.785 from physical characteristics, Cronbach's Alpha of 0.808 from humor and Cronbach's Alpha of 0.866 from brand trust.

Table 3: The results of the reliability tests

Section	Cronbach's Alpha (α) Pre-test (n=30)	Cronbach's Alpha (α) Actual data (n=400)
Features of the spokes-character		
Brand expertise	0.890	0.928
Brand relevance	0.938	0.933
Brand nostalgia	0.913	0.658
Brand personality	0.901	0.943
Physical characteristics	0.785	0.848
Humor	0.808	0.803
Brand trust	0.866	0.882

All 33 items of instruments were measured on a seven-point scale, all with an acceptable level of reliability (Luthans, Luthans and Luthans, 2015). Total of 400 questionnaires were distributed and based on the ration, 156 questionnaires were distributed to UiTM (Shah Alam campus), 84 questionnaires were distributed to each university, which is UIA (Gombak campus), and UPM (Serdang campus), and 76 questionnaires were distributed to UKM. The overall response rate was high, in part because they were approached one by one. Before conducting a major part of the analysis, descriptive statistics took place by using SPSS 22.0 software. Approximately 67.3% were female and 32.8% were male. This sample distribution reflects the norm of undergraduate students who are currently studying at the four selected public universities, located in the state of Selangor, namely UPM (Serdang campus), UKM (Bangi campus, UIAM (Gombak campus) and UiTM (Shah Alam campus). Majority of the respondents were Malay (71.5%), compared to Chinese (12.8%), Others (10.5%) and Indian (5.3%).

Result and Discussion

The objective of this study was to identify consumers' perception of brand trust, which represents the dependent variables (DV). To answer this section, respondents need to recall a spokes-character (a cartoon character, not human) that they had seen recently in a magazine advertisement, in a television commercial, or in a grocery store. They were asked to write down the name of the spokes-character and the name of the brand that used the character in ads promotion campaign as reference to answer these six features, and then associated with the items of brand trust. Referring to the spokes-character they had listed, each respondent was then instructed to assess each feature of spokes-character. The following are the results which indicates the four items of brand trust.

Table 4 presents the mean and standard deviation of the data for Brand Trust. It was found that amongst these four items, respondents were unable to relate "Sincere" (M=5.10, SD=1.16) with Brand Trust. That means sincerity was not the favorite element to be featured with brand trust. It is obviously shown that "Dependable" (M=5.35, SD=1.03) and "Trustworthy" (M=5.22, SD=1.23) scored the highest levels. Researchers may claim that these two elements being the major factors that will exhibit trust on the brand.

Table 12: Brand Trust (n=400)

Item	(%)							Mean	SD
	1	2	3	4	5	6	7		
Dependable	0.3	0.3	4.5	14.0	30.5	41.0	9.5	5.35	1.03
Trustworthy	2.3	1.0	4.8	13.0	32.8	35.8	10.5	5.22	1.23
Honest	1.0	1.3	4.3	20.5	28.3	37.0	7.8	5.16	1.14
Sincere	1.5	0.5	4.3	23.8	28.8	33.3	8.0	5.10	1.16
Overall Mean Score: 5.20									

Ahmed, Rizwan, Ahmad, and Haq (2014) explained that brand trust is the main element that benefits customers faithful to the brand. It is a promise of brand with their customers to fulfil their expectations. If companies can verify that the brand is only for the customers and meet their anticipations (e.g., brand is trustworthiness and pleasant for the family usage), they can build emotional trust. Furthermore, according to Sivarajah and Sritharan (2014), trustworthiness reflects the consumer's belief in the brand providing specified quality performance in a sincere and honest way.

Conclusion

Apart from analyzing undergraduate students' perceptions on the features of spokes-character and its influence on brand trust, the study also poses implications and recommendations which can be adopted for better understanding and strategies that hence helps to win a competitive advantage and attract more potential spokes-character towards brand trust.

The objective of this study was to identify consumers' perception of brand trust. There were four items examined, namely Dependable, Honest, Sincere and Trustworthy. It was found that amongst these four items, Dependable scored the highest level, selected by the respondents. It may be concluded that this element has been the major factors that will exhibit the trust on the brand, and the expectation that character will be dependable in their communication and promotion of products. It was followed by Trustworthy, indicated the second highest level. Trustworthiness reflects the respondent's confidence in the brand providing stated quality performance in a sincere and honest way. There were two items with the lowest level, which are Sincere and Honest. As shown, respondents agreed that these items were not commonly featured in promotion campaigns and appear to embody various brand trust.

Brand trust can influence consumers' attitudes towards the spokes-character, and spokes-character attitude can influence brand trust. Therefore, after a firm creates a specific spokes-character and the market becomes familiar with it, consumers' affect towards the character will strengthen the original brand. Hence, when a firm wants to strengthen consumers' familiarity with a brand, a spokes-character will have a positive effect over time.

Future research is necessary to explore the use of multiple spokes-character as representatives for one brand. The practice of spokes-characters as product representative is a subject area strong enough to maintain many research efforts aimed at consideration the character's relationship towards consumers and to the several products they promote. Key to the advancement of study in this area is the description of advertising spokes-characters, which have been introduced in many ways over the ages. The development and continued use of spokes-characters in advertising is representative of an appeal that goes beyond that changing consumer lifestyles and advertising trends. Although several study efforts have aimed at the spokes-character directly, several studies provide clues to their appeal. Advertising research has decided that positive attitudes toward advertising can lead to positive attitudes toward the brand trust.

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ID0020 – ISU DAN CABARAN PENGAJARAN DAN PEMBELAJARAN FALSAFAH

Nursafra Mohd Zhaffar[1*], Norwati Abu Bakar[2], Wan Ali Akbar Wan Abdullah[3], Mohd Hidayat Mahadi[4]

[1]*Akademi Pengajian Islam Kontemporari, Universiti Teknologi MARA Cawangan Negeri Sembilan Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*
[2]*Fakulti Pendidikan, Kolej Universiti Perguruan Ugama Seri Begawan, Jalan Raja Isteri Pengiran Anak Saleha, Bandar Seri Begawan BA2111, Brunei Darussalam*
[3]*Jabatan Pendidikan Islam dan Moral, Institut Pendidikan Guru Kampus Raja Melewar, 70400 Seremban, Negeri Sembilan, Malaysia*
[4]*Institut Islam Hadhari, Kompleks Tun Abdullah Mohd Salleh, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor Malaysia*

[*]*Corresponding author: nursafra@uitm.edu.my*

Abstrak

Kursus berkaitan falsafah ditawarkan dalam pelbagai program pendidikan pada pengajian peringkat tinggi di Malaysia dan Brunei. Berbeza dengan sistem Pendidikan di Barat, murid di peringkat sekolah rendah lagi telah diperkenalkan dengan metod pembelajaran *Philosophy for Children* (P4C). Memandangkan natijah daripada pengajaran dan pembelajaran falsafah itu adalah kemahiran berfikir kritis dan logik, maka kursus ini penting sebagai perisai bagi mahasiswa mendepani cabaran pada era ledakan maklumat ini. Namun, terdapat isu dan cabaran pelaksanaan pengajaran dan pembelajaran falsafah. Kertas konsep ini bakal membincangkan cabaran tersebut dalam konteks sistem pendidikan di Malaysia dan Brunei. Antara cabaran tersebut adalah keterbatasan bahasa, kebolehgunaan dalam konteks harian, kekeliruan terhadap pemikiran tokoh aliran falsafah, kelemahan daya berfikir, kebolehan membumikan konsep abstrak, kompetensi tenaga pengajar, sokongan dan pembudayaan komuniti dan sebagainya. Diharapkan melalui penelitian terhadap isu dan cabaran ini dapat menyumbang kepada gerakan menambah baik, membantu pihak pembangun silibus dan kurikulum, pihak penyedia kursus pengajaran, para pendidik, mahasiswa dan pihak berwajib lain untuk bersama-sama mencari solusi kepada permasalahan dalam pengajaran dan pembelajaran falsafah.

Kata kunci: *Pengajaran dan pembelajaran falsafah, pengajian tinggi, pemikiran kritis, logik*

Pendahuluan

Falsafah merupakan satu disiplin ilmu yang mengkaji mengenai persoalan tentang kewujudan, keilmuan, moral, nilai, penghujahan, pemikiran dan seumpamanya. Secara umumnya, bidang falsafah boleh meliputi skop yang meluas, namun falsafah boleh dikategorikan kepada beberapa bahagian iaitu metafizik, epistemologi, logik, etika dan estatik.

Di Malaysia, kursus berkaitan falsafah ditawarkan dalam pelbagai program Pendidikan pada peringkat pengajian tinggi khususnya seperti Kursus Falsafah dan Isu Semasa yang menjadi kursus wajib universiti. Semua mahasiswa di Institut Pengajian Awam dan Swasta diwajibkan untuk mengikuti kursus ini dan menjadi prasyarat untuk menamatkan pengajian (Luqman Arif, 2019). Selain itu, kursus berbentuk falsafah juga ditawarkan dalam kursus elektif program pengajian seperti Falsafah Pendidikan Islam dan Falsafah dan Pengurusan Pendidikan Khas (UKM, 2022). Manakala di Brunei, penawaran Kursus Falsafah (Falsafah Pendidikan dalam Islam) di institusi pengajian tinggi khususnys di Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB). Kursus ini merupakan salah satu dari komponen Kursus Profesional Perguruan. Matlamat kursus ini adalah untuk memberikan pendedahan kepada bakal guru pelatih tentang elemen-elemen utama yang menjadi asas dalam proses pendidikan berdasarkan prinsip Islam. Prinsip tersebut menjadi asas kepada matlamat, polisi, kurikulum dan pelaksanaan sesuatu sistem pendidikan dalam masyarakat. Selain itu falsafah dalam kehidupan juga dijelaskan secara langsung dan tidak langsung di peringkat pendidikan rendah dan tinggi melalui subjek Melayu Islam Beraja. Melayu Islam beraja ini dijadikan sebagai falsafah, hala tuju, cara hidup atau panduan berfikir, menilai serta ideologi berbangsa, bermasyarakat dan bernegara. Ini membuktikan bahawa pendedahan kepada falsafah sudah diberikan secara tidak langsung dalam Pendidikan awal kanak-kanak di peringkat sekolah rendah lagi sama ada secara formal atau tidak formal (Hashim, 1993).

Di negara Barat, pendedahan kepada falsafah diberikan sejak dari usia kanak-kanak. Misalnya program Philosophy for Children (P4C) yang mengaplikasikan konsep berfikir sebagai seorang ahli falsafah untuk diterapkan dalam konteks tertentu bagi mencari penyelesaian kepada sesuatu isu yang dibangkitkan (Farahani, 2014). P4C ini menjadi pendekatan baru kepada sistem pendidikan di negara Barat yang menjadikan falsafah sebagai alat berfikir bagi merangsang kemahiran menyelesaikan masalah dan menambahbaik kaedah berfikir.

Di sebalik pengajaran dan pembelajaran falsafah tersebut sama ada yang menggunakan pendekatan falsafah sebagai subjek yang diajar ataupun falsafah sebagai alat berfikir, kedua-duanya mempunyai isu dan cabaran. Tujuan artikel ini adalah untuk membincangkan isu dan cabaran pengajaran dan pembelajaran falsafah.

Metodologi

Kajian ini dijalankan secara kualitatif menggunakan kaedah analisis dokumen. Dokumen yang dianalisis adalah artikel jurnal, buku dan laporan akhbar berkaitan dengan skop kajian. Data berkaitan dengan skop kajian dianalisis menggunakan kaedah perbandingan berterusan seperti yang disarankan oleh Merriam (2009) dan Harding (2013). Kaedah ini membolehkan pengkaji membuat perbandingan antara data bagi membentuk tema utama.

Dapatan Kajian dan Perbincangan

Terdapat tujuh tema terbentuk mengenai cabaran pengajaran dan pembelajaran falsafah Aspek tersebut menjadi halangan kepada mahasiswa dalam memahami dan mengaplikasikan konsep-konsep dalam bidang falsafah. Aspek tersebut juga menjadi kekangan kepada kelancaran proses pengajaran oleh para pensyarah. Tema tersebut ialah:

Keterbatasan Bahasa

Kajian oleh Ab. Wahab et al. (2022) memaparkan antara masalah pembelajaran yang dihadapi dalam proses pengajaran dan pembelajaran falsafah ialah berkaitan kekurangan perbendaharaan kata. Perbahasan dalam subjek falsafah lazimnya melibatkan konsep yang bersifat abstrak dan kompleks. Misalnya penerangan mendalam diperlukan terhadap satu-satu istilah seperti konsep keadilan, konsep kebebasan, konsep insan, konsep etika dan seumpamanya. Penerangan konsep ini mengambil konteks perbincangan ahli falsafah yang lazimnya menggunakan laras bahasa yang tinggi. Justeru, perbendaharaan kata yang kaya diperlukan dalam pengajaran dan pembelajaran falsafah.

Seterusnya, tafsiran terhadap sesuatu konsep dalam falsafah ini ada kalanya dipecahkan kepada beberapa cabang sehingga sukar untuk pensyarah menyampaikan makna yang tepat melalui kata-kata. Manakala bagi para mahasiswa pula, menangkap makna bagi tafsiran sesuatu konsep itu memerlukan mereka tahu konsep asas yang dibawa oleh ahli-ahli falsafah tertentu atau aliran falsafah tertentu. Kemudian, konsep asas ini mereka perlu mampu bezakan dengan tafsiran dari ahli falsafah yang lain. Mahasiswa perlu memiliki kemahiran berfikir aras tinggi iaitu mengecam persamaan dan perbezaan berkaitan satu konsep sebelum mereka boleh meneroka konsep tersebut secara lebih mendalam.

Pensyarah boleh membantu mahasiswa mengatasi isu keterbatasan bahasa dalam pembelajaran falsafah ini dengan kaedah permodelan. Pensyarah boleh memodelkan dirinya dalam interaksi harian di kelas bersama para mahasiswa. Sebagai contoh, episod pengajaran dan pembelajaran yang mengandungi dialog permodelan ini boleh berlangsung sedemikian;

Jadual 1. Dialog permodelan pensyarah bagi membantu isu keterbatasan bahasa dalam falsafah

Pensyarah/Mahasiswa	Dialog
Mahasiswa A:	Puan, boleh saya tahu sama ada saya berjaya atau tidak dalam peperiksaan subjek ini baru-baru ini?
Pensyarah:	Apa yang kamu maksudkan dengan berjaya? Boleh kamu berikan definisi atau tafsiran yang kamu maksudkan?
Mahasiswa A:	Erk….

Jadual 1 ini memaparkan salah satu contoh kaedah permodelan dalam interaksi harian yang pensyarah boleh gunakan bagi membiasakan mahasiswa meneroka konsep penting dalam istilah digunakan sebelum berlaku perbincangan lanjut mengenai perkara tersebut. Hal ini penting agar dalam pengajaran dan pembelajaran falsafah, perbahasan menjadi semakin sukar sekiranya tidak dimulai dengan kejelasan terhadap konsep asas istilah yang digunakan. Kadang-kala perbahasan falsafah menjadi tidak masuk akal dan mengelirukan akibat konsep asas dari istilah yang belum dihadam sebaiknya.

Kebolehgunaan dalam Konteks Harian

Kajian oleh Idris dan Ahmad Sunawari (2013) menjelaskan mengenai titik temu falsafah dengan kehidupan harian. Kajian ini memaparkan hasil pengamatan mereka bahawa amat jarang orang merujuk kepada perbincangan bersifat falsafah sedangkan dari sudut hierarki, hasil pemikiran yang diputuskan oleh akal itu perlu datang terlebih dahulu berbanding kegiatan bersifat zahir yang disempurnakan oleh kaki, tangan dan anggota badan lain. Isunya adalah konsep-konsep dalam falsafah seringkali bersifat abstrak dan sukar untuk dikaitkan dengan pengalaman konkrit yang dilalui oleh manusia seharian. Disebabkan kesukaran mengaplikasi konsep falsafah ini dalam kehidupan harian menjadikan para mahasiswa kurang meminati subjek ini. Walhal terdapat banyak senario kehidupan memerlukan kita sebagai makhluk berfikir berhenti sejenak (*pause*) dan merenung lebih mendalam sebelum mencari penyelesaian dan membuat keputusan.

Maka, corak berfikir falsafah membantu individu mengenalpasti pokok masalah dan kemudiannya memecahkan permasalahan tersebut kepada kategori tertentu untuk diselesaikan. Seterusnya, pemikiran logik, kritis dan mendalam digunakan untuk mencari sebanyak mungkin jalan penyelesaian yang boleh dicapai. Semua proses ini membantu si pemikir ini mencapai rumusan yang baik setelah mempertimbangkan aspek-aspek yang berkaitan dalam mencari penyelesaian masalah dihadapi. Namun, kegunaan falsafah dalam kehidupan ini sering dipandang enteng disebabkan hasil pemikiran adalah sesuatu yang tidak kelihatan berbanding hasil kerja tangan.

Kekeliruan Terhadap Pemikiran Tokoh Aliran Falsafah

Falsafah melibatkan berbagai teori dan pandangan yang saling berhubungan. Kadang-kadang terdapat perselisihan dalam interpretasi dan pemahaman filosofis yang dapat membingungkan orang yang mengikuti perbahasannya. Misalnya takrifan mengenai erti kebahagiaan oleh ahli falsafah Yunani klasik iaitu Aristotle adalah berbeza dengan kebahagiaan yang dibahaskan oleh ahli falsafah akhlak Islam Ibn Miskawayh (Mohd Annas et al., 2020). Aristotle mengaitkan konsep kebahagiaan dengan fungsi akal. Menurut Aristotle, akal dianggap penting untuk membawa individu ke arah kebahagiaan. Hal ini kerana proses yang dijalankan oleh akal dapat menyeimbangkan antara dua keadaan yang ekstrim. Keseimbangan ini dipanggil sebagai jalan pertengahan atau kesederhanaan. Dari sinilah muncul kebahagiaan apabila keseimbangan berjaya dicapai.

Selain itu, kebahagiaan menurut Aristotle adalah apabila individu terlibat sama dalam politik. Politik di sini bermaksud kegiatan menpensyarahs kehidupan masyarakat. Penglibatan dalam politik bakal melahirkan individu yang mematuhi peraturan dan undang-undang negara. Manakala, kebahagiaan menurut Ibn Miskawayh dihubungkan dengan kebaikan. Selain itu, kebahagiaan tidak berhubungan dengan keseronokan yang hanya dirasakan oleh fizikal manusia sahaja. Hal ini kerana bagi beliau, kebahagiaan yang dirasakan jiwa tidak akan lengkap dan mencukupi kecuali dengan menggabungkan kebahagiaan dalaman dan luaran kerana kebahagiaan adalah berbentuk fizikal dan spiritual.

Dalam konteks memahami perbincangan konsep kebahagiaan ini, isunya adalah mahasiswa perlu memahami latar belakang ahli falsafah dan justifikasi mereka mengeluarkan pandangan sedemikian. Konsep kebahagiaan ini ditakrifkan dengan cara berbeza oleh Aristole dan Ibn Miskawayh. Aristotle membincangkan kebahagiaan dari sudut pencapaian duniawi, sebaliknya Ibn Miskawyh membincangkan kebahagiaan bersifat spiritual, sesuai dengan perbahasan beliau dari sudut pandangan seorang Muslim.

Bagi tujuan memahami perbezaan antara falsafah Barat dan Timur, aliran-aliran dalam falsafah, dan argumen-argumen kompleks memerlukan pemikiran yang jernih dan analitikal. Pemikiran analitikal ini adalah satu kemahiran yang perlu dilatih malah memerlukan masa, usaha dan kegigihan individu bagi menajamkannya. Ini bersangkutan dengan isu seterusnya iaitu kelemahan daya fikir.

Kelemahan Daya Berfikir

Kelemahan daya berfikir ini merupakan satu gejala masa depan. Ini merupakan jangkaan berdasarkan situasi semasa pada hari ini apabila menyaksikan robot atau machine learning menggantikan kekuatan akal manusia dalam menjalani kehidupan seharian (Muhammad Mujahid, 2019). Sebagai contoh, pada hari ini kita sudah tidak perlu menghafal nombor telefon dan bergantung kepada nombor yang disimpan dalam telefon mudah alih untuk membuat panggilan, kita juga tidak mengingat selok belok jalan kerana bergantung kepada aplikasi *Waze* atau *Google Map* untuk menuju ke satu-satu lokasi dan seumpamanya. Terkini, teknologi kecerdasan buatan (AI- *artificial intelligence*) digunakan secara meluas termasuklah dalam dunia pendidikan apabila sentuhan teknologi ini membantu mahasiswa menghasilkan tugasan berkualiti.

Walau bagaimanapun, bantuan dan kebergantungan kepada teknologi atau robot ini boleh membawa kepada kelemahan daya fikir manusia. Kita tidak mahu keadaan ini menjadi lebih parah sehingga manusia pada masa akan datang hanya menunggu robot ini membuat keputusan untuk dirinya tanpa melibatkan pertimbangan peribadi dari empunya diri.

Situasi enggan berfikir ini menjadi salah satu isu dalam pengajaran dan pembelajaran falsafah. Kata kunci untuk belajar falsafah adalah berfikir secara mendalam, kerana falsafah merupakan satu ilmu untuk memahami aktiviti-aktiviti berfikir manusia, dan falsafah itu sendiri adalah aktiviti berfikir. Namun apabila daya fikir tidak diasah dengan kemahiran sedemikian- cenderung untuk berfikir sepintas lalu, berfikir secara cetek, enggan serabut menganalisis data atau maklumat diterima, mudah menerima bulat-bulat maklumat yang dihidangkan, maka perbincangan falsafah akan kelihatan sukar bagi golongan ini. Hal ini kerana kekeliruan mudah timbul disebabkan oleh konsep berbeza dibawakan oleh tokoh falsafah berbeza dari aliran falsafah yang berbeza.

Kebolehan Membumikan Konsep Abstrak

Perbincangan dalam falsafah seringkali melibatkan konsep yang bersifat abstrak. Mahasiswa akan melihat perbincangan ini jauh daripada aplikasi dalam kehidupan harian. Perbincangan mengenai konsep kebahagiaan, kebebasan dan konsep keadilan misalnya hanya dapat difahami apabila wujud pengalaman atau konteks yang melatarinya. Disebabkan itu, sukar bagi para mahasiswa untuk membumikan konsep-konsep tersebut jika konteks yang melatari perbincangan tersebut tidak difahami dengan baik.

Kompetensi Tenaga Pengajar

Kekangan dari aspek kompetensi pengajar falsafah ini melibatkan kedalaman dan keluasan ilmu yang dimiliki oleh pensyarah serta kaedah pendekatan yang digunakan dalam pengajaran. Farahani (2014) mengemukakan antara halangan pengajaran falsafah yang melibatkan kompetensi pensyarah adalah i) kebergantungan pensyarah kepada nota atau rujukan sedia ada, ii) pensyarah seorang sahaja yang bercakap menyampaikan dalam kelas (*teacher centered*).

Apabila pensyarah tidak mendalami perbincangan falsafah dengan sebaiknya daripada pelbagai rujukan, maka pensyarah tidak mempunyai ilmu yang kukuh untuk mengajak mahasiswa meneroka konsep-konsep falsafah. Selain itu juga, pensyarah akan menjadi kekok serta kurang mahir untuk mengupas persoalan-persoalan yang timbul daripada perbahasan falsafah untuk dikaitkan dengan kehidupan harian.

Di samping itu, kaedah penyampaian sehala yang digunakan untuk tujuan pengajaran falsafah akan menjadikan mahasiswa tidak aktif, menerima maklumat bulat-bulat, menjadikan tujuan belajar kerana peperiksaan semata (*exam oriented learning*) dan boleh menimbulkan rasa bosan terhadap subjek ini. Sekiranya kekangan ini dapat diatasi, pensyarah yang terlibat dalam pengajaran Falsafah dapat menggilap motivasi dan daya tahan mereka, dan seterusnya dapat meningkatkan keyakinan dan profesionalisme mereka. Oleh yang demikian pensyarah yang terlibat dalam menyampaikan subjek Falsafah ini perlu untuk meningkatkan kompetensi mereka dalam pengajaran subjek tersebut.

Sokongan dan Pembudayaan Komuniti

Seterusnya, isu terakhir yang dibincangkan adalah berkaitan dengan sokongan masyarakat dan pembudayaan komuniti terhadap galakan berfikir seperti ahli falsafah. Ini merupakan faktor luaran yang boleh menjadi halangan kepada keberkesanan pengajaran dan pembelajaran falsafah. Ini kerana setiap mahasiswa berasal daripada keluarga kecil, kelompok kejiranan dan rakan-rakan yang berbeza. Maka, masyarakat sekeliling secara amnya boleh menjadi faktor penguat mahupun sebaliknya terhadap pembudayaan berfikir anak-anak ini.

Di Malaysia, khususnya masyarakat Melayu terkenal dengan budaya tradisi yang mementingkan adab kesopanan. Anak-anak perlu menghormati orang yang lebih tua dengan tidak dibenarkan menyampuk. Manakala dari sudut agama pula, terdapat kefahaman bahawa menyoal adalah sesuatu perkara yang tidak digalakkan kerana bakal membawa kerumitan seperti dinukilkan Allah dalam kisah Bani Israel dan pencarian lembu (Al-Quran, al-Baqarah 2:67-71). Begitu juga dengan kisah Nabi Khidir dan Nabi Musa yang dinukilkan dalam Surah al-Kahfi (18:70):

Maksudnya: *Ia menjawab: Sekiranya engkau mengikutiku, maka janganlah engkau bertanya kepadaku akan sesuatu pun sehingga aku ceritakan halnya kepadamu.*

(Abdullah Muhamad Basmeih 2011: 601)

Salah faham terhadap ayat-ayat ini, disokong dengan budaya tradisi menyebabkan pembelajaran berlaku secara pasif, penyoalan hanya dilakukan oleh sebelah pihak sahaja iaitu pensyarah, bukan murid (Hasrizal, 2010). Menurut Buseri (1987), pengaruh budaya masyarakat ke dalam aktiviti di bilik darjah adalah sesuatu perkara semulajadi. Para mahasiswa akan memberi respons dalam bilik darjah berdasarkan kod etika yang diserap hasil pengamatan daripada persekitaran. Justeru, mahasiswa yang dibesarkan dalam budaya sebegini lazimnya menghadapi masalah dalam pembelajaran falsafah kerana sifat subjek ini memerlukan mahasiswa mempunyai inkuiri untuk meneroka persoalan dalam kehidupan untuk dibincangkan secara falsafah.

Kesimpulan dan Cadangan

Kesimpulannya, terdapat banyak faktor yang menjadi penghalang kepada keberkesanan pengajaran dan pembelajaran falsafah. Cabaran ini boleh berpunca daripada faktor dalaman seperti keterbatasan bahasa, kebolehgunaan dalam konteks harian, kekeliruan terhadap pemikiran tokoh aliran falsafah, kelemahan daya berfikir, kebolehan membumikan konsep abstrak. Selain itu, faktor luaran pula terdiri daripada kompetensi tenaga pengajar, sokongan dan pembudayaan komuniti setempat.

Justeru, halangan dari faktor dalaman dan luaran ini boleh diatasi melalui kerjasama pihak terlibat seperti pihak mahasiswa, pihak pengajar dan ibu bapa, penggubal silibus dan kurikulum, pihak penyedia kursus dan latihan kepada tenaga pengajar, pihak pengurusan sekolah dan universiti dan masyarakat secara amnya. Perancangan aktiviti dan kolaborasi pelbagai pihak diperlukan agar generasi anak muda hari ini meminati subjek falsafah dan seterusnya membudayakan aktiviti berfikir seperti ahli falsafah. Tujuannya untuk menghindari golongan muda-mudi ini dari terjebak dengan gejala tidak bermoral akibat berfikiran cetek, malas berfikir, tidak peka dengan keadaan semasa, terpengaruh dengan ideologi asing yang memudaratkan dan sebagainya. Diharapkan melalui analisis terhadap cabaran pengajaran dan pembelajaran falsafah ini menyumbang kepada gerakan menambah baik dan membantu pihak berkenaan untuk merangka penyelesaian yang bersifat komprehensif.

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ID0022 – MISKIN HAID: SATU TINJAUAN AWAL TERHADAP TAHAP LITERASI KESIHATAN GOLONGAN WANITA DALAM KOMUNITI BAJAU LAUT DI SABAH

Mohd Hanafi Jumrah[1]*, Aisah Hossin[2]

[1]*Pusat Pengajian Komunikasi and Media, Han Chiang University College of Communication, Jalan Lim Lean Teng, 11600 George Town, Pulau Pinang, Malaysia*
[2]*Institut Orang Asal Borneo (Boriis), Universiti Malaysia Sabah (UMS), Jalan UMS, 88400 Kota Kinabalu, Sabah, Malaysia*

**Corresponding author: hanafi@hju.edu.my*

Abstrak

Perdebatan berkenaan dengan miskin haid menjadi satu perbincangan yang hangat diperkatakan apabila ianya mula dibangkitkan di persidangan Dewan Negara pada 15 Disember 2021 yang lalu. Kebiasaannya kemiskinan haid sering terjadi apabila berlakunya krisis seperti banjir, kebakaran dan migrasi, ini disebabkan oleh bekalan kelengkapan hadi seperti tuala wanita terjejas. Pendedahan berkenaan dengan miskin haid mula membuka mata ramai pihak berkenaan dengan salah satu aspek kemiskinan yang perlu diberikan perhatian walaupun ianya masih dianggap sebagai satu isu remeh dan bersifat taboo. Menyedari akan hal ini, kajian ini cuba membincangkan berkenaan tahap literasi kesihatan golongan wanita komuniti Bajau Laut di Sabah berkenaan dengan miskin haid. Kajian ini juga melihat samada miskin haid menjadi norma yang mendorong kepada keperluan atau kehendak wanita dalam komuniti Bajau Laut pada masa kini. Tinjauan ini menggunakan pendekatan temu bual secara mendalam dengan sepuluh orang informan yang terdiri daripada wanita Bajau Laut yang sudah akil baligh dan temu bual tersebut akhirnya dianalisis menggunakan kaedah tematik dengan mengkategorikan isu-isu yang dibangkitkan mengikut tema-tema yang telah ditetapkan. Dapatan kajian mendapati bahawa wanita Bajau Laut ini mempunyai tahap literasi yang rendah untuk mengakses, memahami, menilai dan mengaplikasikan maklumat kesihatan berkaitan kemiskinan haid. Selain itu juga, kemiskinan haid merupakan satu bentuk kitaran kemiskinan yang membelenggu wanita Bajau Laut sejak bergenerasi dan kesedaran terhadap keperluan pembelian tuala wanita banyak dipengaruhi oleh perubahan sosial dan komunikasi yang lebih luas.

Kata kunci: *Komuniti Bajau Laut, miskin haid, literasi kesihatan, perubahan sosial dan komunikasi*

Pengenalan

Pertubuhan Bangsa-Bangsa Bersatu (PBB) telah mengiktiraf kebersihan haid sebagai isu kesihatan awam dan hak asasi manusia global, namun di seluruh dunia menggelarnya sebagai "kemiskinan haid”. Maka, perdebatan berkenaan dengan miskin haid menjadi satu perbincangan yang hangat diperkatakan apabila ianya mula dibangkitkan di persidangan Dewan Negara pada 15 Disember 2021 yang lalu. Isu ini bukan isu baru malah ianya menjadi isu yang global. Kemiskinan haid atau digelar sebagai ‘period poverty’ merujuk kekangan dalam menguruskan haid yang banyak semasa haid atau ‘datang bulan’, kebiasaannya terjadi kepada golongan wanita dan gadis remaja (Fatimah, 2021 & Siti Noor Azila, 2021). Kemiskinan hadi juga boleh merujuk kepada seseorang wanita yang mempunyai kekurangan atau ketiadaan kemudahan sanitasi atau kesukaran bagi mendapatkan kelengkapan haid seperti tiada bekalan air, tempat pelupusan tuala wanita yang sesuai dan privasi untuk menguruskan haid (Muhamaad Razis, 2021). Menurut Oladunni et. al. (2022), menyatakan bahawa kemiskinan haid boleh digambarkan sebagai ketidakboleh capaian kepada pengurusan kebersihan haid, kemudahan, bekalan dan maklumat tetapi tidak terhad kepada produk kebersihan, kemudahan mencuci dan pengurusan sisa semasa haid. Kemiskinan haid didefiniskan sebagai ketidakupayaan mendapat kebersihan asas haid kerana kekangan kewangan (Najibah, 2022). Kemiskinan haid memberi kesan kepada wanita sama ada tidak mempunyai akses kepada produk haid dengan betul atau tidak mampu untuk membelinya (Koussayer, 2022). Kebiasaannya kemiskinan haid sering terjadi apabila berlakunya krisis seperti banjir, kebakaran dan migrasi, ini disebabkan oleh bekalan kelengkapan haid seperti tuala wanita terjejas. Terdapat empat elemen yang dikategorikan sebagai kemiskinan haid iaitu kekurangan produk pengurusan haid, kekurangan privasi untuk menguruskan haid, kekurangan pendidikan tentang haid dan kekurangan prasarana seperti akses kepada air bersih (Fatimah, 2021; Nor Faiza, Sh Fatimah, & Szariannie, 2021).

Menurut Dr Nor Faiza Mohd Tohit selaku Pakar Perubatan Kesihatan Awam Universiti Islam Antarabangsa Malaysia (UIAM), bagi wanita yang tidak mempunyai kemampuan untuk membeli tuala wanita, mereka terpaksa menggunakan tuala wanita yang sama untuk tempoh yang lama, menggantikan tuala wanita dengan kain buruk, sabut atau surat khabar lama. Terdapat juga wanita yang menggunakan semula tuala wanita yang telah dicuci dan dikeringkan dan ada juga yang terpaksa menggunakan bahan yang tidak sesuai berbanding tuala wanita (Muhamaad Razis, 2021). Selain itu, Kajian Kemiskinan dan Stigma Haid oleh Kotex yang melibatkan seramai 746 responden perempuan yang berumur berumur antara 10 hingga 24 tahun, mendapati bahawa seorang daripada dua pelajar perempuan didapati ingin ponteng sekolah antara sehari hingga tiga hari setiap bulan ketika haid hal ini kerana sebanyak lima peratus gadis tidak mampu membeli tuala wanita dan mereka menggantikan tuala wanita dengan menggunakan kain atau kertas (Fairul, 2022). Ini juga membawa kepada pengurangan kehadiran sekolah dan prestasi akademik yang lemah, atau malah keciciran dalam pembelajaran (Lahme et. al., 2018).

Justeru pendedahan berkenaan dengan miskin haid mula membuka mata ramai pihak berkenaan dengan salah satu aspek kemiskinan yang perlu diberikan perhatian walaupun ianya masih dianggap sebagai satu isu remeh dan bersifat taboo. Oleh itu, Pengurusan kebersihan haid (MHM) kini menjadi keutamaan kesihatan awam utama untuk wanita dan remaja perempuan di seluruh dunia (Helen et. al., 2021). Oleh itu, kajian ini ingin melihat tahap literasi kesihatan golongan wanita komuniti Bajau Laut di Sabah berkenaan dengan miskin haid.

Sorotan Literatur

Holmes et. al., (2021), menyatakan dalam kajiannya menyatakan bahawa literasi kesihatan haid di negara berpendapatan rendah, pertengahan dan tinggi masih tidak mencukupi dan gagal memenuhi keperluan remaja. Walaupun beberapa intervensi yang membuktikan kejayaan program yang telah direka bentuk dalam meningkatkan hasil pendidikan remaja berkenaan pengetahuan haid, namun terdapat juga tindak balas pragmatik dan daser yang begitu terhad kepada literasi kesihatan haid dalam kalangan remaja. Selain itu, kajian ini juga melihat literasi kesihatan yang rendah dikaitkan dengan kesihatan keseluruhan yang lemah, penggunaan ubat yang tidak betul atau tidak mencukupi dan tahap penjagaan kesihatan serta pencegahan yang rendah merangkumi status geografi, budaya dan sosioekonomi. Selain itu, Lopez et. al., (2023), dalam kajiannya menyatakan bahawa literasi terhadap haid harus ditangani di Sepanyol kerana ramai remaja yang menghadapi kekurangan maklumat tentang cara menguruskan haid buat kali pertamanya. Di samping itu, orang yang tidak datang haid kurang bersedia untuk menyokong orang yang datang haid kerana kekurangan pengetahuan, terutamanya di luar asas biologi haid untuk mempertimbangkan pengurusan dan kehidupan.

Ini berbeza dengan kajian yang dilakukan oleh Mohammed & Larsen-Reindorf (2020), yang mana mereka mendapati bahawa kebanyakan gadis telah mendengar tentang haid sebelum haid pertama mereka. Sumber utama maklumat tentang haid bagi remaja perempuan adalah ibu mereka dan ianya jelas menunjukkan hampir separuh daripada kanak-kanak perempuan dalam kajian ini mempunyai pengetahuan yang lemah tentang haid. Selain itu, kajian menunjukkan bahawa masih terdapat salah tanggapan, pantang larang, dan mitos tentang haid dan orang yang datang haid yang mana perbincangan mengenai haid di dalam kalangan masyarakat dan sekolah di Ghana tidak mencukupi terutamanya di kawasan luar bandar kerana salah tanggapan dan kepercayaan karut. Kajian yang dilakukan oleh Khanal (2019) menunjukkan tahap literasi kesihatan dalam kalangan pelajar perempuan kampus adalah tidak memuaskan. Terdapat variasi dalam tahap literasi kesihatan berdasarkan umur, kasta, tahap, aliran. Selain itu juga, kajian ini mendapati bahawa kain/tuala boleh guna semula adalah bahan penyerap yang paling biasa digunakan oleh kanak-kanak perempuan. Kurang daripada separuh kanak-kanak perempuan menggunakan pad pakai buang, walaupun hampir dua pertiga bersekolah dan mereka mengedarkan pad pakai buang secara percuma (Nabwera et. al., 2021). Manakala, menurut Delanerolle (2023) dalam kajiannya kemiskinan haid dalam tempoh yang lama akan memberi kesan kesihatan mental. Hubungan terhadap kemiskinan haid sering dikaitkan dengan tekanan, kebimbangan, dan kemurungan.

Metodologi Kajian

Kajian ini menggunakan pendekatan kualitatif iaitu temu bual mendalam ke atas 10 orang remaja wanita Bajau Laut di kawasan perairan Daerah Semporna yang masih menjadikan *lepa* sebagai penempatan dan medium pengangkutan mereka. Informan merupakan golongan remaja yang berumur 13 hingga 19 tahun dengan kaedah persampelan bertujuan. Temu bual mendalam ini dilakukan bersemuka di atas *lepa* bagi komuniti Bajau Laut. Temu bual ini mengambil masa sekitar 50 minit hingga satu jam setengah. Beberapa soalan telah dijadikan panduan dalam temu bual ini merangkumi kesemua aspek literasi kesihatan yang telah digariskan oleh Pertubuhan Kesihatan Sedunia (WHO). Setelah itu, kajian ini menggunakan analisis tematik oleh Braun dan Clarke (2006) dengan memilih beberapa tema daripada data yang diperolehi. Tema-tema itu kemudiannya dikenal pasti, dikodkan secara induktif dari rakaman temu bual berdasarkan teori (Boyatzis, 1998). Analisis tematik adalah sebuah cara menangkap pola dari kumpulan informasi awal yang diperoleh. Ini adalah bertujuan untuk mendeskripsikan dan menginterpretasikan realiti sosial tertentu (Poerwandari, 2009).

Literasi Kesihatan

Nelsen-bohlman, Panzer & Kindig (2004) mendefinisikan literasi kesihatan sebagai mereka yang berkeupayaan untuk mengakses, memahami, menilai dan menerapkan maklumat kesihatan dalam membuat pertimbangan dan keputusan mengenai kesihatan mereka. Manakala, WHO (2013), mentakrifkan literasi kesihatan adalah kognatif dan kemahiran sosial yang menentukan motivasi dan kemampuan individu bagi mendapatkan akses, memahami dan menggunakan maklumat dengan cara mempromosikan dan mengekalkan kesihatan yang baik. WHO (2013), menggariskan literasi kesihatan dikaitkan dengan literasi dan melibatkan pengetahuan, motivasi dan kecekapan untuk mengakses, memahami, menilai dan menggunakan maklumat kesihatan bagi membuat pertimbangan dan mengambil keputusan dalam kehidupan seharian mengenai penjagaan kesihatan, pencegahan penyakit dan promosi kesihatan untuk mengekalkan atau meningkatkan kualiti hidup semasa menjalani kehidupan. Ia ditentukan oleh kemahiran kognitif serta sosial individu tersebut.

Selain itu, Nutbeam (1988), menyatakan literasi kesihatan secara amnya merujuk kepada keupayaan individu untuk mendapatkan akses kepada maklumat, memahami dan menggunakan maklumat dengan cara yang menggalakkan dan mengekalkan kesihatan yang baik untuk diri mereka sendiri, keluarga dan komuniti. Beliau menggariskan tiga tahap yang berbeza dalam melihat literasi kesihatan iaitu tahap pertama ialah fungsi literasi (mengaplikasikan asas kemahiran literasi kesihatan), tahap kedua literasi kesihatan interaktif (penglibatan dalam penggunaan kemahiran kognitif dan operasi dalam persekitaran sosial), dan tahap ketiga adalah literasi kritikal (kemampuan dalam menilai masalah kesihatan) (Nutbeam, 2000). Manakala, menurut Kilgour, Christian & Shire (2015), literasi kesihatan adalah kuasa yang diberikan kepada individu melalui peningkatan pengetahuan berkenaan isu-isu kesihatan dan dapat meningkatkan keupayaan dalam membuat keputusan berkaitan kesihatan.

Literasi kesihatan adalah multidemensi yang mendefinisikan konsep berkait rapat dengan literasi dan memerlukan pengetahuan, motivasi dan mengakses secara kompetensi, memahami, menilai dan menerapkan maklumat kesihatan dalam membuat penilaian dan membuat keputusan berkenaan penjagaan kesihatan dalam kehidupan seharian, pencegahan penyakit dan promosi kesihatan bagi mengekalkan atau meningkatkan kualiti hidup semasa menjalani kehidupan (Sorensen et. al, 2015). Oleh itu, literasi kesihatan boleh didefinisikan sebagai aktivit pendidikan kesihatan yang boleh diakses, difahami, dinilai dan diterapkan dalam kehidupan berdasarkan maklumat kesihatan.

Dapatan Kajian Perbincangan

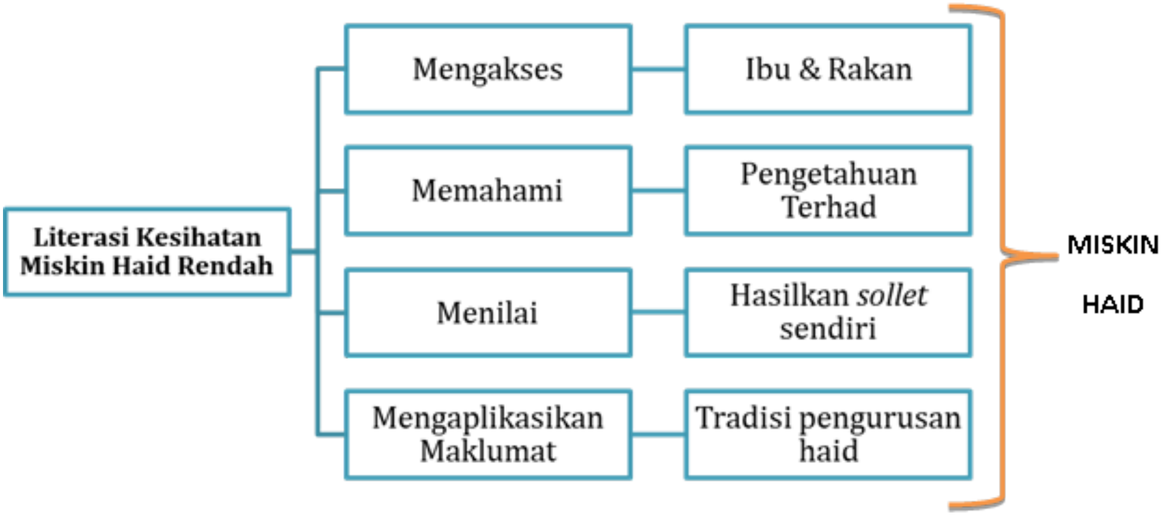
WHO (2013), menggariskan literasi kesihatan dikaitkan dengan literasi dan melibatkan pengetahuan, motivasi dan kecekapan untuk mengakses, memahami, menilai dan menggunakan maklumat kesihatan bagi membuat pertimbangan dan mengambil keputusan dalam kehidupan seharian mengenai penjagaan kesihatan, pencegahan penyakit dan promosi kesihatan untuk mengekalkan atau meningkatkan kualiti hidup semasa menjalani kehidupan. Ia ditentukan oleh kemahiran kognitif serta sosial individu tersebut. Literasi kesihatan adalah multidemensi yang mendefinisikan konsep berkait rapat dengan literasi dan memerlukan pengetahuan, motivasi dan mengakses secara kompetensi, memahami, menilai dan menerapkan maklumat kesihatan dalam membuat penilaian dan membuat keputusan berkenaan penjagaan kesihatan dalam kehidupan seharian, pencegahan penyakit dan promosi kesihatan bagi mengekalkan atau meningkatkan kualiti hidup semasa menjalani kehidupan (Sorensen et. al, 2015).

Literasi kesihatan penting untuk dibincangkan khususnya bagi wanita yang berada dalam lingkungan kemiskinan yang bergelut dengan pelbagai kekangan untuk meneruskan kehidupan harian mereka seperti yang disasarkan dalam kajian ini iaitu komuniti Bajau Laut. Komuniti Bajau Laut merupakan antara komuniti yang masih menjalani hampir seluruh masa atau kehidupan mereka di atas air walaupun ada ketika mereka ini turut berada di daratan bagi mendapatkan bekalan makanan dan keperluan mereka yang lain. Dapatan kajian mendapati bahawa literasi kesihatan golongan wanita komuniti Bajau Laut di Sabah berkenaan dengan miskin haid secara dasarnya adalah rendah disebabkan oleh kekangan dari aspek kemiskinan dan pola kehidupan komuniti Bajau Laut itu sendiri. Temu bual yang dilakukan ke atas sepuluh orang remaja wanita komuniti Bajau Laut menyimpulkan bahawa kemiskinan yang melingkari kehidupan mereka telah memberikan pilihan yang terhad kepada mereka untuk menguruskan proses haid sejak pertama kali mereka mula melalui proses kitaran haid mereka.

Latar belakang kehidupan sebagai komuniti tanpa negara (*stateless*) dengan pola kehidupan di dalam *lepa*, telah memberi peluang yang sangat terhad kepada komuniti Bajau laut untuk mendapatkan akses kepada sumber yang lebih baik seperti bantuan kesihatan, pendidikan, pekerjaan dan kehidupan yang lebih baik walaupun berada dalam kawasan yang semakin pesat dengan aktiviti pelancongan. Pergerakan yang terbatas juga menjadikan komuniti Bajau laut lebih selesa berada di dalam kelompok mereka sendiri dan meneruskan kelangsungan hidup berasaskan kepada tradisi budaya yang diturunkan kepada mereka. Dapat dilihat bahawa pola kehidupan dan kawasan kediaman yang terhad telah mengkelompokkan mereka ini ke dalam situasi miskin haid. Miskin haid secara dasarnya merupakan satu keadaan yang mana seseorang individu itu termasuk di dalam salah satu daripada empat elemen yang digariskan di dalam miskin haid iaitu kekurangan produk pengurusan haid, kekurangan privasi untuk menguruskan haid, kekurangan pendidikan tentang haid dan kekurangan prasarana seperti akses kepada air bersih (Fatimah, 2021; Nor Faiza, Sh Fatimah, & Szariannie, 2021).

Dalam kajian ini remaja komuniti Bajau laut sememangnya tergolong di dalam keempat-empat elemen tersebut yang mana mereka terdedah dengan kekurangan produk pengurusan haid yang hanya bergantung kepada bahan sedia ada seperti sisa kain untuk dijadikan *sollet*, kekurangan privasi untuk menguruskan haid yang mana mereka tidak memiliki ruang privasi seperti tandas tertutup yang membolehkan mereka mengambil masa yang lebih lama untuk menukar tuala wanita dan seterusnya membersihkan diri mereka sendiri. Elemen ketiga pula mereka juga dilihat memiliki kekurangan dari aspek pendidikan tentang haid sehingga maklumat yang mereka terima adalah terhad disebabkan oleh wujudnya rasa malu dan takut untuk bertanya berkenaan dengan haid secara lebih terbuka kepada keluarga dan memiliki akses maklumat yang sangat terhad sehingga menyebabkan mereka tidak terdedah dengan perubahan fisiologi mereka sendiri. Manakala elemen yang terakhir pula adalah remaja wanita komuniti Bajau laut juga dilihat memiliki kekurangan prasarana untuk menguruskan haid mereka seperti ketiadaan air terawat dan sabun untuk mencuci *sollet* mereka sebelum boleh digunakan semula. Selain itu mereka juga tidak memiliki prasarana untuk menguruskan *sollet* mereka dengan lebih baik seperti meletakkan *sollet* yang akan digunakan semula ke satu tempat penyimpanan yang lebih baik atau membuangnya apabila tidak boleh digunakan semula.

Miskin haid yang membelenggu remaja wanita dalam komuniti Bajau laut telah menyebabkan berlakukunya literasi kesihatan yang rendah apabila mereka memiliki keterbatasan dalam pengetahuan, motivasi dan kecekapan untuk mengakses, memahami, menilai dan mengaplikasikan maklumat kesihatan dalam mempertimbangkan pengurusan haid mereka sendiri. Ini dapat dijelaskan secara ringkas melalui Rajah 1:



Rajah 1. Dapatan kajian literasi kesihatan miskin haid

Secara dasarnya apabila mula menginjak zaman remaja dan mula melalui proses kitaran haid, namun kebanyakan informan yang telah akil baligh merasakan bahawa mereka mempunyai maklumat yang terhad tentang haid sebelum haid pertama, yang mana pengetahuan asas berkenaan dengan haid akan diperoleh secara langsung daripada ibu dan rakan khususnya berkenaan dengan proses haid iaitu yang merangkumi perubahan fizikal, persediaan setiap bulan dan berapa lama tempoh masa haid. Namun, pengetahuan mereka terhadap pengurusan haid yang betul adalah terhad disebabkan oleh pengetahuan mereka yang tidak mempunyai maklumat yang mencukupi, yang mana sumber utamanya adalah ibu mendedahkan remaja tentang haid (Mohammed & Larsen-Reindorf, 2020). Hal ini kerana ibu mereka sendiri tidak mempunyai pengetahuan yang mencukupi dan tepat mengenai haid dan proses biologi yang mereka alami. Pengetahuan yang terhad ini telah membataskan ilmu pengetahuan berkenaan dengan pengurusan haid yang lebih baik dalam kalangan wanita komuniti Bajau laut.

Komuniti Bajau Laut yang masih menjadikan *lepa* sebagai rumah turut memiliki kawasan dan ruang yang sangat terhad untuk mereka melakukan sanitari terhadap pengurusan haid mereka secara lebih teratur. Selain itu, mereka tidak memiliki ruang privasi seperti tandas tertutup untuk menguruskan haid. Remaja wanita komuniti Bajau Laut diajar oleh ibu mereka untuk menguruskan proses haid hanya di awal proses haid itu berlaku iaitu pada hari pertama sahaja (Lopez *et. al*., 2023). Ibu mereka akan mengajar mereka menggunakan cebisan kain yang dikenali sebagai *sollet* untuk dijadikan sebagai tuala wanita dan pada kebiasaannya *sollet* itu adalah milik ibunya sendiri. *Sollet* yang akan digunakan akan dilipat secara memanjang dan tebal sesuai dengan keselesaan mereka asalkan ianya boleh menyerap darah haid dan tidak menembusi pakaian yang dipakai mereka. Setelah itu, mereka turut diajar cara untuk mencuci *sollet* dengan menggunakan air laut atau perigi yang disimpan di dalam *lepa*. Ini diperkukuhkan dengan pernyataan informan:

"...Enggok (ibu) ada kasitau (beritahu) juga kami masa awal kami datang bulan…kena suruh kami buat sollet disuruh kami ambil apa-apa kain kasi lipat-lipat lepas tu guna masa kami datang bulan (haid)...kalau sudah tidak selesa kami cuci lepastu tukar dengan sollet baru…" (I1, 17 tahun)

Pergerakan yang kurang disebabkan ruang *lepa* dan aktiviti yang terbatas menyebabkan *sollet* tidak terlalu kerap ditukar dan apabila penuh atau pemakainya merasa tidak selesa, *sollet* tersebut akan dicuci dengan menggunakan air laut atau air perigi yang diperoleh daripada tempat persinggahan mereka seperti di kawasan pulau lalu dikeringkan untuk kegunaan seterusnya. Pada kebiasaannya apabila berakhirnya proses kitaran haid pada bulan tersebut, mereka akan melipat dan menyimpan *sollet,* dan ianya akan digunakan semula pada kitaran haid yang akan datang. Proses ini dilakukan secara berulang sehingga *sollet* tersebut koyak atau tidak dapat digunakan lagi. Kemiskinan haid boleh dianggap sebagai satu bentuk survival yang terpaksa dilalui oleh golongan wanita komuniti Bajau Laut dalam meniti proses kitaran haid mereka. Walaupun isu haid ini merupakan satu isu yang bersifat *taboo* dan sensitif namun ianya penting untuk diketengahkan dan dibincang bagi memastikan tahap literasi kesihatan masyarakat terhadap isu ini khususnya wanita yang terlibat secara langsung dalam pengurusan haid menjadi lebih peka dan boleh menambah baik pengurusan sanitari mereka.

Tidak dinafikan bahawa penggunaan *sollet* telah diaplikasikan sejak bergenerasi dan diturunkan kepada anak cucu komuniti Bajau Laut sebagai satu bentuk pembelajaran merentas generasi dan dianggap sebagai satu cara yang praktikal dalam komuniti Bajau Laut dalam menghadapi isu haid. Penggunaan *sollet* dianggap biasa dan tidak menimbulkan apa-apa isu berkaitan dengan kebersihan dan kesihatan sebaliknya dianggap sebagai satu alat yang menjimatkan, selesa dan bersih dalam konteks budaya mereka. Tambahan lagi, dalam konteks budaya mereka, *sollet* yang mereka gunakan adalah bersih dan selamat kerana *sollet* akan dicuci sehingga dirasakan bersih dan tidak meninggalkan sisa darah yang kemudiannya dijemur di bawah cahaya matahari sehingga kering sebelum boleh digunakan semula. Ini dikukuhkan dengan pandangan informan:

"...kami kasi cuci bersih-bersih juga guna air laut pun boleh air perigi pun boleh tengok mana yang ada masa tu, tapi kebanyakkan air laut lepas itu kasi jemur sampai kering boleh guna semula…kalau cuaca begini panas cepat juga kering tu…selamat juga sebab itu yang selalu kami guna sebab kalau beli lagi kami tidak cukup duit bagus beli makanan…bersih juga sebab dicuci juga sampai bersih tu…"(I4, 18 tahun)

Kekangan kewangan yang terhad menjadikan mereka tidak dapat menguruskan haid secara baik. Mereka tidak dapat membeli produk pengurusan haid seperti tuala wanita pakai buang yang di jual dipasaran, sebaliknya mereka hanya bergantung kepada bahan sedia ada. Penggunaan *sollet* tidak dapat ditolak sehingga menghadkan pilihan yang ada. Keadaan ini juga secara tidak langsung menjadi faktor kepada berlakunya literasi kesihatan berkenaan haid menjadi rendah kerana kurangnya peluang mereka untuk mengakses, memahami, menilai dan menerapkan maklumat kesihatan berkaitan kemiskinan haid di dalam kehidupan mereka.

Keperluan utama mereka adalah untuk kelangsungan hidup dan menjadikan perkara-perkara lain kurang penting yang mana mereka lebih terarah kepada konsep 'asal boleh digunakan'. Kehidupan yang santai dan sederhana yang mendorong kepada konsep 'asal boleh digunakan' ini menjalar dalam diri setiap generasi komuniti Bajau laut sehingga mereka tidak merasakan mereka hidup dalam kekurangan. Ini seperti dijelaskan oleh informan:

"...guna apa-apa sahaja yang ada tapi biasanya kami buat sollet guna apa-apa kain tapi lagi bagus kalau kain ini (kain sarung) senang mau cuci sama kering cepat…asal boleh guna tidak payah beli boleh sudah…" (I2, 19 tahun)

Justeru, dapat dilihat bahawa pengurusan haid yang dilakukan oleh komuniti Bajau laut dianggap sebagai satu norma yang menjadi kebiasaan dalam kehidupan mereka tanpa wujudnya keraguan atau memikirkan berkenaan dengan risiko kesihatan yang akan mereka hadapi pada masa akan datang. Pengurusan haid yang tidak betul dan limitasi terhadap maklumat serta fahaman yang terhad berkenaan dengan haid boleh menyumbang kepada risiko kesihatan yang tidak baik seperti jangkitan penyakit pada pundi kencing dan keradangan kulit. Maklumat yang tepat mengenai pengurusan haid dan kebersihan haid adalah penting untuk wanita dan kanak-kanak perempuan dalam menguruskan haid mereka. Maklumat yang tepat dan cukup perlu bagi memastikan emosi dan kesihatan diri mereka dapat dikawal dengan sebaiknya. Remaja perempuan yang terdedah dengan masalah proses pengurusan haid yang tidak baik, berpunca daripada kekurangan pengetahuan, budaya dan tradisi, serta kekangan sosio-ekonomi dan alam sekitar, yang membawa kepada ketidakselesaan, penghinaan dan tekanan.

Keadaan ini secara tidak langsung menyumbang kepada tekanan perasaan kepada remaja wanita sehingga menyebabkan mereka lebih beremosi dan mudah marah kepada orang di sekeliling mereka. Tidak dinafikan bahawa miskin haid yang mereka hadapi telah menjadi budaya dan kitaran kemiskinan yang akhirnya mendesak mereka untuk menerima seadanya keadaan sedia ada mereka. Namun perubahan hormon yang berlaku di dalam diri remaja khususnya semasa proses haid berlaku menyebabkan bebanan emosi mereka turut bertambah. Ini sepertimana dijelaskan oleh informan:

"...kalau masa datang bulan (haid) kan cepat kami marah tidak selesa dengan diri kami sebab kalau datang bulan (haid) badan pun jadi lemah sama (serta) sakit-sakit….selalunya kalau begitu sudah memang tidak terlalu banyak bergerak la tu…" (I6, 16 tahun)

Ianya turut menyumbang kepada rasa malu dan tidak selesa di dalam diri mereka sehingga ianya mengundang kerisauan untuk menghadapi proses haid pada bulan-bulan yang seterusnya. Sehubungan dengan ini, adalah penting untuk meningkatkan literasi kesihatan miskin haid bagi membolehkan golongan remaja dalam komuniti Bajau laut membuat pertimbangan yang lebih baik mengenai penjagaan kesihatan untuk pencegahan penyakit bagi meningkatkan kualiti kesihatan dan seterusnya kehidupan mereka.

Kesimpulan

Literasi kesihatan penting bagi membolehkan lebih ramai wanita yang berdepan dengan miskin haid memiliki peluang untuk lebih mengetahui kepentingan pengurusan haid dengan sebaiknya yang mana ianya secara tidak langsung dapat mencegah daripada berlakunya jangkitan pada bahagian reproduktif mereka. Miskin haid yang membelenggu wanita Bajau Laut menjadi satu dilema sosial yang memerlukan bantuan daripada pelbagai pihak sebagai agen perubahan yang dapat meningkatkan lagi literasi kesihatan di kalangan mereka. Empat elemen kemiskinan haid dilihat menyelubungi wanita Bajau Laut walaupun secara budaya dan tradisinya penggunaan *sollet* dianggap sebagai sudah memadai dan menganggap diri mereka sebagai individu yang tidak tergolong dalam miskin haid namun cara pengendalian yang tidak sistematik boleh mendedahkan mereka kepada bahaya kesihatan yang lebih teruk. Walaupun kemiskinan haid di dalam komuniti Bajau laut dilihat sedikit sukar untuk diatasi, namun literasi kesihatan yang lebih baik dapat sedikit sebanyak membantu remaja wanita Komuniti Bajau laut untuk menguruskan haid mereka dengan lebih baik dan seterusnya membantu dalam menambah baik sistem pengurusan haid sedia ada mereka.

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ID0023 – ARTS STUDENTS' INTEREST AND ACCEPTANCE LEVEL IN USING YOUTUBE VIDEOS FOR DIGITAL TECHNOLOGY-ASSISTED LEARNING

Muhammad Helmi Abu Bakar[1*], Azilahwati Adam[2], Nur Hasyyati Md. Ghafar[1]

[1]*Jabatan Rekabentuk dan Komunikasi Visual, Politeknik Ibrahim Sultan, 81700 Pasir Gudang, Johor, Malaysia*
[2]*Jabatan Perdagangan, Politeknik Melaka, No.2, Jalan PPM 10, Plaza Pandan Malim, 75250 Melaka, Malaysia*

[*]*Corresponding Author: muhammadhelmi@pis.edu.my*

Abstract

Global health problems have hurt the implementation of learning activities, especially in the field of art and design. Conventionally, learning was done in a physical class environment where skills were transferred to students directly by face-to-face approach. Skills in using the necessary software for art and design students such as Adobe Photoshop were given in a physical classroom environment. This approach was identified as an effective method for students to master design software skills. However, as the pandemic becomes a threat to all, the implementation of online learning has replaced the previous practice. This has had a greater challenge to all educators, especially in the art and design field to deliver the necessary skills to students. Nonetheless, YouTube channel has given an alternative to educators to develop and polish student skills in mastering the use of art and design software. Studies related to the use of YouTube have focused mainly on student achievement, with very few research done measuring the level of interest and acceptance of art students in learning design software. This research was to get the consensus of students' interest and acceptance level in adopting YouTube to progress in design software skills use. A descriptive survey method by using the statistic of mean comparison is used in this study. A set of questionnaires was distributed to 267 respondents in the field of art and design to collect the required data. The finding shows that YouTube can attract interest and increase the acceptance of art and design students to learn and master the skills of using design software.

***Keywords**: Digital Learning; Asynchronous; YouTube*

Introduction

The development of digital technology today has provided an alternative to the method of delivering knowledge and skills to students. Long ago, learning based on chalk and talk shifted to a more dynamic and engaging method. Learning, which was once concentrated in the classroom or the time set, is now shifting to a more open and accessible learning method anytime and anywhere. This is a method of learning today that applies the optimal use of digital technology.

Therefore, the utilization of social media technologies like YouTube delivers immediate benefits to students as new media develops to deliver educational content to students more effectively. The availability of educational videos that students can watch whenever and wherever they want is evidence of this. Learning is no longer solely centered on a lecturer-based learning technique but has changed to a student-based approach. Students have numerous possibilities to acquire the needed knowledge and abilities.

Most people know that YouTube is a video-sharing website where users post videos for others to view. Instructors and students from various academic institutions have taken advantage of these relationships. Sharing educational videos has an advantageous effect when students participate more actively in class. Learning based on the usage of YouTube videos can improve students' performance for one-on-one learning themes while offering immediate reinforcement to learning topics.

Research Objectives

The objectives of the research are as follows:

i. Identifying the level of interest in YouTube videos for technology-assisted learning for art and design students.
ii. Identifying the level of acceptance of YouTube videos for technology-assisted learning for art and design students
iii. Identifying differences in the level of interest in the use of YouTube videos based on the gender of art and design students.
iv. Identifying differences in the level of acceptance in the use of YouTube videos based on the gender of art and design students.
v. Identifying the relationship between interest and acceptance in learning using YouTube videos for art and design students.

There are three hypotheses developed for this research. The hypotheses are as follows:

H_{01}: $\mu_1 = \mu_2$ (there is no significant difference in interest between male and female students in using YouTube as a medium of learning)

H_{02}: $\mu_1 = \mu_2$ (there is no significant difference in acceptance between male and female students in using YouTube as a medium of learning)

H_{03}: There is no relationship between interest and acceptance in using YouTube for learning art and design students.

Literature Study

The diversity of learning mediums today, especially after the Covid 19 pandemic is seen as a necessity that is no longer an option in the academic community. To ensure that students are always at the highest level of preparation for the learning process, all academics need to consider the best teaching and learning techniques for their students considering the current scenario. One of the platforms that can be used for digitally assisted learning is YouTube. It can increase student focus, make the learning process more adaptable, and help students understand by making learning more engaging (Indra Kusuma et al., 2021). However, relatively few studies have been done on teaching the performing arts, with most studies on the use of YouTube in education focusing mostly on academic accomplishment (DeWitt et al., 2013).

Interest in Using YouTube Video for Digital Technology Assisted-Learning

Many foreign universities use YouTube videos for classroom instruction because it is one of the most beneficial online resources for finding user-created video tutorials on a variety of subjects (Iftikhar et al., 2020; June et al., 2014). According to this research, YouTube videos piqued students' interest and participation, improved their ability to participate actively in class, and sharpened their critical thinking skills. YouTube videos have had a significant impact on teaching and learning across a variety of disciplines, including vocational education, and students require material that is effective, practical, and simple to reinforce concepts. (Rabiman et al., 2021).

Students might be inspired to keep learning in order to improve their performance by engaging in novel teaching strategies and materials. However, experts in the performing arts do not favor using YouTube as a teaching tool since they concur that in-person education is more effective than using YouTube (DeWitt et al., 2013).

Acceptance of Using YouTube Video for Digital Technology Assisted-Learning

Meeting the requirements of the internet generation is a significant problem for education. The internet generation is not able to have a high capacity for learning (Aldenny et al., 2019). Students who major in design and art can utilize social media to foster their creativity because, according to some research, it is linked to creative expression (Chai & Fan, 2018). Teachers and students have given YouTube positive reviews for the teaching-learning process (Srinivasacharlu, 2020).

According to Moghavvemi et al., (2018), 31% of students use YouTube more than once a day, primarily for informational, amusement, and academic purposes. They view YouTube as a resource that can assist them in finding solutions to their academic issues and inquiries.

Methods

It's an effort to determine the level of interest and acceptance among students of art and design in using YouTube videos in learning, a survey questionnaire was adopted from Ishak & Khalid, (2021) with three sections (Section A: Demography; Section B: Students' Interest; Section C: Students' Acceptance). The response of the statements is in the form of a 5-point Likert scale of between strongly disagree (1) to strongly agree (5). The survey questionnaire was distributed online by sharing a Google form link to respondents who are students of Design and Visual Communication of Polytechnic Ibrahim Sultan, Johor.

Population and Sampling

The population of this study was determined from the objectives which aim to examine the level of interest and acceptance in learning using YouTube videos among students of art and design. The number of students enrolled for January 2022 was approximately 866. Based on that, a sample of the population was selected based on Sekaran and Bougie (2012), with the number of samples determined approximately 265. This research successfully collected 267 respondents and for that is useable to conduct this study. As mentioned by Sekaran and Bougie (2012), the sampling frame will represent elements of the population. Therefore, convenience sampling was used to obtain data quickly and efficiently for this study.

Result and Discussion

Pilot Test

Pilot test was conducted on 51 students of semester 1 Department of Design and Visual Communications, Polytechnic Ibrahim Sultan to test the reliability of the instrument. Cronbach's alpha was generated to show the reliability of the instrument used in this study. The value of the accepted constructs is referred to in the table below.

Table 1. Reliability Range

Cronbach's Alpha Range	Consideration
0.8 – 0.9	Very Good Reliability
0.7 – 0.8	Good Reliability
0.6 – 0.7	Moderate Reliability
< 0.6	Poor Reliability

Source: George & Mallery, 2003

The following table highlights the reliability analysis results for the instruments of this study. The results show that interest constructs have a value of 0.937 followed by acceptance constructs 0.944. The overall Cronbach's alpha value for the instrument is 0.931. The value shows that the instrument used for this study is reliable.

Table 2. Cronbach's Alpha Value

Construct	Value	Reliability
Interest	0.937	Very Good Reliability
Acceptance	0.944	Very Good Reliability
Overall	0.931	Very Good Reliability

Respondent Demographic Profile

A total of 267 students from the Department of Design and Visual Communications, Polytechnic Ibrahim Sultan were involved in this study. The breakdown of the profile of the respondents involved is as stated in Table 1 of the Survey Respondents.

There are three sample demographic profiles of respondents with respect to gender, race, and program. The majority of the respondents were female (55.8%) and male (44.2%). This is due to the higher number of female students compared to male students in the department. Meanwhile, the number of Malay respondents was among the highest which is 236 people (88.4%); Indian, 23 (8.6%); Chinese, 5 (1.9%) and others, 3 (1.1%). The survey also showed that respondents from Diploma in Industrial Design were among the highest in this study with the number of 107 (40.1%) respondents.

Table 3. Demographic Profile of Respondents

No.	Demographic Profile	Total	Percentage (%)
1	Gender		
	Male	118	44.2%
	Female	149	55.8%
2	Race		
	Malay	236	88.4%
	Chinese	5	1.9%
	Indian	23	8.6%
	Others	3	1.1%
3	Program		
	Bachelors in visual communication and New Media with Honest	13	4.9%
	Diploma in Creative Animation	17	6.4%
	Diploma in Industrial Design	107	40.1%
	Diploma in Graphic Design	77	28.8%
	Diploma in Fashion and Apparel	50	18.7%
	Certificate in Graphic Design	3	1.1%

Level of Interest and Acceptance in the Use of YouTube Videos

Table 4. Mean Interpretation

Mean	Level
1.00 -2.00	Low
2.01 – 3.00	Medium Low
3.01 – 4.00	Medium High
4.01 – 5.00	High

Source: Nunnally & Bernstein, (1994)

Student's Interest Level

Table 5. Students' Interest to YouTube Learning

No	Items	Mean	Interpretation
1	I like attending classes that are taught with the help of YouTube videos because it is interesting	3.91	Medium High
2	I prefer to learn the topic of learning to use Adobe Photoshop with the help of YouTube videos rather than using only written guides	4.20	High
3	I will suggest to friends to use YouTube videos in learning techniques of using Adobe Photoshop	4.14	High

4	The use of YouTube videos will make teaching and learning sessions of Adobe Photoshop software more interesting than the use of printed guides.	4.20	High
5	I prefer to learn new skills in the use of Adobe Photoshop software the help of YouTube videos.	4.11	High
6	I like to review the tips and tricks in using Adobe Photoshop software via YouTube channel.	4.10	High
7	I easily remember all the tips and tricks in using Adobe Photoshop software through YouTube videos.	3.99	Medium High
8	I easily understand the tips and tricks in using Adobe Photoshop in the form of YouTube videos.	4.10	High
9	I don't like skipping lectures to learn Adobe Photoshop using YouTube videos.	4.15	High
10	I am always eager to learn Adobe Photoshop software especially through YouTube videos.	4.09	High
	Interest	4.10	High

Students' Acceptance Level

Table 6. Students' Acceptance to YouTube Learning

No	Items	Mean	Interpretation
1	Teaching using YouTube videos made me want to learn more about image editing techniques using Adobe Photoshop.	4.13	High
2	I like to attend basic image editing class by using YouTube videos.	4.08	High
3	The use of YouTube videos helped me learn the use of Adobe Photoshop software effectively.	4.17	High
4	Each student should know to use YouTube videos when learning image editing techniques using Adobe Photoshop.	4.23	High
5	The use of YouTube videos is useful in the learning process.	4.26	High
6	Learning using YouTube videos was fun and easy to remember the techniques of image editing using Adobe Photoshop.	4.15	High
7	I can improve my skills in the use of Adobe Photoshop software by using YouTube videos.	4.17	High
8	Lecturer's teaching using YouTube videos is more effective.	4.06	High
9	It is fun to be in a class that integrate the use of YouTube videos in the learning.	3.96	Medium High
10	The use of YouTube videos creates competition between students in learning the skills of image editing using Adobe Photoshop.	4.04	High
	Acceptance	4.12	High

Differences in The Level of Interest in The Use of YouTube Videos Based on Gender

H_{01}: $\mu_1 = \mu_2$ (there is no significance different in interest between male and female students in using YouTube as a medium of learning)

Table 7. Group Statistics for Interest Level

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Interest	Male	91	4.1077	.65409	.06857
	Female	123	4.0902	.65879	.05940

Table 8. Differences in Consumption Interest Levels Based on Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Interest	Equal variances assumed	.012	.914	.192	212	.848	.01745	.09082	-.16157	.19647
	Equal variances not assumed			.192	194.83	.848	.01745	.09072	-.16147	.19637

There was no significance difference in interest of using YouTube videos in learning for male students (M=4.11, SD=0.65) and female students (M=4.09, SD=0.66), conditions; t (212) =0.192, p=0.85.

Fail to reject H_0, therefore there is no significant difference between the two observed group. In other words, we fail to observe a difference in the two group or gender.

Differences in The Level of Acceptance in The Use of YouTube Videos Based on Gender

H_{02}: $\mu_1 = \mu_2$ (there is no significance different in acceptance between male and female students in using YouTube as a medium of learning)

Table 9**.** Group Statistics for Acceptance Level

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Accept	Male	91	4.1440	.59818	.06271
	Female	123	4.1098	.60712	.05474

Table 10. Differences in Acceptance Levels of YouTube Use Based on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Accept	Equal variances assumed	.371	.543	.410	212	.682	.03420	.08343	-.13025	.19865
	Equal variances not assumed			.411	195.631	.682	.03420	.08324	-.12996	.19836

There was no significance difference in acceptance of using YouTube videos in learning for male students (M=4.14, SD=0.60) and female students (M=4.11, SD=0.61), conditions; t (212) = 0.410, p=0.68.

Fail to reject H_0, therefore there is no significant difference between the two observed group. In other words, we fail to observe a difference in the two group or gender.

Relationship Between Interest and Acceptance in Learning Using YouTube Videos

H_{03}: There is no relationship between interest and acceptance in using YouTube for the learning of art and design students.

Table 11. Correlations between Interest and Acceptance

			Interest	Accept
Spearman's rho	Interest	Correlation Coefficient	1.000	.825**
		Sig. (2-tailed)	.	.000
		N	214	214
	Accept	Correlation Coefficient	.825**	1.000

	Sig. (2-tailed)	.000	.
	N	214	214

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

A Spearman's correlation was run to determine the relationship between Interest and Acceptance level of YouTube usage among arts students in polytechnic. There was a strong, positive correlation between interest and acceptance (= .83, n = 214, $p < .001$). This is to show that, the level of interest is directly proportional to the level of acceptance of students in using YouTube for learning. Acceptance level will increase as the increasing of interest level among students in using YouTube as a medium of learning. Therefore, H_0 is rejected and H_1 is accepted, which to conclude that there is a relationship between interest and acceptance in using YouTube for the learning of art and design students.

Conclusion

Overall, it was discovered that art students at the Polytechnic Ibrahim Sultan have a high level of interest in and acceptance for using YouTube as digital technology-assisted learning. According to Rabiman et al., (2021) students can accept YouTube as a learning medium in terms of graphics, video output, and content viability. The results also showed that there is no gender difference in the interest in and acceptance of YouTube as a learning tool using digital technology, since the current generation is thought to be more prone to use various digital platforms without regard to gender (Al Hashimi et al., 2019).

In conclusion, the variety of platforms for teaching and learning not only increases the appeal of the lesson but also allows students to study the material wherever they are. Future research is encouraged to look into how digital learning affects students' academic performance and personality.

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ID0024 – DECODING DIGITAL COMPETENCIES: A BIBLIOMETRIC ANALYSIS OF ACADEMIC LIBRARIANSHIP

Haziah Sa'ari[1], Mohd Dasuki Sahak[2], Anne Goulding[3]

[1]*School of Information Science, College of Computing, Informatics and Mathematics, Universiti Teknologi MARA Cawangan Negeri Sembilan Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*
[2]*Perpustakaan Sultan Abdul Samad, Universiti Putra Malaysia, 43400 Serdang, Selangor, Malaysia.*
[3]*School of Information Management, Wellington School of Business and Government, Victoria University of Wellington, Pipitea Campus, 6011, New Zealand.*

[*]Corresponding author: haziah095@uitm.edu.my

Abstract

As the digital revolution permeates academic librarianship, the salience of digital competencies has burgeoned. This bibliometric study embarks on an in-depth exploration of the sphere of digital competencies in academic librarianship from 2010 to 2023, with the purpose of understanding its evolutionary trajectory, unearthing emerging research pathways, and anticipating the progression of the field. Using a strict bibliometric analysis of 144 scholarly articles written during this time, the study gives a full picture of how pedagogical and digital skills work together to shape the future of this important field. It underscores the integral interrelationship amongst bibliometrics, scientometrics, and informetrics—tools that, despite their significance, receive scant acknowledgement in the realm of digital competencies for academic librarianship. This comprehensive analysis highlights the universal importance of digital competencies, underscoring significant contributions from both developed and developing nations while signaling the imperative for enhanced digital competencies, particularly in less developed regions. The study presents an array of digital competency themes, emphasizing the need for regular upskilling opportunities to keep pace with the dynamic nature of digital technologies, while underscoring the challenges posed by the ceaseless evolution of technology. It concludes with a call to action for the academic librarianship community to navigate this evolving paradigm with nuanced understanding, critical insight, and unwavering dedication, committing to continuous growth and innovation to secure their irreplaceable role in the digital age. Serving as a pioneering contribution, this study presents a wide-ranging analysis of the current trajectories and advancements in digital competencies for academic librarianship, delineating the pathway for subsequent academic investigations in this critical area of inquiry.

Keywords: *digital competencies; librarianship; bibliometric analysis; scientometrics and informetrics; evolution of library science, digital transformation.*

Introduction

The digital revolution has instigated a profound transformation across sectors, significantly impacting the sphere of academic librarianship (Schneider, 2016). Traditionally, academic libraries, regarded as repositories of physical resources primarily consisting of books, are currently evolving into dynamic digital information hubs due to increasing digitization.

Digital competencies, defined as a set of skills and knowledge that enable individuals to use digital technology effectively and responsibly (Ferrari, 2013), have become integral to this transformation. Further expanding on this, "decoding", in the present context, refers to the analytical process of understanding and interpreting the intrinsic qualities and implications of these "digital competencies" within academic librarianship (Fichman et al., 2014). The advent of digital databases, online catalogs, e-books, and the integration of sophisticated technologies such as artificial intelligence has necessitated a radical shift in academic libraries' service delivery and resource allocation (Dempsey, 2018).

The shift towards digital has triggered an evolution in the roles of academic librarians, necessitating their transition from traditional librarianship roles to becoming adept digital navigators equipped with these essential digital competencies (Hall, 2020). The explosive growth of digital resources, as evidenced by a 260% increase in e-book acquisitions in academic libraries between 2010 and 2019 (Association of Research Libraries, 2020), is reflective of the digital revolution's magnitude in the library sector. Moreover, academic librarians are now tasked with managing digital resources, curating online content, and assisting patrons in navigating digital databases, marking a significant departure from their conventional responsibilities (Albright, 2016).

The ascendance of bibliometric analysis within the myriad disciplines of Library and Information Science (LIS) encapsulates a tangible research dynamic. Envisaged by Pritchard (1969), bibliometric methodologies incorporate quantitative strategies, utilizing mathematical and statistical mechanisms to generate a holistic view of chosen subjects. This approach allows for meticulous collation and examination of bibliographic content, consequently condensing the extant literature into succinct overviews (Donthu et al., 2020). As articulated by Hota et al. (2019), bibliometric tools are capable of architecting an academic edifice for any body of scientific information, thereby facilitating systematic comparisons across geopolitical boundaries and institutions (Singh & Chander, 2014).

Given the voluminous nature of bibliographic content within LIS, the advent of bibliometric research methodology within this domain is hardly surprising (Broadus, 1987). Numerous investigations intertwining LIS and bibliometric analysis have surfaced, evolving it into a normative practice (Naseer & Mahmood, 2009). For instance, the scholarly contributions of Orero-Blat, Jordán, and Palacios-Marqués (2022) and Wang and Si (2023) underscore the imperativeness of delineating and quantifying digital skills and competencies, particularly in the contemporary, technocentric milieu.

Problem Statement

In the age of digitization, academic librarianship is undergoing a transformative shift, moving from traditional roles to positions that require a deeper understanding and integration of digital technologies (Schneider, 2016). As academic libraries evolve into dynamic digital information hubs, the need for digital competencies—skills and knowledge that empower individuals to use digital technology effectively—has been recognized as critical (Ferrari, 2013; Martin, 2008). However, despite this acknowledgment, significant challenges persist.

The rapid technological advancements, coupled with the explosive growth of digital resources, have led to a marked digital literacy deficit among librarians and patrons (Seadle, 2018). This deficit, if unaddressed, hinders effective navigation and utilization of digital tools integral to contemporary academic librarianship (Lewis, 2017). Moreover, the persistent digital divide amplifies these challenges, creating disparities in access and utility of digital services in academic libraries.

Furthermore, while the significance of bibliometric analysis in various disciplines of Library and Information Science (LIS) is well documented (Wallin, 2005), there is a discernible gap in literature when it comes to the in-depth bibliometric exploration of digital competencies within academic librarianship. The limited studies and fragmented insights on the subject leave academic institutions under-equipped to address the emergent challenges of the digital age and ensure equitable, effective service delivery (Fichman et al., 2014). This study, therefore, seeks to delve deep into this underexplored territory, aiming to bridge the literature gap and offer actionable insights to enhance digital competencies in academic librarianship.

Literature Review

The advent of the digital era heralds a profound paradigmatic shift in the realm of academic librarianship, necessitating the augmentation of digital competencies vital for librarians to provide superior services. Within this technologically saturated milieu, the prowess to adeptly maneuver digital technologies—a skill encapsulated under the umbrella term 'digital competencies—emerges as an integral facet of academic librarianship. This suite of competencies transcends mere technical proficiency, morphing into a comprehensive understanding that encompasses the ethical creation, efficient management, and potent dissemination of information within the digital sphere. The attainment of these competencies empowers academic libraries to enhance research and instruction, thereby significantly enriching the academic landscape.

Saib et al. (2023) accentuate the non-negotiable need for dynamic adaptation and refinement of digital pedagogies in the field, shedding light on the pedagogical metamorphosis that contemporary academic librarians must undergo. Thorough assessments spotlight the intricate amalgamation of technology and pedagogy within the realm of online library instruction, thereby emphasizing the essential role of technology in redefining pedagogical practices. However, consensus on these complex dynamics within the scholarly community remains elusive, necessitating more targeted exploration and examination. Dialogues focusing on the role of academic librarians as pedagogical facilitators illuminate two crucial aspects: dexterity in pedagogical approaches and mastery in the digital domain. While a significant corpus of literature investigates these concepts in isolation, the interconnectedness of these domains and their collective impact on educational outcomes in digital environments call for further investigation. The evolving trajectory of modern pedagogical practices, propelled by the swift advancement of technology, is widely recognized within the academic community. Nonetheless, a conspicuous void persists regarding the intersectionality of digital pedagogies and academic librarianship, often limiting the discourse to rudimentary digital competencies such as the utilization of standard applications like MS Office. Empirical insights from Ciccone and Hounslow (2019) underscore the imperative for academic librarians to foster a robust theoretical understanding of curriculum development and pedagogy to design apt content for online environments. Concurrently, Chanetsa and Ngulube (2017) advocate for a harmonious equilibrium between technological and pedagogical competencies to assure effective educational outcomes.

O'Neil and Pegrum (2018) conducted a longitudinal investigation that shed light on the beneficial impact of digital technologies and related pedagogies on the development of academic librarians as professionals. The study documented significant enhancements in technological competencies and a more nuanced comprehension of pedagogies among the participants, effectively bridging the gap between digital technologies and pedagogical methodologies. The current landscape of academic librarianship necessitates the fusion of distinct skill sets comprising understanding digital learning theories, applying digital pedagogical strategies, effectively harnessing educational technologies, and actively engaging learners through digital mediums. Furthermore, the incorporation of contemporary pedagogical frameworks such as technological pedagogical content knowledge, substitution, augmentation, modification, redefinition, and the community of inquiry model is of supreme significance. These frameworks aid in metamorphosing learners into effective communicators, collaborators, and creative thinkers, thereby necessitating academic librarians to strategize, implement, reinforce, and provide feedback through these educational paradigms. The recognition and facilitation of information and knowledge-sharing communities of practice within academic librarianship have emerged as vital in today's digital epoch. These platforms stimulate invaluable collaboration, reflection, and engagement on digital teaching methodologies, pedagogies, skills, and digital tools integral to online library instruction, while also offering solutions to pressing queries regarding the role of academic librarians as educators within the realm of higher education. Having explored the fundamental aspects of digital competencies and the evolution of digital pedagogies, it becomes essential to observe these issues in a global context. Digital skills and pedagogies in academic librarianship are not universally adopted or understood, leading to discrepancies in the readiness and effectiveness of librarians around the world. Hence, a comparative analysis of these competencies is pertinent.

Embracing the critical essence of digital teaching methods is an urgent requirement in today's era of academic librarianship. The foundational grasp of education intertwined with technology paves the way to construct innovative online library guidance centered on the learner. To make a meaningful contribution when instructing within a digital space, academic librarians need to be versed in theories of online learning, principles of online instructional design, and the judicious application of pertinent digital teaching tools. Essentially, the knowledge gained from digital teaching methods can serve as a roadmap for librarians to impart instruction effectively within digital arenas. The aim is not to be merely reactive but to take a proactive stance within the online milieu, engaging with technologies and teaching methodologies that promote student engagement. This includes project-based learning, learner-led pacing, asynchronous activities, and interactive learner tasks. However, this can only be achieved through an effective identification process of the skills necessary for online instruction within the current digital landscape.

At a global level, research on understanding the relationship between digital skills and pedagogies concerning academic librarianship appears unclear and somewhat indistinct. Regions like Zambia, Nigeria, Pakistan, Chile, and Botswana have shown that academic librarians with teaching responsibilities often display deficient digital competencies (Baro et al., 2019; Chanetsa and Ngulube, 2017; Chewe and Zulu, 2020; Khan, 2020). Challenges in these developing economies mainly stem from inadequate technological infrastructure, culminating in a lack of readiness at both individual and organizational levels for the digital era. Consequently, academic librarians find themselves striving to acquire navigational competencies in the digital space (Chewe and Zulu, 2020) instead of investigating and implementing relevant digital educational instruments for online library instruction. The situation is compounded by hurdles such as a lack of funding for training library professionals, a scarcity of physical resources, and a shortfall of proficient ICT educators (Baro et al., 2019). There's a glaring underemphasis on pedagogical knowledge and the role of technology in online library instruction. In stark contrast, in developed economies like Australia, Canada, the US, and the UK, academic librarians may exhibit digital skills, but these are usually associated with elementary computer operations and not with digital tools for learning and instruction (Martzoukou, 2020; Hess, 2019; O'Neil and Pegrum, 2018).

Further, research often limits the scope of digital skills to rudimentary computer knowledge, internet capabilities, database search abilities, electronic services, website design and management, computerized cataloguing, library software, digital preservation, document uploading, social media operation, MS Office applications, and the ability to use open-source software (Chewe and Zulu, 2020; Hiremath and Bankapur, 2019; Shahbazi and Hedayati, 2016). This narrow perspective sidelines the significance of digital teaching methods in online library instruction and the efficient use of technology-driven pedagogical content in academic librarianship. The systematic review thus arrives at the conclusion that while the pedagogical competencies of academic librarians have been extensively studied over the years, the interplay between the rise of technology and its impact on teaching practices is significantly underrepresented in current research (Withorn and Willenborg, 2020).

In summary, the evaluation and integration of pedagogies, technology, and digital competencies within academic librarianship are ongoing endeavors of considerable contemporary relevance. Librarians are expected to demonstrate proficiency in online learning theories, instructional design, and effective utilization of digital teaching tools, thereby ensuring their pedagogical practices are guided rather than dictated by technology. This transformative journey will foster a deeper engagement with learners in the digital sphere, thereby emphasizing the criticality of digital competencies within academic librarianship. The present study resides at this vital confluence of digital competencies and academic librarianship, aiming to thoroughly explore the current status and potential trajectories of digital competencies in this domain. By conducting a rigorous bibliometric analysis of peer-reviewed articles, this investigation seeks to identify burgeoning trends, forecast potential future pathways, and propose innovative research areas that could bridge the perceived chasms in the existing literature (Zhang, 2019). Moreover, the research highlights the potential of bibliometric methodologies in cultivating a deeper understanding of the ongoing discourse in the field, thus serving as a foundation stone for future scholarly endeavors (Thelwall, 2020).

Therefore, in our endeavor to bridge the existing lacuna in scholarly discourse, we embark on a bibliometric analysis of digital competencies. Our investigation is meticulously constructed to scrutinize global publishing trends on digital competencies, spanning the period from 2010 to 2023, with a particular focus on data amassed from Scopus.

Method

This section delineates the methodological blueprint embraced for the bibliometric analysis of digital competencies in academic librarianship. The objective of the investigation is to fully address the following research questions:

Q1: What attributes define the bibliometric profile of digital competencies in academic librarianship spanning from 2010 to 2023?
Q2: What insights can be inferred about the evolution and impact of the field from 2010 to 2023, drawing from the annual trends in publication and citation?
Q3: Who have been the pivotal authors contributing to the field of digital competencies in academic librarianship, and what do their collaborative patterns and output reveal?
Q4: What are the most highly cited papers in the field of digital competencies in academic librarianship, and what does their citation frequency elucidate about their influence?
Q5: Which countries have wielded the most influence in the field of digital competencies in academic librarianship, based on their research output and citation impact?
Q6: Which journals have been the most frequented platforms for dissemination, and what keywords have been recurrent in the field of digital competencies in academic librarianship?
Q7: What are the key competencies, trends, and regional differences in digital competencies and academic librarianship as identified through the co-citation analysis of leading publications in the field?

These research questions served as the foundation for a thorough collection, selection, and analysis of the pertinent literature. The subsequent sections delineate the detailed procedural steps taken in this investigation.

Adherence to the PRISMA Statement

As previously stated, the bibliometric review strictly adhered to the PRISMA Statement, a benchmark for providing comprehensive reporting frameworks for systematic reviews (Moher et al., 2009). The robust review process involved the meticulous collection, selection, and appraisal of pertinent articles.

Data Collection

The review process commenced with a comprehensive exploration of the Scopus database, known for its wide-ranging coverage and credibility in academic research (Falagas et al., 2008). The search conducted on May 30, 2023, yielded a sizeable corpus of 61,731 documents focused on Digital Competencies.

Data Refinement and Selection

The data refinement process was precise and detail-oriented, utilizing Boolean operators and refined keyword filters. Inclusion criteria comprised articles published between 2010 and 2023, written in English, and directly exploring "digital competencies" and "academic librarian". Exclusion criteria ruled out non-English articles, opinion pieces, books, and articles with no direct relevance to the targeted search terms. Following the rigorous implementation of these criteria, a targeted subset of 144 articles was derived. A subsequent round of stringent selection, considering relevance, citation count, and publication prestige, further narrowed down the articles to 106, which served as the cornerstone for detailed analysis.

Data Examination

The selected articles were methodically assessed using a standardized data extraction form. This form ensured the consistent extraction of crucial information, including author(s), year of publication, journal name, keywords, citation count, and main findings. The data examination process yielded 106 articles, strictly pertinent to 'Digital Competencies' and 'Academic Librarian'.

Analysis

The analysis of the data gathered used Biblioshiny, a specialized program supported by the R environment. This software facilitated quantitative studies in scientometrics and bibliometrics, assisting in the comprehensive understanding of the research domain, its dynamics, and trends (Aria & Cuccurullo, 2017).

Quality Indicators

In this bibliometric analysis, indicators of article 'quality' or 'influence' were carefully considered. These include the number of citations an article received, reflecting its impact and recognition within the academic community, and the Impact Factor (IF) of the publishing journal, indicating the journal's relative importance within its field (Garfield, 2006). Furthermore, the author's affiliations were noted, with a particular focus on the presence of highly recognized and influential research institutions. It should be noted that while these indicators can provide insights into an article's influence, they do not represent a comprehensive assessment of the quality of the research methodology or findings presented in the article.

Illustration

The research journey, starting from the expansive literature search to the final selection and assessment of articles, is visually represented in the PRISMA flow diagram (Figure 1). This illustrative depiction provides a holistic view of the robust and exhaustive research methodology implemented in this study.

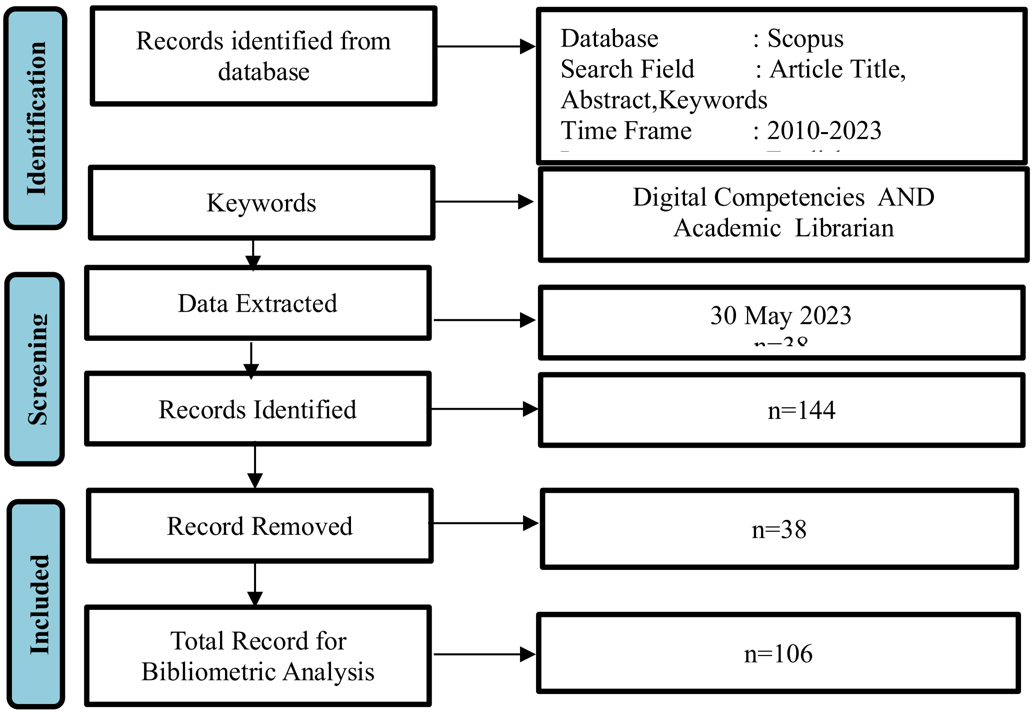

Figure 1: PRISMA flow diagram of literature retrieval (adapted from Moher et al., 2010)

Results

Bibliometric Profile

Table 1 provides a synoptic overview of the scholarly landscape surrounding digital competencies in academic librarianship from 2010 to 2023. During this period, a corpus of 106 articles, each with a mean age close to five years, has been amassed. This signifies the timeliness and relevance of the research theme. The average citation frequency per document approximates 6.528, illustrating the resonance of these works within the scholarly community and their efficacy in propelling further investigations. The metric of 4.94, potentially delineating either the annual citations per paper or the average annual rate of article output, underscores a steady engagement with the subject. Furthermore, the participation of 223 unique authors across these articles underscores a vibrant research environment typified by a high degree of collaborative endeavor. Collectively, this data elucidates an ongoing, active, and collaborative scholarly engagement in understanding and enhancing digital competencies within the sphere of academic librarianship.

Table 1: Primary information on relevant articles

Description	Results

Duration	2010 - 2023
Documents types (articles)	106
Document average age	4.94
Average citations per document	6.528
Average per year for each document	4.94
Authors	223

Publication and Citation Trends

By reviewing both the comprehensive year-by-year breakdown provided in Table 2 and the graphical visualization of citation trends in Figure 2, we gain a deep understanding of scholarly production and impact trends in the field of digital competencies in academic librarianship from 2010 to 2023. Table 2 elucidates the consistent scholarly attention this topic has received over the years, as evidenced by a steady flow of article publications. Presumably, Figure 2 provides a complementary perspective by graphically illustrating the annual citation trends, which enhances the insights garnered from Table 2. The visual representation most likely accentuates the increasing influence of research in this area, potentially showcasing a steady or growing citation trend over time. This side-by-side analysis of publication and citation trends offers an insightful view into the dynamic scholarly interest and the resonating influence of research on digital competencies in academic librarianship. The collective interpretation of both Table 2 and Figure 2 reveals not just the vibrancy of this research domain, but also the ripple effect of its scholarly contributions, indicating promising prospects for continued scholarly interest and investigations in the future.

Table 2: Annual publication trends and citations

Year	Articles	MeanTCperArt	MeanTCperYear	CitableYears
2023	4	0.75	0.75	1
2022	13	0.92	0.46	2
2021	15	1.47	0.49	3
2020	14	2.79	0.70	4
2019	12	3.83	0.77	5
2018	6	3.5	0.58	6
2017	7	14.14	2.02	7
2016	10	10.1	1.26	8
2015	8	11.75	1.31	9
2014	4	12.5	1.25	10
2013	5	8.6	0.78	11
2012	1	8	0.67	12
2011	3	9	0.69	13
2010	4	31.75	2.27	14

Total	106	119.1	14	105

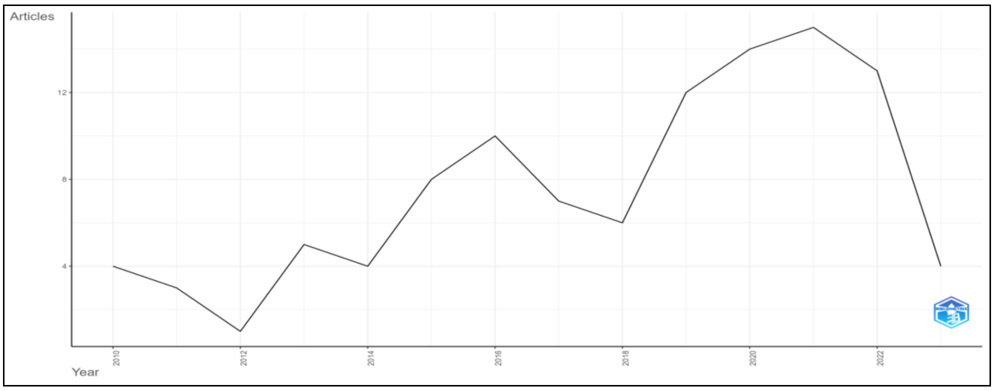

Figure 2: Annual citations trends

Authorship Contribution

Informed by Figure 3 and Table 3, it's notable that authorship within the field of digital competencies in academic librarianship exhibits both individual and collaborative efforts. The top five contributors have produced between two and four articles each, suggesting a consistent engagement with the field. The fractionalized article count, ranging from approximately 0.67 to 2.00, underscores the collaborative nature of research, as it takes into account shared contributions across multiple authors. This authorship pattern serves to demonstrate the synergistic knowledge creation in the domain of digital competencies for academic librarians.

Table 3: Most productive authors

No	Authors	Articles	Articles Fractionalized
1.	Batool SH	4	1.08
2.	Raju J	3	2.00
3.	Shahbazi R	3	1.17
4.	Al-Fadel M	2	0.67
5.	Aslam M	2	1.25

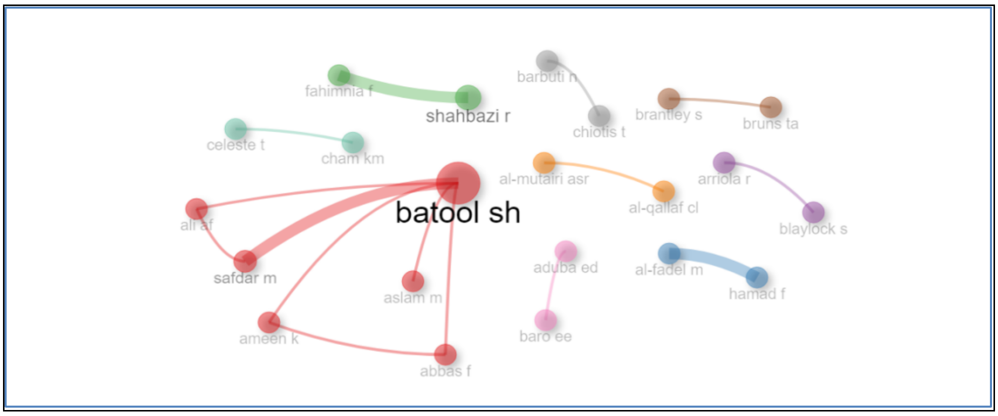

Figure 3: Visual depiction of authorship contributions

Highly Cited Articles

Table 4 elucidates the foremost scholarly contributions in the realm of digital competencies within academic librarianship, as indicated by citation frequency. Collectively, these distinguished papers have procured a total of 153 citations, marking their considerable influence and importance in the scholarly discourse. Leading the register is a seminal work by Ayoku and Okafor (2015) addressing ICT skill acquisition within the context of Nigerian university libraries, which alone accounts for 26 citations. It is closely trailed by an insightful examination of digital literacy skills in African university libraries by Baro, Obaro, and Aduba (2019), contributing another 21 citations. Interestingly, a recent publication by Hamad, Al-Fadel, and Fakhouri (2021) scrutinizing the effects of librarians' digital skills in Jordanian academic libraries, despite its recency, has rapidly accrued 8 citations. This fact underscores its immediate pertinence and impact within the discourse. Concluding the list, a 2012 study by Kim, Warga, and Moen examining digital curation in the academic library job market, though placed at the list's end, continues to significantly resonate within the field, as evidenced by its enduring citation count of 8.

Table 4: Most cited papers

Author	Title	DOI	Total Citations	TC per Year	Normalized TC
Ayoku, O.A. and Okafor, V.N. (2015)	ICT skills acquisition and competencies of librarians: Implications for digital and electronic environment in Nigerian universities libraries	10.1108/EL-08-2013-0155	26	2.89	1.53
Baro, E.E., Obaro, O.G. and Aduba, E.D. (2019)	An assessment of digital literacy skills and knowledge-based competencies among librarians working in university libraries in Africa	10.1108/DLP-04-2019-0013	21	4.20	3.28
Mansour, E. (2017)	A survey of digital information literacy (DIL) among academic library and information professionals	10.1108/DLP-07-2016-0022	21	3.00	2.00
Ford, E., Izumi, B., Lottes, J. and Richardson, D. (2015)	Badge it! A collaborative learning outcomes based approach to integrating information literacy badges within disciplinary curriculum	10.1108/RSR-07-2014-0026	20	2.22	1.18
Blummer, B., & M. Kenton, J. (2014)	Reducing Patron Information Overload in Academic Libraries	10.1080/10691316.2014.906786	15	1.50	1.02
Thomas, W. J. (2013)	The Structure of Scholarly Communications Within Academic Libraries	10.1016/j.serrev.2013.07.003	15	1.36	1.74

Schwartz, J. (2018)	Visual literacy: academic libraries address 21st century challenges	10.1108/RSR-04-2018-0048	10	1.67	1.67
Lefevre, J., & Huwe, T. K. (2013)	Digital publishing from the library: a new core competency.	10.1080/19322909.2013.780519	9	0.82	1.05
Hamad, F., Al-Fadel, M., & Fakhouri, H. (2021).	The effect of librarians' digital skills on technology acceptance in academic libraries in Jordan.	10.1177/0961000620966644	8	2.67	3.76
Kim, J., Warga, E., & Moen, W. (2012).	Digital curation in the academic library job market.	10.1002/meet.14504901283	8	0.67	1

Geographic Impact and Influence in Digital Competencies and Academic Librarianship

The figures presented in Table 5 and Figure 4 underscore the vast international interest and contributions to the study of digital competencies in academic librarianship. The United States stands out as a major contributor, generating 39 publications which constitute 27.08% of total publications and amassing a remarkable 220 citations. This reflects the country's prominent role in advancing this academic field.

Following the United States, Nigeria and Pakistan also exhibit significant contributions with 19 publications each, accounting for 13.19% of total publications. Furthermore, Nigeria has garnered 50 citations, signifying its influential work in this domain. Further demonstrating the international relevance of digital competencies in academic librarianship, other countries such as India, China, Italy, and Spain show considerable representation in terms of publication output. In addition, Spain holds its own in terms of citation impact, with 72 citations. In total, these contributions from around the globe represent a sum of 493 citations, underscoring the widespread influence and the global relevance of research into digital competencies in academic librarianship.

Table 5: Geographical distribution

No	Country	Total Publication	% of Publication
1	USA	39	27.08
2	NIGERIA	19	13.19
3	PAKISTAN	19	13.19
4	INDIA	13	9.03
5	CHINA	10	6.94
6	ITALY	10	6.94
7	SPAIN	10	6.94
8	SOUTH AFRICA	7	4.86
9	IRAN	5	3.47
10	AUSTRALIA	4	2.78
11	MEXICO	4	2.78
12	UK	4	2.78
Total		**144**	**100.00**

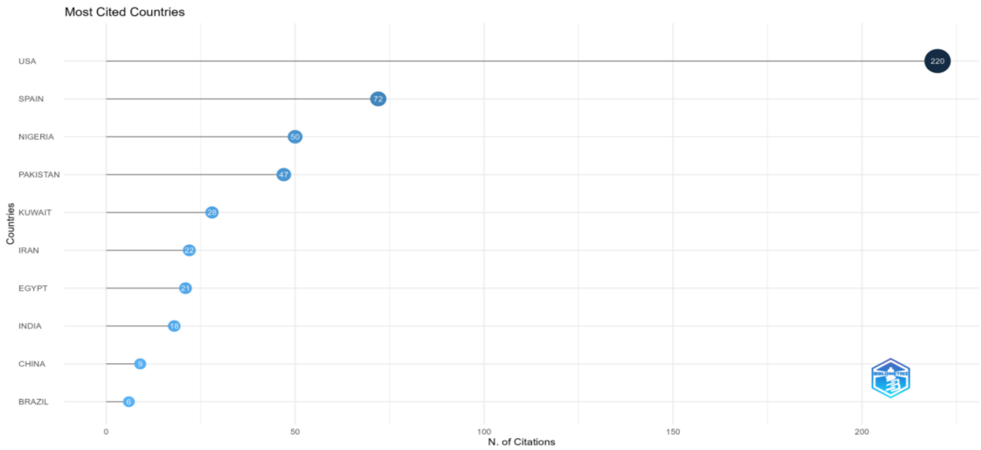

Figure 4: Most cited countries

Most Frequent Journals and Most Common Keywords Used

Table 6 displays the most frequently utilized journals for research in this field over the years, with "Library Philosophy And Practice" consistently showing high publication numbers. Other significant contributors include "Digital Library Perspectives", "Electronic Library", and "Journal Of Academic Librarianship". This distribution is indicative of the leading journals in this research space, providing important platforms for disseminating work on digital competencies in academic librarianship. Moving to Figure 5, it outlines the most prevalent keywords associated with digital competencies and academic librarianship. Among the terms, "human", "librarian", "design/methodology/approach", and "library" were most frequently employed. Other recurring keywords, such as "education", "learning", "libraries", and "skill", further underscore the main themes and areas of focus within the field. A total of 96 instances of these keywords were identified, reflecting a diverse range of research topics and interests under the umbrella of digital competencies in academic librarianship.

Table 6: Frequent journals

Year	Library Philosophy And Practice	Digital Library Perspectives	Electronic Library	Journal Of Academic Librarianship	Evidence Based Library And Information Practice	Global Knowledge, Memory And Communication	Journal Of Education For Library And Information Science	Serials Librarian	Serials Review	Vjesnik Bibliotekara Hrvatske
2023	10	4	4	4	3	3	3	3	3	3
2022	10	4	4	4	3	2	3	3	3	3
2021	10	4	4	3	3	1	3	3	3	1
2020	5	3	4	3	3	1	2	3	3	1
2019	4	2	4	3	1	0	0	3	2	0
2018	2	1	4	2	0	0	0	2	2	0
2017	2	1	4	2	0	0	0	2	2	0

2016	2	0	3	2	0	0	0	2	2	0
2015	2	0	2	1	0	0	0	1	2	0
2014	2	0	0	1	0	0	0	0	2	0
2013	2	0	0	0	0	0	0	0	2	0
2012	0	0	0	0	0	0	0	0	0	0
2011	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0

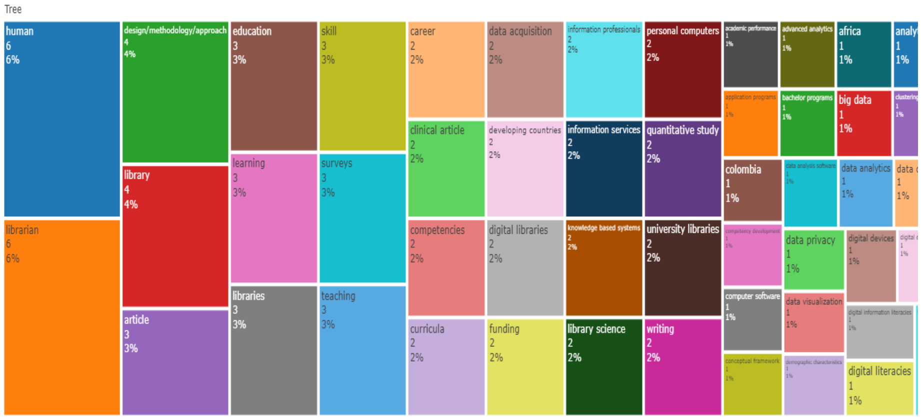

Figure 5. Frequent keywords

Co-Citation Analysis: Exploring Digital Competencies and Academic Librarianship

This co-citation analysis illuminates salient themes within the landscape of digital competencies and academic librarianship, as shown by Figure 6. The ensuing discussion concentrates on pivotal areas such as necessary qualifications, competencies, and digital literacy skills indispensable for the academic librarian in the contemporary, digitally-oriented information landscape. The co-citation analysis foregrounds the importance of an array of skills and competencies for today's academic librarians. Works by Huwe (2004), Kwasik (2002), and Vonthacumjane (2011) underscore the need to continuously update web skills, nurture qualifications for service librarian roles in digital environments, and equip the new generation of LIS professionals with key competencies. Ayoku and Okafor (2015) and Raju (2014) both stress the importance of ICT skills and knowledge in this digital era.

The theme of digital literacy repeatedly emerges throughout the co-cited literature. Bawden (2008) delves into the origins and concepts of digital literacy, while Mpemiri (2015) explores digital literacy skills among librarians, thereby suggesting the centrality of digital literacy to the modern librarian's repertoire.

Several co-cited works focus on the context of academic libraries and the education of digital librarians. Graham (2003) discusses the transformation of libraries into essential computer labs supporting productivity, while Campbell (2006) deliberates on the process of transitioning to an academic library. Choi and Rasmussen (2006) and Tammaro (2007) pose important considerations for the education of future digital librarians.

Several authors present case studies or perform job analyses to better understand the skills and competencies needed in the field. Safahieh and Asemi (2007) present a case study of librarians' computer literacy skills, while Choi and Rasmussen (2009) undertake a job advertisement analysis for digital librarian positions. This real-world evidence provides tangible insights into the demands of the field.

The global interest in digital competencies and academic librarianship is evident, with references spanning from Nigeria (Ayoku & Okafor, 2015; Mpemiri, 2015) to Europe (Tammaro, 2007). These variegated geographical perspectives underline the global significance of these issues. Several works provide methodological insights, notably Braun and Clarke (2006) for their exposition on using thematic analysis in psychology. These methodological contributions underscore the value of robust research methods in the investigation of key competencies in academic librarianship.

In conclusion, this co-citation analysis offers a multifaceted understanding of digital competencies and academic librarianship's intricacies. The importance of continuous development and adaptation of skills and competencies in an increasingly digital milieu is highlighted. The continuous evolution of these fields necessitates the constant updating and expansion of skills for those operating within them, particularly in academic librarianship.

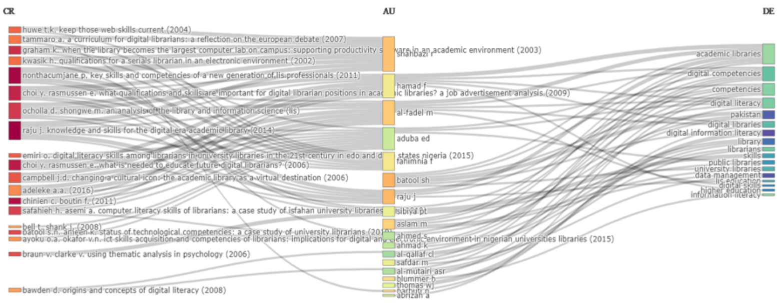

Figure 6: Visual representation of co-citation analysis in the field of digital competencies and academic librarianship

Discussions

This study adds a lot to what has already been written by doing a thorough bibliometric analysis of academic librarianship and digital competencies in the Scopus database. To our knowledge, this is the first bibliometric study to provide an in-depth examination of the multifaceted nature of digital competencies within the realm of academic librarianship in Scopus. These facets include:

- Digital Literacy: - The capacity to identify, evaluate, use, disseminate, and create content utilizing digital technologies and the Internet (Bawden, 2008).
- Technical Proficiencies: The understanding and adept utilization of digital technology, software, and Internet applications, from basic computer operation to advanced programming and data analysis skills (Ayoku & Okafor, 2015).
- Online Communication and Collaboration: The Skillset for Leveraging Digital Tools for Communication and Collaboration, such as Electronic Mail, Social Networking Platforms, and Collaborative Digital Interfaces (Choi & Rasmussen, 2006)
- Digital Safety and Security: the comprehension of potential digital threats and the application of preventive measures to safeguard oneself and one's data online, encompassing the use of strong passwords and caution against potential digital scams (Huwe, 2004).
- Digital Ethics and Legal Conduct: The conscious understanding of the rights and responsibilities linked with digital citizenship, covering matters related to copyright, privacy, and suitable online behavior (Kwasik, 2002)

By integrating a comprehensive analytical perspective, this study yields a holistic understanding of digital competencies and academic librarianship, thereby filling a critical knowledge gap in the literature. Further, this comprehensive approach underscores the multifaceted nature of digital competencies and the paramount importance of these competencies within the complex landscape of academic librarianship, as articulated within Scopus literature. Hence, this study serves as a fundamental reference point for subsequent bibliometric analyses and studies in the field, particularly those focusing on the role of digital competencies within academic librarianship.

Trends in Scholarly Production and Impact

This research offers comprehensive insights into the dynamic field of digital competencies within academic librarianship. A granular year-on-year analysis and the visual depiction of citation trends collectively showcase the ongoing scholarly interest and the growing influence of this field. The dual interpretation of these data representations illuminates the vibrancy and far-reaching impact of the domain, indicating a future rich with academic exploration. This bibliometric study, aligning with Aharony's (2006) assertion, crucially contributes to understanding the evolving knowledge structure in this area.

Assessing Authorship and Influence in Digital Competencies Research

The data showcases extensive international involvement and a wide array of contributions to the field of digital competencies in academic librarianship. The United States emerges as a principal contributor, which is evident through its notable number of publications and citations. However, this dominance might indicate a potential bias towards developed countries in research focus and dissemination, which might limit a more inclusive global understanding. Following closely, Nigeria and Pakistan mark their presence as considerable contributors. The notable number of citations attributed to Nigeria's work bears testimony to its influence. However, the uneven ratio of Nigeria's citations compared to its publications might prompt the question of whether a more diverse scholarly base could be achieved with a larger research output

Other nations like India, China, Italy, and Spain demonstrate significant representation, underscoring the global significance and appeal of this field. Yet, an apparent contradiction exists between the robust citation records of countries such as Spain and their potential to impact the field more substantively through increased publication. Several scholarly works, distinguished by their high citation frequencies, denote their critical role in shaping the discourse. Nevertheless, a scrutinizing perspective should be employed to assess the breadth of topics encompassed in these highly cited works—does it reveal a skewed focus on particular aspects of digital competencies while others remain understudied? Authorship patterns exhibit a blend of individual initiatives and collaborations. Batool SH spearheads the list with four publications, which amounts to a fractionalized count of 1.08, demonstrating her significant productivity. Despite the clear collaborative nature of the research, the fractionalized count system may fail to fully recognize the contributions of individual researchers who may serve as secondary authors in multiple publications. The inherent limitations of the system necessitate discussion for a more equitable evaluation of individual contributions (Enakrire, Chisita, & Adeyinka, 2020).

Analyzing Key Journals and Dominant Themes in Digital Competency Research

A variety of influential publications and recurring themes have shaped the academic discourse surrounding digital competencies in librarianship. Certain journals have emerged as pivotal nodes for this scholarly exchange. "Library Philosophy And Practice" is a consistent venue for such discourse, alongside notable platforms like "Digital Library Perspectives", "Electronic Library", and "Journal Of Academic Librarianship". Such distribution, as indicated by Haddow and Mamtora (2017), signifies the gatekeeping role these journals play in determining the field's scholarly conversation.

Keywords, acting as guideposts in the research landscape, facilitate navigation through the vast expanse of studies on digital competencies. The terms "human", "librarian", "design/methodology/approach", and "library" are frequently employed, suggesting their centrality in the discourse. However, the frequent recurrence of some keywords over others raises the question: is the field's discourse being dominated by a select few themes, potentially overshadowing others?

The appearance of additional keywords such as "education", "learning", "libraries", and "skill" underscores the diverse areas of focus within the field. However, the dynamic interplay of these keywords calls for a deeper examination: are there unspoken hierarchies of importance being established through their usage frequency? The identification of 96 instances of these keywords paints a picture of a complex interplay of various research topics and interests. Nevertheless, one could question whether the field's scope is expansive enough or if it is being unduly confined by focusing predominantly on these keywords. So, digital competencies in academic librarianship cover a wide range of research topics and interests. However, the discussion could benefit from a more balanced presentation of the different themes and a conscious effort to challenge the norms that are already in place.

Implications and Future Research Directions

The findings of this comprehensive bibliometric analysis underscore the pressing need for enhancing digital competencies within academic librarianship, particularly in developing countries. Recognizing this need, future research initiatives should prioritize the systematic assessment of these competencies in such regions. The adoption of such routine practices could aid in tailoring library services more effectively to user needs, thereby fostering user-oriented and efficient libraries. The proficiency of library staff in modern, technological, and leadership skills emerges as a crucial determinant of service quality. Hence, to keep pace with the rapidly evolving digital landscape, there is an imperative need for libraries to provide regular professional development opportunities to their staff. Tripartite collaborations among professional library associations, library schools, and librarian organizations could be a promising avenue for fostering such skill development. Equipped with contemporary skills and facilitated by updated resources and infrastructure, library professionals can spearhead the transformation of libraries into dynamic learning hubs at the heart of academic institutions.

While the focus of this bibliometric study has been academic libraries, future research could extend this exploration to other library types, including public, national, and special libraries. Such inclusive studies could shed light on the broader spectrum of digital competence requirements in the library sector, enabling the development of modern and user-centric services that align with evolving user expectations. In terms of research methodologies, while the present study adopted a predominantly quantitative approach, future research could also leverage qualitative methodologies. Such methodologies could unearth deeper, more nuanced insights into user needs and expectations, guiding the development of more user-focused services and resources. Ultimately, these research directions can contribute to enhancing the perceived value of libraries and promoting their evolution in harmony with the digital age. The inherent interplay of pedagogical and digital competencies in academic librarianship also presents compelling avenues for future research. These research directions could significantly contribute to the enrichment of academic librarianship, the advancement of digital pedagogy, and the enhancement of user experiences in libraries globally. By undertaking such studies, we can look forward to a future where libraries are not just repositories of information but also dynamic hubs of learning and innovation.

Conlcusion

This thorough bibliometric analysis gives important information about the landscape of digital competencies in academic librarianship. It shows how pedagogical and digital competencies work together to shape the future of this important field. The breadth of global research engagement underscores the universal significance of digital competencies, highlighting substantial contributions from both economically developed and developing nations. Regardless of the level of economic development, the issue of digital competencies and academic librarianship persists, as technology evolution is a ubiquitous phenomenon. This study outlines a spectrum of digital competency themes, emphasizing the necessity for routine upskilling opportunities to enable library staff to keep pace with rapidly evolving digital technologies. Such advancements accentuate the role of human resources in maximizing the benefits of digital transformation. However, the study also acknowledges the profound challenges that lie ahead. The relentless progression of technology presents a daunting prospect: librarians must continually adapt and demonstrate proficiency in a growing array of digital tools and platforms to mitigate the risk of obsolescence. Indeed, the risk of technology supplanting jobs due to insufficient digital competencies is not merely speculative but a potential reality. This underlines the urgency for academic librarians to equip themselves with the requisite digital competencies to prevent a significant diminishment or replacement of their roles by advanced technologies. In conclusion, this study urges the academic librarianship community to navigate this evolving paradigm with informed understanding, critical insight, and steadfast dedication. The impending challenges are as vast as they are compelling, heralding a future necessitating continuous learning and adaptation. Only through an unwavering commitment to growth and innovation can academic librarians safeguard their irreplaceable role in the digital era. Moving forward, this research encourages future studies to expand the scope of the bibliometric analysis to include additional databases and gray literature to develop a more holistic understanding of the field. Moreover, in-depth qualitative research, such as case studies and interviews, could provide further insights into the practical implementation of digital competencies in different contexts. Finally, longitudinal studies could offer a deeper understanding of the evolution of digital competencies in librarianship, aiding in anticipatory planning and proactive skill development strategies.

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ID0026 – ELEVATING AGRI-BUSINESS RESEARCH: THE DYNAMIC INTEGRATION OF STRATEGIC THINKING AND DEEP LEARNING ALGORITHMS IN AN ACADEMIC LIBRARY

Haziah Sa'ari [1,2*], Roziya Abu [3], Anne Goulding [1]

[1]*School of Information Management, Wellington School of Business and Government, Victoria University of Wellington, Pipitea Campus, 6011, New Zealand.*
[2]*School of Information Science, College of Computing, Informatics and Mathematics, Universiti Teknologi MARA Cawangan Negeri Sembilan Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia.*
[3]*School of Information Science, College of Computing, Informatics and Mathematics, Universiti Teknologi MARA Cawangan Selangor Kampus Puncak Perdana, 40150 Shah Alam, Selangor, Malaysia.*

[*]*Corresponding author: haziah095@uitm.edu.my*

Abstract

This qualitative investigation explores the role of strategic thinking and deep learning algorithms in enhancing the capabilities of senior librarians at a prestigious Malaysian public university specializing in agri-business research. The study focuses on selected librarians with expertise in agricultural information services and notable contributions to agri-business research. It aims to deepen our understanding of their strategic initiatives and technological adaptations. Through in-depth interviews, the research sheds light on the complexities of librarians' strategic thinking and the implementation of deep learning algorithms to enhance support for agri-business research. It examines the practical utilization of deep learning algorithms, including neural networks and machine learning, to optimize information retrieval and data analysis in the agri-business domain. Based on the findings, we propose the Agri-Business Integrated Framework (ARI Framework) as a comprehensive approach to advance agri-business research. This framework integrates strategic thinking and the judicious use of deep learning algorithms, providing a roadmap for librarians and researchers to navigate the complexities of the field and effectively leverage emerging technologies. By adopting the ARI Framework, librarians and researchers can enhance decision-making processes, optimize resource management, and promote sustainable practices in agri-business research, contributing to the growth and advancement of the field.

Keywords: *strategic thinking, deep learning algorithms, agri-business research, academic library, librarian*

Introduction

"Sensemaking is about the interplay of action and interpretation rather than the influence of evaluation on choice...It is less about decision-making or problem-solving and more about curiosity, exploration, and dialogue" (Weick, 2001: 461).

In the dynamic field of agri-business research, strategic thinkers embody the essence of sensemaking, continuously adapting their approaches and strategies to navigate the sector's complex decisions and evolving demands (Weick, 2001). However, the transformative potential of strategic thinking in academic libraries remains untapped due to external constraints imposed by parent universities and internal limitations, including a scarcity of strategic thinking competencies among library personnel, particularly in key managerial roles (Saravani & Haddow, 2018). Simultaneously, the field of agri-business research is witnessing a growing demand for innovative technologies, notably deep learning algorithms, which hold significant promise for advancing the sector (Kamilaris et al., 2017).

This study aims to address the gap between the underutilization of strategic thinking and deep learning in academic libraries and their potential to enhance agri-business research. The urgency of this research area is heightened in Malaysia, where agriculture has garnered increased attention in response to anticipated global food crises and uncertainties (Arshad et al., 2016). The objective of this paper is to examine the potential role of strategic thinking and deep learning in bolstering agri-business research support, with a specific focus on Malaysian academic libraries.

Strategic thinking, characterized by the ability to anticipate and plan for future scenarios, plays a crucial role in the agri-business sector. It empowers researchers and entrepreneurs to navigate the complexities of the industry, identify emerging opportunities, and devise innovative approaches. Deep learning algorithms, with their multi-layered neural networks, excel at extracting insights from complex datasets (LeCun et al., 2015). Academic libraries in Malaysia serve as repositories of knowledge, offering diverse resources that support strategic thinking and deep learning in agri-business research. Their collections include scholarly articles, datasets, and targeted resources focused on strategic thinking and deep learning algorithms, empowering researchers, entrepreneurs, and students to enhance their competencies in agri-business. Moreover, academic libraries facilitate intellectual discourse and experiential learning through workshops, seminars, and forums that promote strategic thinking and the application of deep learning in agri-business (Khoo et al., 2012). By bridging the gap between theory and practice, these knowledge dissemination events encourage the adoption of innovative, technology-driven approaches in the agri-business sector. Additionally, academic libraries in Malaysia are embracing the digital revolution by integrating advanced computational techniques and strategic management principles into their offerings (Mutula & Brakel, 2006).

This paper delves into the complex relationship between strategic thinking and deep learning in the context of agri-business research support, aiming to gain a comprehensive understanding of the inherent challenges and opportunities. The knowledge acquired through this research will inform strategies that empower librarians to overcome limitations, ignite creative thought, and elevate agri-business research to unprecedented levels of excellence. The subsequent sections shed light on the integrated application of strategic thinking and deep learning algorithms, drawing insights from seasoned librarians at a reputable Malaysian public university known for its agri-business research focus.

Deep Learning Algorithms Ignite Strategic Transformation in Agri-Business Research: A Catalyst for Innovation

Agri-business involves inherent risks and uncertainties, necessitating strong strategic thinking competencies for informed decision-making. In the complex agribusiness sector, which is characterized by uncertainties like changing climatic conditions, unstable markets, and evolving regulatory frameworks, strategic thinking is essential. Strategic thinking goes beyond risk evaluation and management; it leverages risk as a catalyst for innovation, fostering unique strategies, pioneering solutions, and disruptive market practices (Mittal et al., 2016). In the agri-business context, where risks arise from unpredictable climate patterns, price fluctuations, and regulatory changes, strategic thinking plays a vital role (Isaacs, 2018). Proficiency in strategic thinking significantly influences the trajectory and long-term viability of agribusiness ventures (Ireland & Webb, 2007).

The symbiotic relationship between strategic thinking and deep learning algorithms has the potential to revolutionize agribusiness. This convergence anticipates future scenarios, enhances adaptability, and facilitates the adoption of advanced technologies to address challenges (LeCun et al., 2015; Ireland et al., 2002). Strategic thinking enables the envisioning, planning, and implementation of initiatives that foster long-term success in an ever-evolving landscape (Liedtka, 1998). By employing strategic thinking, agri-business research explores new trajectories, deciphers complex data patterns, and translates insights into actionable strategies. Deep learning algorithms, utilizing artificial neural networks, analyze intricate data and extract meaningful patterns (LeCun et al., 2015). Integrated into agri-business research, these advanced computational methods revolutionize the management and interpretation of complex agricultural datasets, from crop health assessments to supply chain optimization (Kamilaris & Prenafeta-Boldύ, 2018). Leveraging deep learning algorithms, researchers gain profound insights for trend forecasting, resource optimization, and operational efficiency improvement (Garca et al., 2018). The combination of strategic thinking and deep learning algorithms drives transformative changes within agribusiness, leading to improved farming practices, sustainable agricultural models, and competitive strategies aligned with the rapidly evolving global food market. Navigating the complexities, agri-business entrepreneurs fuel innovation and stimulate paradigm shifts within the sector.

The Role of Librarians in Advancing Strategic Thinking and Deep Learning in Agri-Business

Academic libraries serve as essential catalysts for promoting strategic thinking and deep learning in agribusiness. Librarians play a crucial role in curating and providing access to diverse resources that support strategic thinking and deep learning (Schönfeld & Sweeney, 2017). By ensuring the availability of scholarly articles, datasets, and materials related to strategic thinking and deep learning, librarians empower researchers, entrepreneurs, and students in their agri-business endeavors.

Moreover, librarians facilitate intellectual discourse and experiential learning by organizing workshops, seminars, and forums focused on strategic thinking and the application of deep learning in agri-business (Khoo et al., 2012). They create spaces for collaboration and innovation within academic libraries, fostering the development of novel ideas and problem-solving strategies in agribusiness (Tenopir et al., 2016). Embracing the digital revolution, academic libraries integrate advanced computational techniques and strategic management principles into their offerings (Mutula & Brakel, 2006). This digital transformation is evident through the incorporation of online resources specialized in deep learning algorithms and related topics. Librarians, equipped with strategic thinking competencies, are at the forefront of this integration, ensuring that the potential of deep learning in agri-business research is fully realized.

Librarians who possess strategic thinking competencies effectively embrace innovative methodologies, adapt to evolving technologies, and significantly advance agri-business research support. The utilization of deep learning techniques, such as neural networks and machine learning algorithms, has the potential to revolutionize various aspects of agri-business research, including information retrieval, data analysis, and knowledge discovery. By recognizing the intrinsic value of strategic thinking and deep learning, librarians optimize their services and facilitate the seamless dissemination of knowledge within the agricultural research community.

This study highlights the crucial role of strategic thinking and deep learning in enhancing agri-business research support, with a specific focus on Malaysian academic libraries. The integration of strategic thinking and deep learning offers numerous advantages, including a comprehensive understanding of complex agri-business issues, a culture of innovation, practical solutions tailored to the dynamic environment, enhanced competitiveness, and evidence-based decision-making. Academic libraries and librarians play a pivotal role in this integration, serving as knowledge repositories, facilitating intellectual discourse, and fostering collaboration and innovation. By equipping librarians with strategic thinking competencies and leveraging deep learning algorithms, academic libraries can elevate their role in agri-business research support. This paradigm shift empowers librarians to overcome limitations, ignite creativity, and align their efforts with emerging technologies. The collaboration between librarians, strategic thinkers, and deep learning algorithms contributes to the growth, innovation, and competitiveness of the agri-business sector. In the constantly evolving landscape of agri-business, strategic thinking, and deep learning are essential for informed decision-making and transformative advancements. By embracing these domains and recognizing the pivotal role of librarians, the agri-business sector can achieve sustained growth, resilience, and excellence.

Theoretical Frameworks and Neuro-Strategic Fusion

The applicability of theoretical frameworks related to strategic thinking competencies in the field of librarianship requires careful consideration and adaptation to address the specific challenges and objectives of the domain (Barney, 1991; Eden & Ackermann, 2004; Snowden & Boone, 2007). The Resource-Based

View (RBV) theory, which emphasizes leveraging unique resources for competitive advantage, may not fully align with the role of academic libraries. While libraries possess valuable knowledge and information resources, their primary function is to serve as intermediaries and facilitators rather than direct competitors. Similarly, the Dynamic Capabilities Framework, which focuses on resource realignment for adaptation, may not directly translate to library services. Libraries aim to provide comprehensive access to information regardless of environmental changes, making the concept of dynamic capabilities less applicable in the traditional sense. However, a modified understanding of dynamic capabilities can still be relevant in terms of libraries' ability to adapt their services and infrastructure to meet evolving information needs. Cognitive Mapping, which aids environmental interpretation and strategic planning, has limited application within librarianship. Libraries prioritize information organization and dissemination rather than strategic planning within specific domains (Eden & Ackermann, 2004). Lastly, the Cynefin Framework, which categorizes problems into different domains, offers insights for strategic decision-making. However, the complexity within librarianship may not align neatly with the problem domains defined by the framework. Library services primarily focus on information management and user support, which may not fit into the categories presented by the Cynefin Framework. Nevertheless, the principles of the Cynefin Framework can still be valuable in understanding the dynamic nature of information management and user needs within libraries (Snowden & Boone, 2007). In conclusion, while theoretical frameworks related to strategic thinking competencies offer valuable perspectives in various domains, they require adaptation to suit the unique challenges and objectives of librarianship.

This research is grounded in Effectuation Theory, proposed by Liedtka (1998), which provides a robust framework to explore the intersection of strategic thinking competencies and deep learning algorithms in agri-business research. Liedtka's model of strategic thinking encompasses systems thinking, an intent-focused approach, thinking in time, a hypothesis-driven mindset, and intelligently opportunistic behavior. This model aligns with the complex and interconnected nature of the agri-business sector and emphasizes the importance of clear vision, adaptability, and predictive analytics. The integration of strategic thinking competencies and deep learning algorithms holds significant potential for advancing agri-business research and promoting informed, innovative practices.

Deep learning, a sub-field of machine learning, is synonymous with artificial neural networks (ANNs). ANNs are computational models inspired by biological neural networks, consisting of artificial neurons and synapses. They mimic the information processing in our brains and enable pattern recognition. The fusion of strategic thinking and ANNs enhances decision-making by combining analytical and holistic thinking with the computational power and pattern recognition capabilities of ANNs. The integration of strategic thinking and ANNs in decision-making is illustrated in Figure 1.

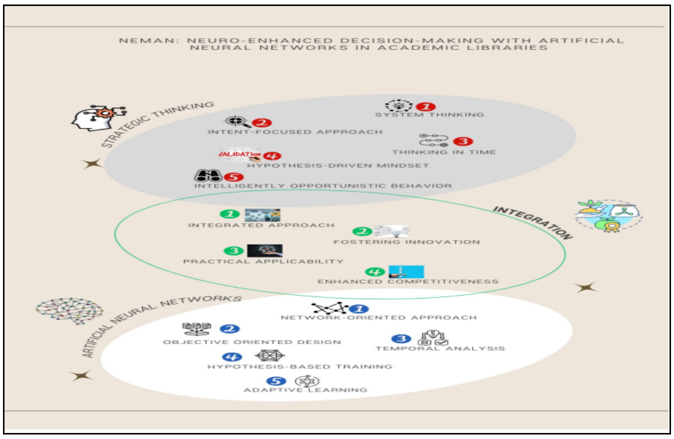

Figure 1. Neuro-Enhanced Decision-Making with Artificial Neural Networks in Academic Libraries (NEMAN)
(Developed by authors)

Figure 1 illustrates the integration of strategic thinking and artificial neural networks (ANNs) in decision-making, highlighting the resulting benefits. The diagram consists of two overlapping circles, one representing strategic thinking and the other representing ANNs. Strategic thinking encompasses systems thinking, an intent-focused approach, thinking in time, a hypothesis-driven mindset, and intelligently opportunistic behavior. ANNs, on the other hand, exhibit a network-oriented approach, objective-oriented design, temporal analysis, hypothesis-based training, and adaptive learning. The overlap between the circles symbolizes the fusion of strategic thinking and ANNs, emphasizing how this integration enhances decision-making. The benefits of this integration cluster into several key areas: integrated approaches, fostering innovation, practical applicability, and enhanced competitiveness.

Study Methodology

The research design employed in this study employed stringent measures to establish credibility and validity, commencing with a comprehensive literature review (Leite et al., 2019) that informed the research problem and design (Yin, 2009). The limited participation of universities in this case study is due to the niche focus on agri-business within the research landscape of Malaysia. Agri-business requires specialized expertise and resources specific to the agricultural sector, resulting in a limited number of universities with a strong emphasis on agri-business research and education. One public university that demonstrated expertise and involvement in agri-business was carefully selected for the study. This university, which had been granted research university status, possessed the necessary resources, faculty expertise, and ongoing projects in the agri-business domain. By selecting this university, the study ensured that the participating academic librarians had direct experience and relevant knowledge, enhancing the credibility and validity of the findings.

Table 1. Demographic Profile

Elements of Sampling		
Academic library location in public university with RU granted	Center of Peninsular Malaysia	
Overall library staff strength	170-180	
Working experience	Multiple Department (rotation basis)	
Key performance index in % (for 3 years directly)	90-95	
Years of experience	10-15	
Current position	Senior Librarian	
Age range	40-50	
Number of participants	10	
<u>Gender</u>	<u>Female</u>	<u>Male</u>
Number of participants based on gender	7	3
<u>Qualification</u>		
Degree in Library Science/Information Management	5	3
Degree In Islamic Studies	1	
Degree in Botany	1	
Masters in Information Management/Library Science	4	3

Ten academic librarians were purposefully selected based on their professional experience, grade, and age range. Each librarian had 10 to 15 years of experience in the field of librarianship, indicating their expertise. These librarians held the esteemed grade of S41, which denotes their seniority and leadership positions within their respective organizations. The selection process took into account the librarians' active involvement in decision-making, strategic decision-making, and innovation projects under top management. This criterion ensured that the participating librarians possessed practical experience and actively contributed to shaping their organizations' strategic direction. Ethical considerations were strictly adhered to throughout the study, and prior consent was obtained from the chief librarians and informants. The focus group interviews were conducted with professionalism and respect, creating a conducive environment for the librarians to share their perspectives. Audio recordings in MP3 format were utilized for accurate transcription and comprehensive data analysis. Despite the limited number of participating universities and librarians, the selection process aimed to include experienced individuals who could provide valuable insights and contribute to the research objectives.

Discussion of Findings

In this section, we present a thorough discussion of the findings by synthesizing the insights provided by the informants. The discussion is substantiated by pertinent source citations, with CSA serving as the primary source citation. Q2 denotes the specific question related to the domain, and E1 signifies the element or construct being addressed. The cited academic librarian or AL represents the individual who provided the referenced information.

Integration of System Thinking and Network-Oriented Approach: Advancing Research

During interviews with academic librarians, a key theme emerged: their dedication to advancing agri-business research through the integration of cutting-edge deep learning algorithms, state-of-the-art satellite imagery software, and a comprehensive systems thinking approach. Librarians recognized the importance of thinking like farmers, who consider the well-being of their crops or livestock, to gain a comprehensive understanding of the agricultural domain. This mindset enabled them to analyze complex agricultural systems using satellite data, uncovering valuable insights into interdependencies among factors such as crop health, land use, and environmental conditions. Librarian A emphasized, "To support agricultural research, we need to think like farmers who deeply understand their crops or livestock. This allows us to analyze complex agricultural systems, identify patterns, and make informed decisions based on reliable data" (CSA, AL-A, Q2, E1).

The integration of advanced deep learning algorithms and sophisticated satellite imagery software optimized information management systems, resulting in streamlined processes and informed decision-making. By leveraging software applications like Google Earth Engine, librarians enhanced the user experience for faculty and students in agricultural disciplines by providing access to relevant satellite data and guidance in analysis. This empowered researchers to make data-driven decisions and advance their studies in agri-business. Librarian B stated, "Through integrating deep learning algorithms and satellite imagery software, we gain valuable insights into the dynamics of agricultural systems. This optimization streamlines information management systems and supports researchers in making informed decisions" (CSA, AL-B, Q2, E1).

Furthermore, the integration of deep learning algorithms and satellite imagery software supported efficient collection development in academic libraries. Librarians utilized analyzed satellite data to inform collection decisions, ensuring alignment with researchers' evolving needs in agri-business. They also facilitated access to valuable satellite data and guided analysis, enabling researchers to develop information literacy skills and navigate agricultural resources effectively. Librarian C emphasized the importance of efficient collection development by saying, "By using deep learning algorithms and satellite imagery software, we make informed decisions about collection development, ensuring alignment with the changing needs of agri-business researchers and facilitating access to reliable and analyzed satellite data" (CSA, AL-C, Q2, E1).

One academic librarian emphasized comprehensive support and expert guidance in utilizing the platform. She stated, "We assist researchers in account setup and provide expert guidance on utilizing the platform effectively. Our offerings include customized workshops and training sessions designed for utilizing the Google Earth Engine in agricultural research. Additionally, our dedicated research guide provides comprehensive instructions and real-life examples to help users leverage the software's capabilities" (CSA, AL-E, Q2, E1). Another informant highlighted the significance of subject guides in the library portal, attracting new users by disseminating specialized information. She said, "These guides support research in specific disciplines, guiding finding and using information in various formats, such as patents or dissertations. This proactive approach enhances research capabilities and demonstrates the commitment of academic librarians to supporting agricultural studies" (CSA, AL-H, Q2, E1). Similarly, Librarian D voiced his agreement on the paramount significance of the administrative innovation process and the integration of products that fortify the administrative structure. He highlighted, "I wholeheartedly concur on the paramount significance of the administrative innovation process, placing special emphasis on the integration of products that effectively bolster the administrative structure. These products play a pivotal role in providing the necessary support, especially for research and development (R&D) budgets. By allocating resources strategically and ensuring their optimal utilization, we can propel innovation and advance agri-business research to unprecedented heights" (CSA, AL-D, Q2, E1).

Integration of Intent-Focused Approach and Objective-Oriented Design: Tools and Technologies

In the realm of agri-business research support, academic librarians have embraced an integrated approach, recognizing the importance of fostering innovation, practical applicability, and enhanced competitiveness. To uphold these principles, librarians utilize various tools and technologies to effectively deliver services and resources to users.

Data mining tools like RapidMiner or KNIME have become indispensable assets. By harnessing the capabilities of these tools, librarians can extract valuable insights from vast datasets, enabling them to comprehend user needs and make data-driven decisions. This enhances library services and resources specifically tailored for agri-business research. One informant shared their transformative experience, stating, "Participating in Mendeley courses has been instrumental in my professional growth. It has equipped me with expertise in guiding library patrons through citation management and research organization. Sharing my knowledge and conducting courses for library patrons has been immensely rewarding. I take pride in being recognized as an expert in Mendeley within our academic community and derive joy from being the go-to person for citation management support" (CSA, AL-G, Q2, E2).

Another informant passionately emphasized the profound transformative impact of tools like Mendeley, underscoring their ability to revolutionize research productivity and streamline the complex process of citation management. With unwavering commitment, academic librarians excel in their specialty, equipping researchers with the essential tools and expertise needed to excel in their scholarly pursuits and elevate the quality of their work. Through their dedicated guidance and support, researchers are empowered to maintain meticulous organization, ensure accurate citation of sources, and seamlessly collaborate with peers. This unwavering commitment to excellence not only contributes to the advancement of agri-business research as a whole but also propels it to new frontiers of innovation and impact. The informant passionately declared, "That's the unwavering specialty of academic librarians. We are catalysts for scholarly excellence, actively endorsing and wholeheartedly supporting the adoption of invaluable tools like Zotero or Mendeley. These citation management software programs are indispensable in efficiently organizing, managing, and flawlessly citing research references within the realm of agri-business. Through our expertise and dedication, we foster a vibrant culture of impactful and cutting-edge scholarship, elevating the field to unprecedented heights."(CSA, AL-D, Q2, E2)

Moreover, academic librarians wholeheartedly dedicate themselves to securing subscriptions to specialized online research databases, including esteemed platforms like Scopus, Web of Science, and AGRICOLA. These comprehensive databases house an extensive collection of scholarly articles, conference papers, and research reports that hold immense relevance for the field of agri-business. One informant enthusiastically affirmed, "Through unwavering commitment in meetings, discussions, and negotiations, librarians adeptly ensure unfettered access to these invaluable resources. By facilitating researchers' exploration of cutting-edge findings, keeping them at the forefront of advancements, and enabling comprehensive literature reviews, librarians empower scholars in their agri-business pursuits. The astute utilization of data mining tools, citation management software, and online research databases serves as a resounding testament to academic librarians' seamless integration of unwavering support for agri-business research. These indispensable tools not only empower librarians to analyze user data and refine citation practices but also substantiate persuasive evidence presented in reports to top management, advocating for requisite budget allocation to optimize and fully harness the potential of these databases. The commitment of academic librarians transcends the researcher's realm, encapsulating their devoted endeavors to ensure optimal resource utilization within the scholarly community at large" (CSA, AL-D, Q2, E2).

In recognition of their efforts, academic librarians have earned notable accolades and awards. Flashing back to the records, the "Creation of a Fast Gluing Process for Conservation Work" received the Emerald Group Publishing High Usage Award in 2012, while the Library Portal Service was honored with the Springer e-book and e-journal High Usage Award in 2012/2013. These esteemed accolades highlight the effectiveness and impact of the tools and technologies integrated by academic librarians in supporting lecturers, students, and researchers with specialized information in the field of agri-business. Through the seamless integration of an intent-focused approach and objective-oriented design, academic librarians have revolutionized agri-business research support by incorporating cutting-edge tools and technologies. Their unwavering commitment to continuous learning and the utilization of innovative resources enables them to meet the evolving needs of the agri-business community, ultimately contributing to advancements in the field.

The Integration of Thinking in Time and Temporal Analysis: Promoting Participation and Collaboration

The integration of temporal analysis and thinking in time in agri-business has proven highly beneficial, supported by specific examples, statistical data, and user testimonials. Academic librarians recognize the advantages of utilizing software tools such as Climate FieldView and AgriWebb in practical agri-business scenarios. Academic librarian J highlights that Climate FieldView, a digital agriculture platform, effectively integrates real-time and historical data to support decision-making processes, optimize farming practices, and enhance productivity, resource management, and decision-making capabilities. "The software's temporal analysis features enable farmers to achieve higher crop yields and reduce environmental impact" (CSA, AL-J, Q2, E3).

The integration of these data platforms extends beyond the platforms themselves and includes retailers who have a last-mile relationship with farmers. Establishing exclusive relationships with retailers in this highly fragmented market is challenging. Integrated data platforms like Climate or others provide a solution by reducing barriers and allowing companies to develop stronger relationships with retailers. Adopting an all-inclusive solution through an integrated platform is more favorable to retailers and end-users compared to purchasing separate imagery and analytics services. This shift has the potential to transform the relationship between farmers and academic librarians, fostering enhanced collaboration and information exchange.

By fostering collaboration between farmers, academic librarians, and data platform providers, a robust and efficient agri-business ecosystem can be created. The integration of temporal analysis and thinking, supported by advanced software tools and data platforms, has the potential to revolutionize decision-making, improve resource management, and drive sustainable agricultural practices. Academic Librarian D emphasizes the importance of continuous adaptation and mastery of new tools in the ever-changing agricultural landscape. "As technologies evolve, academic librarians must continuously adapt and master new tools to provide valuable support to farmers. We need to stay updated and proficient in various software technologies as they become essential tools for our work" (CSA, AL-D, Q2, E3).

Statistical data serves as additional evidence reinforcing the value of integrating temporal analysis and thinking in agri-business. It supports the positive impact of this approach on productivity, resource utilization, and financial outcomes. However, the absence of feedback and shared experiences from agricultural businesses or farmers makes it difficult to conduct a thorough evaluation of the benefits realized. Additionally, the absence of compulsory documentation or official agreements between academic librarians and agri-business entities poses limitations on establishing successful partnerships. Academic librarian F emphasized the significance of addressing the lack of official partnership and ongoing collaboration between the agricultural industry and libraries. "One of the key challenges is the lack of partnership and collaboration between the agricultural industry and libraries. This gap hampers the potential for cooperation and knowledge exchange, limiting the advancement of research and support in the field. To overcome this challenge, it is crucial to leverage the role of academic librarians as repositories of specialized information. By building upon past accomplishments, such as The Excellent Library Award 2011, and actively seeking partnerships, we can reinforce our contributions and establish stronger connections with the agricultural industry" (CSA, AL-F, Q2, E3).

Another informant supported this and added, "Encouraging their active participation, feedback, and shared experiences while implementing compulsory documentation and official agreements is essential to achieving a comprehensive evaluation and realization of the benefits. Addressing these challenges necessitates collaboration among various stakeholders, including researchers, farmers, policymakers, and other relevant parties. By fostering partnerships, sharing knowledge, and developing innovative solutions together, we can overcome these obstacles and foster a more resilient and sustainable agri-business ecosystem. This collective effort will not only meet the increasing global demand for food but also minimize environmental impacts and promote equitable practices" (CSA, AL-A, Q2, E3).

The Integration of Hypothesis-Driven Mindset and Hypothesis-Based Training: Enabling Access to Specialized Resources

During the interview, it became evident that academic librarians play an indispensable role in driving agri-business research. Their support and expertise in providing access to specialized resources are vital for researchers in the field. In the digital age, the integration of technology has revolutionized the way academic librarians meet the evolving needs of the agri-business community. The amalgamation of critical thinking and discernment has emerged as a potent force in this context. The integration of a hypothesis-driven mindset and hypothesis-based training lies at the heart of analytical thinking and informed decision-making in agri-business research. Academic librarians serve as invaluable guides, assisting researchers in selecting appropriate software tools and emphasizing the significance of conducting comprehensive and contextually grounded research. Academic librarian G highlighted the adaptability of the profession, stating, *"It's similar to the referral service concept. We adapt our conventional concepts to the current situation"* (CSA, AL-G, Q2, E4).

Encouraging researchers to directly engage with agricultural environments fosters a holistic and pragmatic approach to agri-business studies, enriching their research with firsthand insights and practical knowledge. This aligns with the hypothesis-driven mindset, emphasizing the importance of conducting grounded research and gaining firsthand experience in the agri-business field. By integrating technology and specialized knowledge, academic librarians enable researchers to make informed decisions and enhance productivity.

One of the informants shared a valuable perspective, stating, *"No matter how advanced deep learning offers, more importantly, academic librarians must leverage it in a way that aligns with their work nature, passion, and responsibility"* (CSA, AL-I, Q2, E4). This emphasizes the importance of academic librarians leveraging technology in alignment with their roles and responsibilities. Through their expertise and guidance, academic librarians contribute to efficient collection development strategies that meet the evolving needs of agri-business researchers. While software tools enhance the practical applicability of library services, strategic decisions ultimately rely on the librarians' expertise. Librarians must remain critical and relevant by continuously adapting to new technologies and user needs and avoiding complacency.

Another informant suggested the establishment of a categorized databank that includes references to common issues faced by farmers and researchers. This recommendation highlights the practicality and benefits of integrating technology and specialized knowledge to support the agri-business community. She stated, *"By providing quick access or quick reference to relevant information, academic librarians can facilitate the research process and enhance the productivity of farmers and researchers. It also helps in addressing the needs of researchers promptly"* (CSA, AL-A, Q2, E4).

Through the integration of a hypothesis-driven mindset, comprehensive research strategies, and the use of technology, librarians contribute to the success and productivity of researchers in the field. The need for continuous adaptation and proactive engagement serves as a guiding principle to ensure that academic librarians remain relevant and effective in supporting the evolving needs of the agri-business community.

The Integration of Intelligently Opportunistic Behavior and Adaptive Learning: Bridging Knowledge and Innovation

Insights gleaned from interviews with academic librarians shed light on the pivotal role that deep learning algorithms play in effectively harnessing the extensive information embedded within Malaysia's diverse biodiversity. These librarians, with their specialized expertise in library and information management, bring forth a unique array of skills and knowledge to the realm of agro-business. Their multidisciplinary educational backgrounds in library sciences, botany, and agriculture equip them with the acumen to bridge disciplinary boundaries and adeptly deploy deep learning algorithms in agro-business research.

Academic librarians possess a rich tapestry of educational backgrounds, encompassing library sciences, botany, and agriculture, endowing them with an intricate understanding of the profound significance of deep learning algorithms in the agro-business sphere. For instance, one librarian eloquently elucidated the impact of their educational foundation in botany, stating, *"My primary degree in botany science has been pivotal in comprehending the intricacies of knowledge customization within this domain"* (CSA, AL-G, Q2, E5).

Furthermore, the active involvement of academic librarians across various departments confers upon them an invaluable firsthand exposure to the complexities and nuances of the agro-business landscape. Through their dynamic engagement in departments such as cataloging and reference, they cultivate a holistic comprehension of the specific information needs and challenges that underpin agro-business research. One informant poignantly expressed, *"My immersion in the cataloging and reference departments has endued me with a unique vantage point to assimilate the intricacies of this field, assimilate novel terminologies and jargon, and grasp the precise information requisites and conundrums that arise in agro-business research"* (CSA, AL-B, Q2, E5).

Academic librarians are not oblivious to the latent potential of deep learning algorithms to contribute to the agricultural and pharmaceutical sectors, inextricably intertwined with agro-business. The splendid panorama of Malaysia's biodiversity presents an unparalleled opportunity for these algorithms to facilitate the identification of novel medicinal plants, agricultural practices, and crop protection strategies. The continuous refinement of adaptive learning strategies within these algorithms propels their performance to new heights, furnishing invaluable recommendations to enhance agro-business productivity, sustainability, and innovation. Moreover, academic librarians underscore the paramount importance of systematic collection and analysis of biological samples in agro-business research. Leveraging the technique of "biological prospecting," deep learning algorithms discern economically valuable compounds, bioactive substances, and natural ingredients that can be judiciously harnessed in agro-business practices. A discerning librarian aptly emphasized Malaysia's biodiversity, remarking, *"Malaysia stands among the world's megadiverse countries, boasting over 170,000 species. However, this estimate is likely conservative, as numerous species remain undiscovered and unexplored"* (CSA, AL-E, Q2, E5).

The establishment and perpetuation of seed banks emerge as a salient facet in the preservation of biodiversity. One informant ardently underscored the imperativeness of amassing and safeguarding traditional varieties within seed banks to preclude the erosion of biodiversity, an alarming trend afflicting crops on a global scale. They fervently stressed the need for proactive collaborations with other agricultural departments to compile a comprehensive seed bank database, citing the laudable example of the United States endeavors to assemble a database encompassing staple food species. *"Since 2007, the United States has diligently assembled a comprehensive database of staple food species in anticipation of prospective food shortages. In light of this, our esteemed library should actively forge alliances with agricultural counterparts such as FAMA and MARDI to embark on a similar undertaking. The progression of crops through centuries of selective cultivation has yielded a copious assortment of varieties. Regrettably, the advent of modern high-yielding varieties in recent decades has precipitated a precipitous decline in local variants across most nations. Hence, it behooves us to amass and safeguard traditional varieties within seed banks to avert the loss of biodiversity, an alarming phenomenon plaguing crops worldwide"* (CSA, AL-H, Q2, E5).

Confronting the challenges posed by the burgeoning global population and its reverberations on food production necessitates proactive measures. Academic librarians acutely recognize the urgency of raising awareness and disseminating critical information on pertinent issues such as rice research and plantation soil utilization. They assume a pivotal role in informing the public and engaging stakeholders in these pressing concerns. One informant cogently expounded on the need for resolute action, articulating, *"The deluge in Thailand unleashed a momentous impact on rice supplies in Malaysia several years ago, engendering an imperative for decisive measures. Academic librarians ought not to confine their purview to rice research alone but also to proactively document and disseminate vital information about plantation soil utilization in Malaysia"* (CSA, AL-B, Q2, E5). Echoing this sentiment, academic librarian H accentuated the exigency of overhauling the global food system to ensure the sustenance of livelihoods for farmers, provision of nutritionally rich products for consumers, and minimization of the environmental footprint of food production. *"By 2050, the global population is slated to burgeon to a staggering 9.7 billion individuals, consequently engendering a staggering 70% increase in food demand vis-à-vis contemporary consumption patterns. This prodigious upsurge poses an unprecedented challenge in catering to the nutritional and sustainable requisites of this amplified populace. Does Malaysia stand prepared to confront this prodigious conundrum? I ardently contend that substantial enhancements to the global food system are an imperative, more so within our national context, to engender viable livelihoods for farmers, provision nutritionally rich products for consumers, and assuage the environmental burden entailed in food production"* (CSA, AL-H, Q2, E5).

The valuable insights gleaned from academic librarians and informants underscore the indomitable role of deep learning algorithms in agro-business research. Harnessing Malaysia's bountiful biodiversity, these algorithms unmask priceless insights, contribute to the agricultural and pharmaceutical domains, and expedite the discovery of innovative solutions. Collaborative endeavors, temporal analysis, and visionary outlooks stand indispensable in tackling the challenges posed by a burgeoning global population, ensuring the enduring sustainability of agri-business. Academic librarians, researchers, and stakeholders ought to forge symbiotic alliances, propounding ingenious solutions and implementing sustainable practices, thus erecting a robust and egalitarian food system for posterity.

The Proposed Framework Based on the Findings

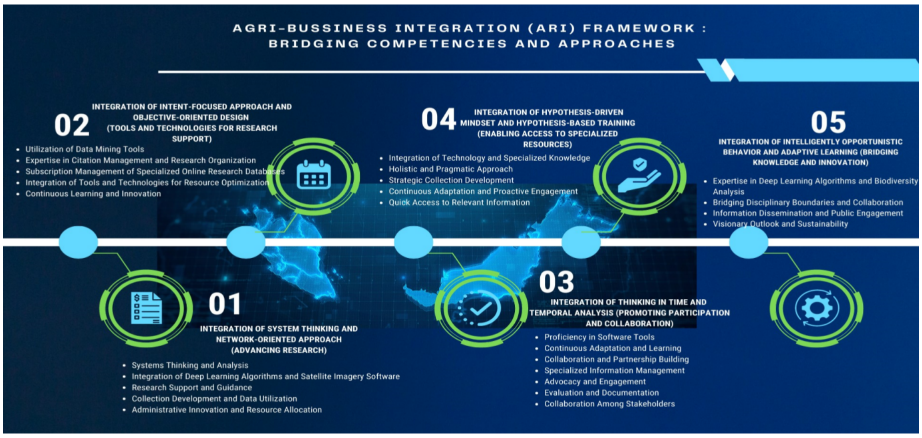

Figure 2. Agri-business Integration (ARI) Framework: Bridging Competencies and Approaches
(Developed by authors)

We propose the agri-business Integrated Framework (ARI Framework) as a comprehensive approach to advancing agri-business research. Illustrated in Figure 2, this framework combines key competencies and approaches to address challenges and leverage opportunities in the agri-business domain. It serves as a strategic roadmap for researchers and practitioners, fostering collaboration, knowledge exchange, and innovation to drive sustainable practices in agri-business. The ARI Framework empowers stakeholders to navigate complexities, optimize resource management, and achieve excellence in their research endeavors. It is designed to facilitate interdisciplinary collaboration and generate transformative solutions. By adopting the ARI Framework, stakeholders can enhance decision-making, foster partnerships, and contribute to the sustainable development of agri-business.

Conclusion

In conclusion, the integration of strategic thinking and deep learning algorithms in agri-business research promises transformative change for Malaysian academic libraries and the broader agricultural sector. These libraries, by their roles, are central to the industry's growth, sustainability, and innovation. However, the journey towards this dynamic integration isn't without its complexities. Libraries face potential obstacles such as limited awareness of strategic thinking, the need for quality data, and infrastructure requirements. Yet, when addressed proactively, these challenges become stepping stones toward greater innovation. By understanding and addressing these intricacies, academic libraries can more effectively respond to the talent shortage in the Malaysian agri-business sector, cultivating a fresh cohort of agricultural professionals and optimizing practices using insights from deep learning algorithms. Moreover, Malaysian academic libraries, by leveraging deep learning, hold a unique opportunity to champion conservation strategies and ecosystem-centric approaches, given the country's rich biodiversity. To ensure the successful fusion of strategic thinking and deep learning in agri-business research, it's pivotal for academic libraries to champion continuous professional development, establish synergistic collaborations with industry stakeholders and governmental bodies, and continually invest in a solid technological backbone. The potential economic reverberations of such integration are profound – driving productivity, championing sustainable methodologies, and pioneering novel approaches that spur sector growth and buoy economic vitality. Libraries, in this transformative landscape, are instrumental in uplifting small-scale farmers and budding agri-businesses. They also uphold the ethics of data governance, ensuring responsible and meaningful use of deep learning algorithms. Furthermore, the merging of nascent technologies like IoT and remote sensing with deep learning heralds a fresh era of research possibilities in precision agriculture, resource allocation, and supply chain fine-tuning. Collaborative efforts, judicious investments in state-of-the-art technology, and a commitment to fostering the next generation of talents position academic libraries at the forefront of agri-business research. These institutions, by holding the torch of transformative thinking and sustainable agricultural paradigms, not only shape the trajectory of Malaysian agri-business research but also extend their influence globally, presenting a model of resilience and innovation for the world to follow.

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ID0027 – FROM SCROLL TO PURCHASE: AN OVERVIEW OF TIKTOK's ROLES IN CHANGING THE RETAIL INDUSTRY

Nadhrathul Ain Binti Ibrahim[1*], Purnomo Bin M. Antara[2], Nuraini Bte Abdullah[3], Rosidah Binti Musa[4]

[1]*Faculty of Business Management, Universiti Teknologi MARA (UiTM), Cawangan Selangor Kampus Puncak Alam, 42300 Puncak Alam, Selangor, Malaysia*
[2]*Faculty of Business Management, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*
[3]*Faculty of Business & Communication, Universiti Malaysia Perlis (UniMAP), Pauh Putra Campus, 02600 Arau, Perlis, Malaysia*
[4]*City Graduate School, City University Malaysia, Menara City, 46100 Petaling Jaya, Selangor, Malaysia*

[*]*Corresponding author: rinnia89@gmail.com*

Abstract

The growth of social media is unimaginable because of the high user base and new media trends continue to emerge. Social media provides real-time engagement between content creators with their followers. Therefore, social media can encourage content diversification among users and increase their dependency on social media consumption. Evidently, TikTok achieved significant growth among Malaysians since 2020, enabling users to enhance their creativity to share short videos in various trends. Additionally, TikTok Shop was launched to expand the business potential among TikTok users and equip seamless shopping experiences among customers. Hence, this study aims to discuss exploring the business opportunity in TikTok and identify the roles of TikTok in changing retail marketing. This study revealed that TikTok could facilitate valuable insight into implementing digital business and reaching the target market on TikTok. On the other hand, TikTok produced an immersive impact to increase high views among online sellers and increase the tendency to become viral on their platforms. Therefore, this study suggested a significant view to the TikTokers in unravelling TikTok's benefits other than for entertainment. In the meantime, the TikTok application can potentially support the career goals among users strategically. They can become TikTok's influencers, TikTok sellers, content creators, paid reviewers, and business partnership opportunities. The future direction of this research is to conduct an empirical study among TikTok's users to measure the effectiveness of TikTok in digital business among online sellers and investigate the impact of TikTok shops on online purchases among online buyers.

Keywords: *social media marketing, e-retail, TikTok, TikTok shop*

Introduction

Social media has provided huge remarkable benefits in our daily life. People enjoy social media as their communication channel, entertainment, information search, networking, learning, advertising and marketing activities. Hence, excessive reliance on social media can increase the frequency of people constantly checking their accounts. Lee & Cho (2019) & Goodyear et al. (2021) found that social media can assist users in developing social support and enhance healthy psychological conditions. Hsu & Lin (2020) mentioned that users gained social support and social capital through social media engagement. Therefore, maximising positive social media content can support healthier behaviour among users (Goodyear et al., 2021). In fact, instead of facilitating fantastic benefits to social media users, social media has revolutionised how business is conducted among business owners. It assists the company to enhance company's value and drive for business growth (Chung et al., 2020). In recent years, the growth of social media has accelerated, and many platforms emerged and significantly developed the trend of selling the product to customers. Cologne (2023) in Ogilvy Social. Lab reviewed Tik Tok as the social media trend in 2023 because the competitors applied a similar strategy in hyper–niche algorithms and introduced an engagement culture among the users. TikTok's users can create creative videos as their content on this platform. Nurdin & Rahmadani (2021) highlighted that creative videos can attract positive support from netizens. Yu et al. (2022) supported social media to increase business communication needs, especially during the Covid 19 pandemic. The business can sell its products on TikTok and organise marketing activities to enlarge broader market attention among TikTok's users (Susiyanto, 2023). Moreover, social media users will spend their daily scrolling through their TikTok accounts. Thus, it expands the potential for business owners to reach the online market. This study aimed:

1. to explore the business opportunity on TikTok.
2. to identify the roles of TikTok in changing retail marketing.
3. to reach the target market on TikTok.

Literature Review

Social Media Marketing

Social media represented the concepts of Web 2.0 and User Generated Content, allowing users to communicate through online platforms (Kaplan & Haenlein, 2010, p. 62). As shown by Foreman (2017), social media are divided into ten categories:

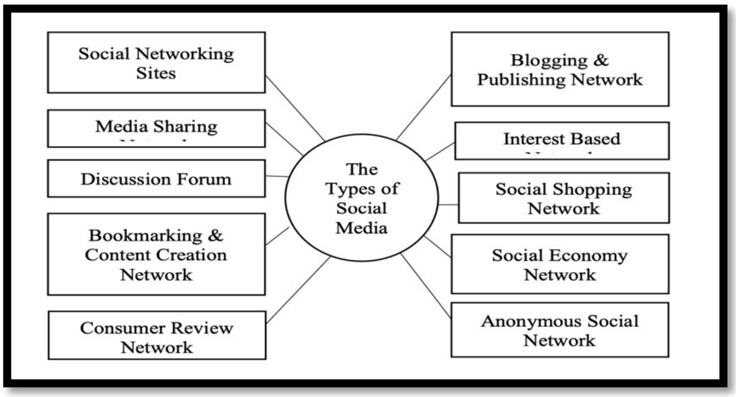

Figure 1. The types of social media Source: Foreman (2017)

Social networking sites are the most preferred social media sites among social media users, and most social media users spend their time frequently checking the update on Facebook, Instagram, LinkedIn and X (previously known as Twitter). Nupus & Ichwanudin (2021) affirmed that social networking could promote better customer relationship management between the seller and buyer because they can interact, influencing the customers from social networking sites. For instance, the customer can send a personal message to the seller and provide feedback if unsatisfied. Jamil et al. (2022) asserted that social networkers, government agencies, and business people apply social media for communication and integrated marketing communication in seamless interactions with customers and distributors. Social media marketing is leveraged to run an advertisement, communicate with followers, measure the analytical data and share content on social media such as Facebook, Instagram, Youtube, LinkedIn, X and TikTok (Zuhdi et al., 2019).

Chen & Lin (2019) addressed that business firms should accelerate the social media content's effect to reach the target audiences. Jamil et al. (2022) stated that social media can assist marketers in developing purchase intention among online users. Moreover, social media influencers are crucial in influencing people's buying decisions. As Sokolova & Kefi (2020) identified, social media influencers can positively influence their followers to enhance purchase intention because they have credibility and para-social interaction. The influencers have niche expertise in social media content to attract followers to follow their accounts. Ultimately, many social media influencers utilised their reputability by involving themselves in digital business. According to Arora et al. (2019), influencers can enlarge their audience and proactively promote social media. For instance, if the influencer chooses their niche in make-up content, they should promote cosmetic products because most of their followers adore their skill in make-up content. Therefore, this content can attract followers to buy the same brand and apply their skills.

E- retail in Malaysia

The lockdown and movement control order (MCO) during Covid 19 pandemic has changed the retail landscape in Malaysia. As written by Mahalingam (2021) in The Star newspaper, HC Chan (Chief Executive Officer of Sunway Malls and Theme Park) has emphasized that retailers must rethink their new business channel strategy to match the changes happening in people's daily life during that time. It has led consumers to actively shop through online platforms due to the closure of physical stores and increased e-commerce usage in Malaysia. Thus, the Omni channel approach was implemented by many businesses to ensure they can sustain their business and fulfil the customer's needs. Song et al. (2021) discussed the Omni channel as combining traditional and digital technologies, which the customer moves online for product search and purchase. Customers can engage with retailers on multiple platforms such as physical stores, social media, websites, email, SMS, call centre and others to ease them into buying the product (Jocevski et al., 2019). By integrating these communication channels, the retailers have a high potential to increase sales volume and strengthen customer relationship management.

Tik Tok

Vázquez-Herrero et al. (2020) determined TikTok is a new media approach for the young generation to deliver information and enhance product and personal branding. TikTok is one of the primary social media platforms among users since it allows them to create and share their short videos. The content creation on TikTok encourages the followers to follow the latest trend, sound, duet and join live streaming. TikTok (n.d) emphasised branded hashtag challenges by launching content challenges among influencers or TikTokers. They can join the contest for singing, dancing or parody to win the competition and viral the video. It attracts many TikTokers to join all the challenges because they can increase their views if their followers click the hashtags. It creates a better potential for the online retailer to promote their business on this platform.

Tik Tok Shop

TikTok has expanded its function in e-commerce which enables TikTok users to do online shopping. Thus, the TikTok shop was created as a TikTok marketplace and provided shoppertainment by bridging entertainment into commerce (TikTok, n.d). Ma & Yu (2021) assumed TikTok has a bright future in e-commerce because it seeks to collaborate with famous brands to approach TikTok users. Apart from that, TikTok aggressively conducts its marketing campaign to encourage sellers to register TikTok Shop accounts. For instance, TikTok Shop's Hari Raya Sales campaign was executed, and it is beneficial for buyers to enjoy discounts and free shipping (TikTok, 2022). The business firm can create a social commerce store on TikTok, making the buying process more straightforward. The customer can shop directly from the application without opening other web pages, and they can discover the video from for you page (FYP) (Cabrera, 2022).

Exploring the business opportunity on TikTok

Kemp (2022) remarked that TikTok users aged 18 and above in Malaysia in early 2022 had reached 14.59 million, as presented in ByteDance's advertising. In fact, through TikTok ads, it authorises retailers to aim for users more than 18 years old. According to Dilon (2020), TikTok has created a massive impact on business growth with the influencer's involvement in producing dynamic content on TikTok. Sheikh (2021) listed several benefits of applying TikTok for business, such as boosting brand awareness, introducing new products, growing larger audiences and conveying new prospects. Retailers need to explore business opportunities on TikTok through creative content creation, whereby can attract people to notice the video on their FYP. Geyser (2022) opined that retailers must acknowledge how TikTok is used for business to ensure they can step up their social commerce on this platform. The retailers should sign up for a TikTok Business account, create comprehensive profile information, identify correct target audiences, understand TikTok's algorithm, investigate competitor's content, produce compelling content, collaborate with influencers, run

TikTok ads and analyse TikTok's analytical tools to measure the engagement. The engaging content can expose the product's benefits to the audiences and allow audiences participation to like, comment, copy, link and share the videos.

TikTok Shop allows retailers to present their products on TikTok platforms, and users can gain an in- app purchase experience. Meanwhile, TikTok Shop allows business opportunities for sellers, creators, partners and affiliates to register into this account and facilitate live shopping, shoppable videos and product showcase to promote their social commerce store (TikTok Shop, n.d.). Hines (2023) explained that TikTok Shop collaborates with TikTokers through an exclusive affiliate program, and TikTokers can generate the commission once they manage to sell the products. Previously, TikTok launched a popular hashtag, #tiktokmademebuyit, which encourages buyers to access the video and influences them to buy the products such as cosmetics, clothes, home appliances, kitchen items, foods, textiles, accessories, toys, sports, jewellery, baby items and others. The retailers should grab the business opportunity offered on TikTok platforms because the video can go viral if the retailers know the strategies of the algorithm works. Ashbridge (2022) affirmed that three leading causes that can affect the algorithm's works are based on user interactions, video information and device and account settings. The virality of the first content can determine the same engagement of the second video.

The roles of TikTok in changing retail marketing

TikTok (2021) defined its retail path to purchase as an infinite loop with no beginning or end point, and the retailers can create extraordinary customer relationships. TikTok illustrates the customer's journey, as presented in Figure 2. The audiences find the product from their discovery list or FYP and consider whether to purchase it. They will check the product's review and engage in the content before purchasing the items. An infinite loop is gaining support from the global community, which the customers make the purchase and post the product review on their TikTok. More people will buy the product after discovering the video (TikTok, 2022). Hence, it enhances the growth of creator, product, and brand love, and customers repeat the purchase process.

In fact, since the customers could post their reviews on TikTok, it opened the potential for them to join the affiliate program for sellers and creators. The sellers can monitor the creator's progress in selling their products. The creators will create video content or live streams to promote the product to potential buyers and gain commission on their sales (TikTok Shop, 2022). Kwan (2023) mentioned that instead of increasing the company's sales, an affiliate program on TikTok also supports creativity among digital media creators. The affiliate program on TikTok can modify the retail landscape because the business firm expands its brand in FYP. Most creators come from multiple backgrounds, and the content niche differs. Once the creators post the promotional content, it will reach a larger market. Besides that, TikTok motivates sellers and creators to think out of the box in producing creative content to sell products. These changes enable retailers to focus on TikTok's activities compared to other social media platforms.

Figure 2. TikTok retail path Source: TikTok (2021)

Reach the target market on TikTok

TikTok (2021) exposed creative content with a short-form sound on the video that can touch the audience's emotions at a deeper level. Thus, retailers must understand the correct target market of their products based on age, gender and location. The content creators must connect with the community with shared beliefs and ideas. For instance, if the creator wants to niche their content for dietary tips, they should reach the TikTok community that focuses on healthy lifestyles. They can like and comment on the posting from the same community and use suitable sound and relevant hashtags to reach them. Furthermore, the retailers and creators can run TikTok Analytics to understand the engagement metric based on views, new followers, likes, comments and shares for up to 60 days. These findings will insert the audience's location, follower's time for most active on TikTok and live stream information (TikTok, n.d.).

Conclusion

In a nutshell, TikTok is the shoppetainment platform for users who can enjoy the content on their FYP during online shopping from an in-app experience. It creates infinite benefits for retailers selling their products because they can activate the TikTok Shop and build an affiliate program with TikTok's creators. This collaboration encourages the creators to actively engage in TikTok's content and generate income based on their sales. Meanwhile, retailers can explore TikTok's ads and TikTok's analytic tool to reach a larger audience size. The future direction of this research is to conduct an empirical study among TikTok's users to measure the effectiveness of TikTok in digital business among online sellers and investigate the impact of TikTok shops on online purchases among online buyers.

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ID0028 – MOBILE APPLICATION FOR COLLEGE OUTING SYSTEM USING QR CODE

Nur Syamimi Mohamad Saifuzzaman, Marina Ahmad*, Maznie Manaf,
Noorfadzilah Arifin, Nor Asma Mohd Zain, Mohd Zafian Mohd Zawawi, Amri Ab Rahman

Fakulti Sains Komputer dan Matematik, Universiti Teknologi MARA, Cawangan Kelantan, 18500 Machang, Kelantan Malaysia

**Corresponding author: marina170@uitm.edu.my*

Abstract

Mobile Application for college Outing System using QR code is an application to replace the current web-based system. The aim of this project is to develop a mobile application that can manage the students' outing process and provide an organized view of student's outing data. Current web-based system made the process of check in and check out for outings a lot of hassle where students have to go to Polis Bantuan (PB) office to queue for getting the outing verification. This caused traffic congestion at the PB office. Long duration is also taken for check in and check out at the counter since the student needs to type in their matric number manually. With this mobile app, students only need to show their QR code generated earlier to the PB to be scanned. The use of QR code as a method for the student to check in and check out reduces the time consumed. The methodology used for the mobile app development is Mobile Application Development Life Cycle (MADLC). There are 7 phases in the methodology, which are identification phase, design phase, development phase, prototyping phase, testing phase, deployment phase and lastly is maintenance phase. A heuristic evaluation has been conducted among UiTM Machang Campus students through online questionnaire to determine its usability and efficiency. The result showed that users are happy and satisfied with the outing mobile app.

Keywords: *Mobile Application, Outing System, QR Code*

Introduction

Outing systems are very common among the students especially those who live in hostels. The traditional approach uses manual process by pen and paper forms for storing outing information may not be secure and expose to data loss. The use of web-based systems for the outing processes can reduce pen paperwork, frauds and saves time (Nawi et al., 2022). Therefore, the web-based application provides a more secure and efficient data management. Besides, it also helps the hostel warden to manage the outing record information (Gayathri et al., 2021). The systematic recording of outing activities and daily attendance guarantees the students' movements around the school compound are carefully monitored (Wen et al., 2020).

In the literature, schools with hostels for students normally have their own way to manage students outing. Sekolah Menengah Sains Dungun manage their students outing using manual process (Johan et al., 2017). In manual process, they use hardcopy card for keeping outing information of every student. To improve the outing system in the school, the author developed a web based outing system for the school. With the new web based outing system, students can apply for outing, warden can approve the outing application and parents can check their children 's outing status. Avareddy et al., (2016) developed a web-based application for outing system to the hostel students. The focus of the author is to overcome the problem of food preparation at the hostels to reduce food wastage if the students is out for outing. Students must apply for outings, then the warden put some remark after the application is approved. The system will notify the food manager on information regarding student's presence. Therefore, the food manager can decide on the food quantity to the students who remains at the hostel. Nawi et al., (2022) developed a web-based system for outing at University Teknologi MARA Cawangan Kelantan for hostel students. The system was developed to keep track of students' outing information and to facilitate administrative staff in organizing students' outing information. The system consists of several modules, the first module can accept students' request for outing, the seconds module is for College Resident Staffs (CRS) to approve or decline the students' outing request, the third module produce notification to the parents of the students on their outing status and the fourth module can generate report of student's outing information.

A computerized system is thought to be a suitable alternative for the school because it uses fewer papers for data storage (Muhammad Jamal, 2016). Thus, the author develops a system that can help Sistem Pinjaman Buku Teks (SPBT) management by using QR code system. SPBT is a system of borrowing textbooks in Malaysia's schools. With the web-based system developed, it can help the schools manage their textbook more efficient. The process of identification of each textbook is getting simpler and faster by using the QR codes during borrowing and returning the textbooks. Research carried out by Yousif et al., (2021) for managing e-book in a library where the authors develop a system that utilized QR code technology to store data of the e-book. Upon entering books' information into the system's database, the system automatically generates the unique QR code which will be used by the library staff to assist on operations such as quick searches, tracking loaned books, and their availability etc. This system is expected to solve problems such as to calculate duration of borrowing, extending borrowing times, returning transactions, tracking books and many more activities that involved book and other materials in a library.

Previous technology, barcodes have been used in the industry for many years in the form of classical barcodes which are used for product tracking (Eroglu & Ozkoc, 2020). Classic barcodes are in the form of one-dimension (1D) vertical bars and spaces in between, was facing insufficient capacity to encodes data with does not meet today's needs. The 1D barcodes technology is used in consumer goods where the barcodes encode data with few characters of less than 100 which commonly used to store item's price and other related information. A two-dimension (2D) barcode such as QR code can store up to 2000 characters and are used for many more purposes compared to 1D barcode. QR code has become common practice in our daily activities which requires for storing small amount information for example QR code for a restaurant menu, QR code for shop's information placed in front door of a shop, QR code that links to a company's websites, QR code that gives link to a google form and etc. With the internet technology, QR codes has become more universal and it facilitate our daily life activities in many ways (Huo et al., 2021). The application of QR code is easier since it can be used by all people with minimal equipment. Anyone with a smartphone can utilized the QR code technology. There are so many mobile app for generating and scanning QR codes available in app store for us to utilize in any situations in case we need one. The technology of QR codes is one of the promising areas of development of the IT industry (Stupina, 2021). The used of QR code technology in the industry and education bring numerous benefits and efficiency in the work (Lotfipanah, 2020; Tan & Chee, 2021).

Several research on computerized attendance system has been done (Keau et al., 2021; Carreon & Maleriado, 2019; Shofi et al., 2021; Baban, 2014). The authors found that attendance taking for education or workplace is inefficient by using the current methods which are mostly using manual process such signing on paper sheets. Research by (Yong, 2019) found that 85% of university in Malaysia are still using the manual system for taking attendance by signing on paper sheet. This method of attendance taking is prone to human error and requires more workload in managing the student's attendance. Not to mention cheating during attendance taking that are faced in the university and also in workplace. The author proposed a solution to this problem by introducing an attendance system based on QR code. This QR code attendance system is not the first, however the system is different as it can avoid cheating by refreshing the QR code every few seconds. This method is to avoid friends passing the QR code to absent students and sign in as presence in the class.

UiTM Machang also had developed a web-based system named College Outing System (COS) for the purpose of monitoring student presence. This system is focuses on check in and check out time of the students. Students are required to go to PB office for them to do the checking in and checking out. This may cause traffic congestion at the PB office especially during weekends when students are mostly went back home at the same time. It happens because the students need to park their car besides the PB office which is so narrow and do not have enough space to park. Furthermore, it is also taking a lot of time for the process of check in and check out at the counter because the students need to type in their matric number one by one and need to wait for their turn. This process requires the PB officer to access the outing system on their laptop which is also time consuming. Mobile apps offer the advantage of being more efficient and quicker than web-based system (Nygard, 2019). In addition, mobile apps offered secure record management systems by allowing only authorized operations and actions to the data (Febriyanto et al., 2019). Therefore, this study aims to develop a mobile application by using QR code for the check-out and check-in process.

Thus, to overcome the limitations and problems in using web-based outing system, a mobile app with QR technology is developed. To achieve the aim of this project, several objectives are addressed. The first objective is to identify problems that are faced by UiTM's students and PB during check in and check out at the PB office. User requirements analysis is essential in making sure the application developed meets the user need. The second objective is to design an architecture and functionalities of the application based on the requirements gathered. The third objective is to develop a mobile application with QR Code feature that will assist students and PB during check in and check out. The fourth objective is to get feedback from users after the implementation of the mobile application.

Methods

This project adopted Mobile Application Development Lifecycle (MADLC) as its development methodology. The MADLC framework is well suited for creating mobile applications. This model can help make project progress smoothly, and it lets everyone work more efficiently as the development process progresses. Figure 1 shows the phases in the MADLC which are the identification phase, the design phase, the development phase, the prototyping phase, the testing phase, the implementation phase, and the maintenance phase.

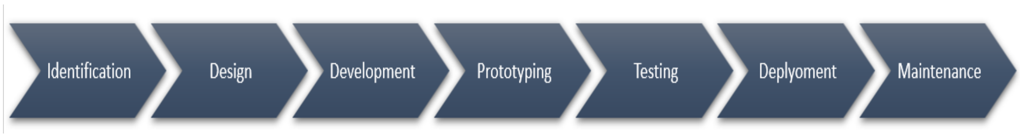

Figure 1. Mobile Application Development Life Cycle (MADLC) phases

Identification Phase

In this phase, all the requirements were determined through researching using UiTM EzAccess research platform, google scholar, online journals, online newspapers, e-books, and educational websites and gathering data using questionnaire. The questionnaire was distributed using Google Form. Table1 below are the questions in the questionnaire. The questions are divided into five sections which are demographic, current outing system, current web-based user interface, usefulness and ease of use and usability

Table 1. Online Survey Question

Demographic	**Current Outing System**	**Current web-based user interface**	**Usefulness and Ease of Use**	**Usability**
Gender, age, college.	Types of platforms, views on mobile app outing system.	Interface is easy to understand, text is easy to read	Queueing time for the system, benefit of the current system, usefulness of current system	Current system functionalities, user friendliness, suggestion to improve

Design Phase

The next phase in the MADLC is the design phase. The design phase's goal is to convert the requirements into complete and detailed system design specifications. The requirement idea developed in the previous phase will be applied in this phase to generate the design specification and build the mobile application for college outing system using QR code. A low-fidelity user interface is created using paper prototype approaches to show the non-functional requirement as shown in figure 2. In addition, the use case diagram, entity relationship diagram, and flowchart were built in this process using any software to ease and aid the project development process.

Figure 2. User Interface Design

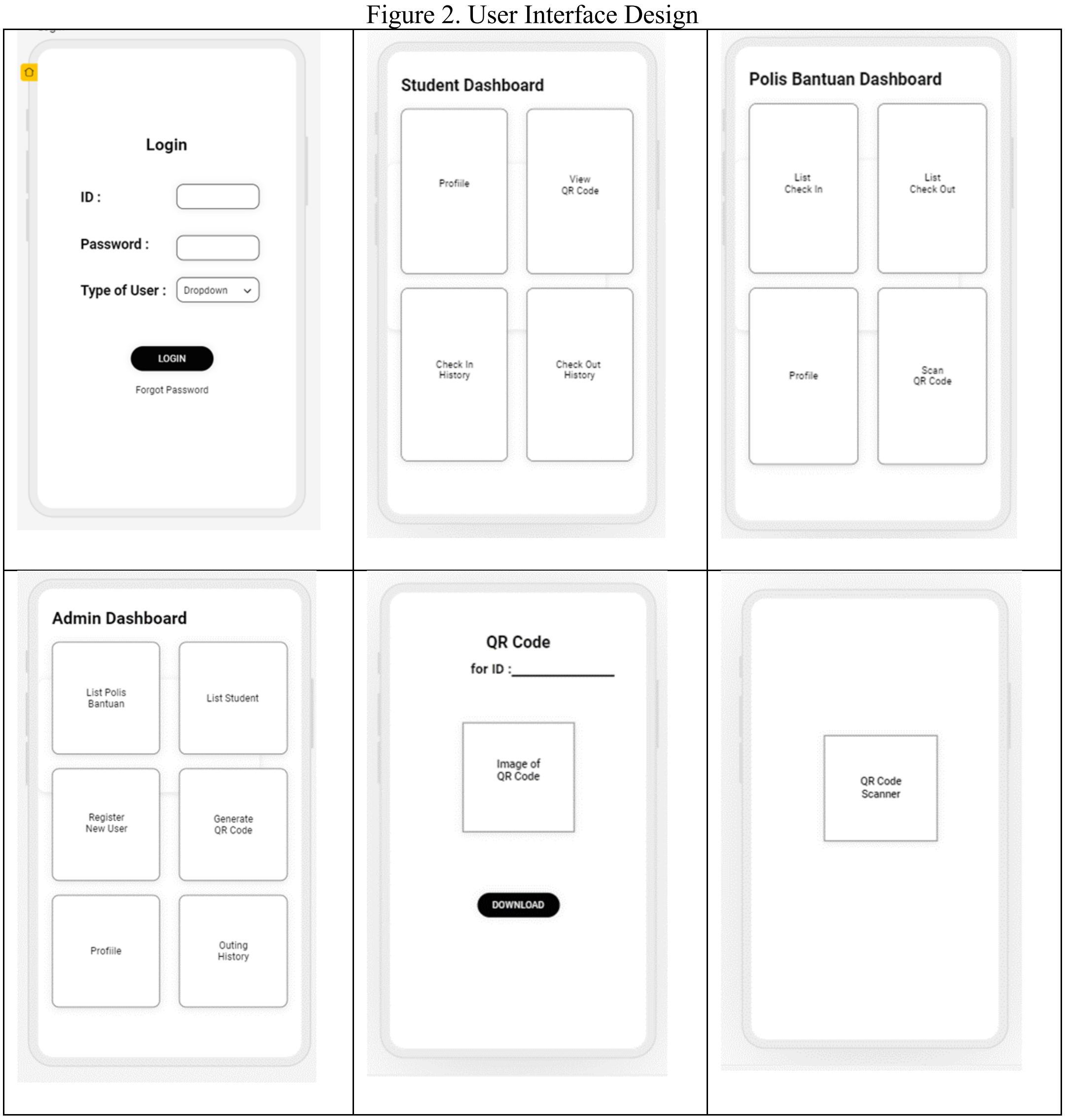

Figure 3 is a diagram of system architecture is provided to visualize the mobile app components and how the components interacting. The architecture shows that admin perform registration for the new users and the data will be saved into local database. A student shows his QR code to be scanned by the PB. After the QR code scanned, the information will be saved into the database. The information can be viewed through the mobile application.

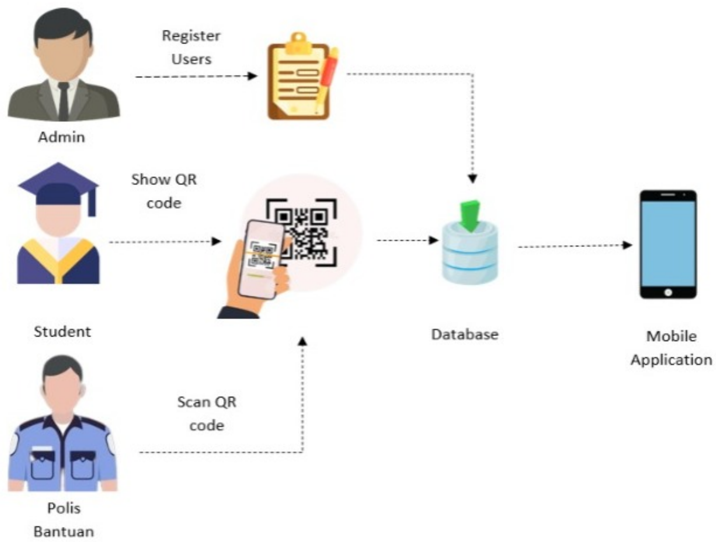

Figure 3. System Architecture

The database design is shown in Figure 4 as an Entity Relationship Diagram (ERD). In this mobile application, an admin can manage the student's data and PB's data. The table of USERS contains ID, password, phone number and type of user for student, PB and admin. Admin can manage student and PB data. Meanwhile in table STUDENT, it has studentID that refers to userID from USERS table that had been registered by admin. STUDENT table also has QR code image that had been generated upon registration of the student. Each student can have many check out process which is refers to OUTING table. When student scan the QR code, the date, day and time will be recorded. Same goes to the check-out process which refers to ENTERING table. The day, date and hour also will be recorded as soon as they scan the QR code.

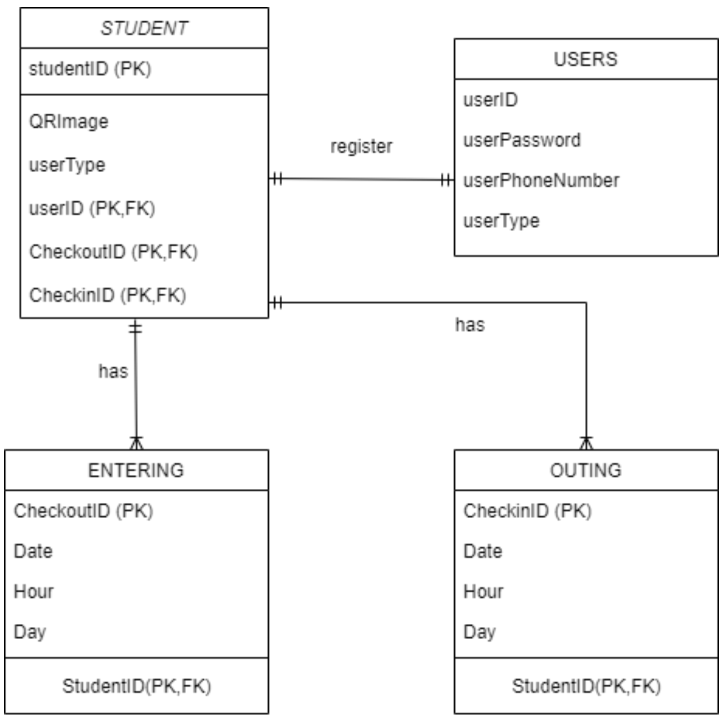

Figure 4. Entity Relationship Diagram (ERD)

The functional requirements of the mobile app are shown in a form of use case diagram in Figure 5. The use case features Admin, Student an PB as the users of the mobile app. The admin can manage student, PB and himself. Whereby admin can add, edit, view, and delete any users. Admin can generate QR code upon registration of student. Admin can manage list of students and PB by performing searching for specific user. Also, admin can manage the outing. Then, students can manage their information and generate their QR code that already exist upon registration. After that, PB can manage their information, scan QR code that is shown by students and manage the outings.

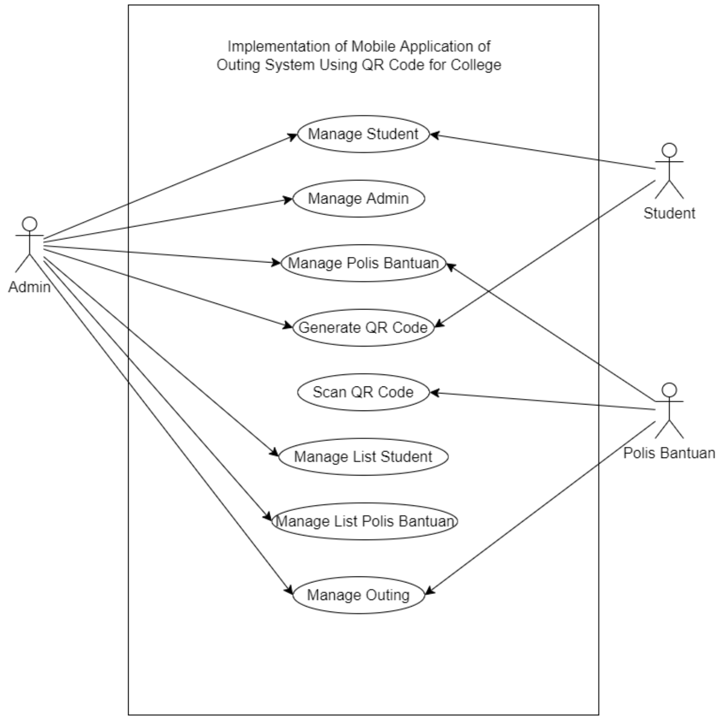

Figure 5. Mobile app's functionalities

Development Phase

In the development phase, the mobile app functionalities are translated into the coding. Firstly, the app is required to connect to the database so that the data can be stored and manipulated. Below in Figure 6 are the statements to connect to the SQLite database using the class DBHelper. In Figure 7, Function onCreate() is used to create the tables in the database.

```
DBHelper DB;
DB = new DBHelper(this);
```

Figure 6. Creating connection to the database

```
public void onCreate(SQLiteDatabase MyDB) {

MyDB.execSQL("create Table users(id TEXT primary key, password TEXT, spinner TEXT,image blob,name TEXT,phone TEXT)");

MyDB.execSQL("create table outing (studentid text,dayout text,dateout text,hourout text," +"FOREIGN KEY (studentid) REFERENCES users (id) ON DELETE CASCADE ON UPDATE NO ACTION)");

MyDB.execSQL("create table entering (studentid text,dayin text,datein text,hourin text," + "FOREIGN KEY (studentid) REFERENCES users (id) ON DELETE CASCADE ON UPDATE NO ACTION)");
}
```

Figure 7. Creating tables in the database

The mobile app applies the standard database language for queries which includes create, read, update and delete processes. It is important to store data into the database for users to retrieve and generate the data efficiently.

QR code generating and scanning is using an open-source library for android namely Zxing as shown in figure 8. It can be embedded in an activity for advanced customization of user interface (UI) and logic. The scanning can be performed in landscape or portrait mode. For a quick startup, the camera is managed in a background thread.

```
implementation 'com.journeyapps:zxing-android-embedded:4.3.0'
```

Figure 8. Generating and Scanning QR Code by using Zxing library

Prototyping Phase

In the prototyping phase, the mobile app is constructed to solve customer problems or verify ideas that will be tested in the next stage of the process. In this phase also changes and amendment to the app are determined before the app is published to the users. It is feasible to discover unneeded parts that should be removed during the prototype phase. The purpose of this technique is to validate the functionality of the first edition of this mobile app. This phase will increase the application's performance and functionality while also indirectly maintaining the application's quality. Every work completed during this period will be noted and documented.

Testing Phase

The testing phase consists of a set of actions designed to investigate and examine the development of a particular project to provide information about the project's real levels of performance and quality. The testing phase is also known as the implementation phase. The testing phase is carried out to determine the actual and predicted results. Before the application is provided to the user once it has completed the development phase, it must be tested. This fifth step is required to ensure that all operations and features perform well and meet the demands of the user which result in a dramatic improvement in data confidence (Faulkner, 2003).

Heuristic evaluation is carried out based on user's experience on the mobile app. The evaluation is implemented through google forms that are distributed to the students to answer questions regarding the mobile app. The questionnaire asked on comparisons between web-based and mobile apps, evaluation of mobile app interface, usefulness and ease of use of the mobile app and efficiency of QR code feature for outings.

Deployment Phase and Maintenance Phase

In the real industrial practice, this phase involves numerous steps in the deployment process to guarantee that the code and technologies are properly deployed. The application is ready for deployment after the testing is done and the final feedback is received. The program is then published to the proper app store for customer consumption. In the maintenance phase, a constant activity on users' feedback is gathered. If necessary, updates are performed in the form of bug repairs or upgrades. For this project, we did not apply these two phases since it is for commercial purposes.

Result and Discussion

The Mobile App for College Outing System

The mobile app starts with a login page. The mobile app has three types of users, Admin, PB and Student. Figure 9 and Figure 10 show the Admin Dashboard and some of its related pages. Admin can add user, generate QR code, display information regarding PB, student and outing data.

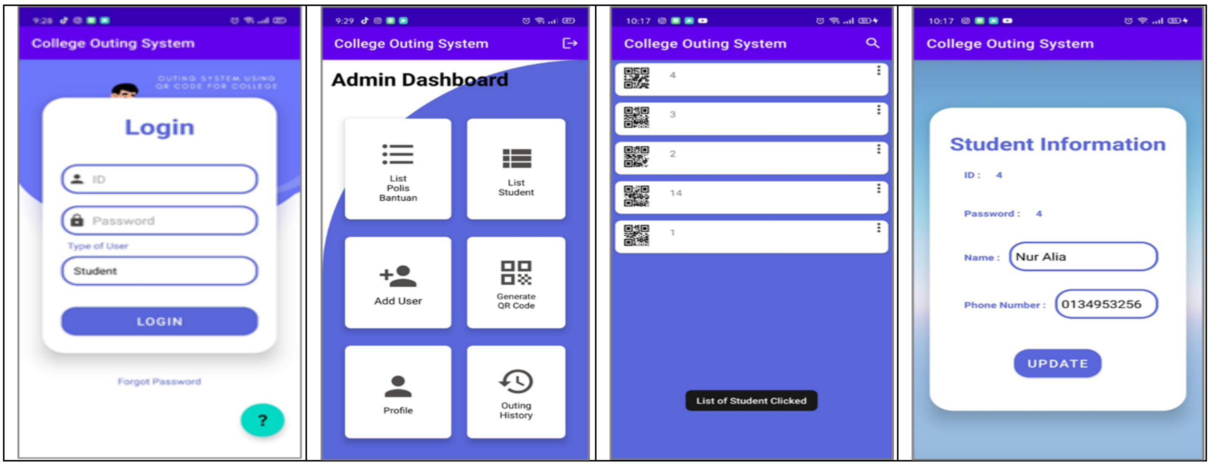

Figure 9. Admin page for login, dashboard, list of QR Code and student information

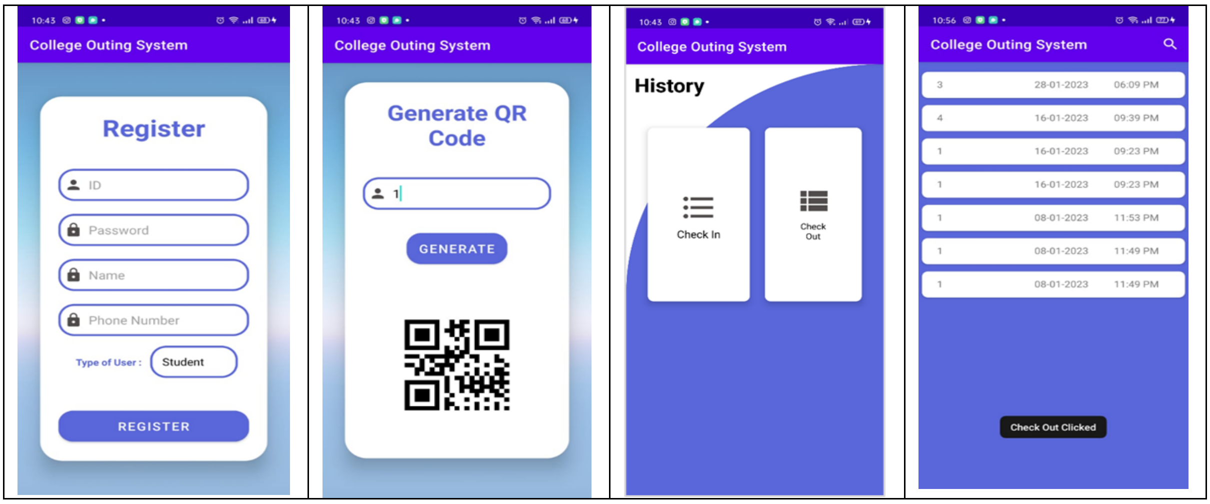

Figure 10. Admin page for register new user, generate QR code, outings history and check out list

Figure 11 shows the Dashboard page for PB. Other features in PB are displaying list of check out and check in students, QR Scanner feature for check in and check out and the QR code scanning process.

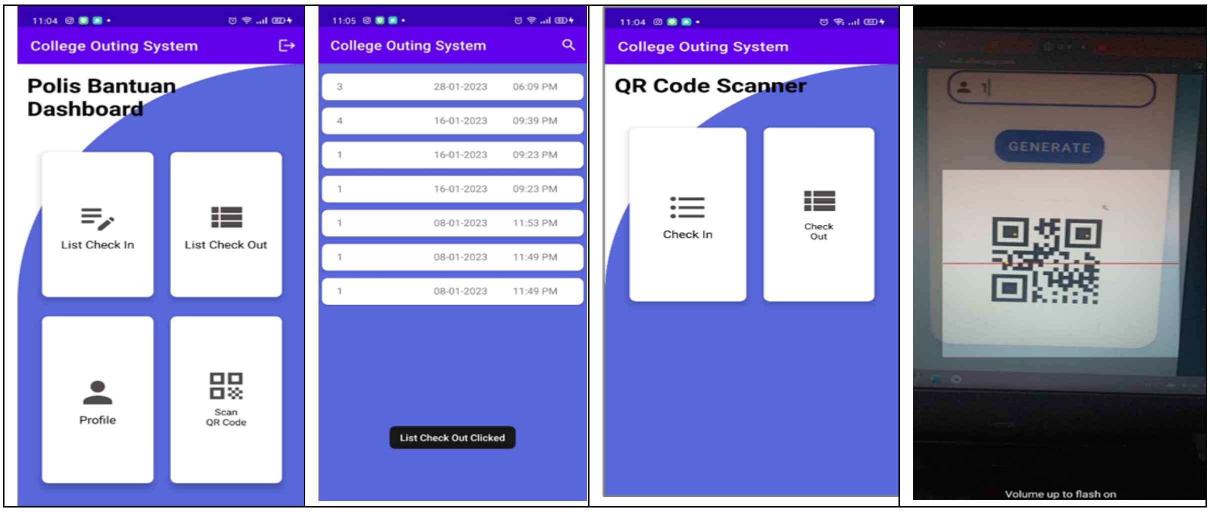

Figure 11. PB page for dashboard, list of check out students, QR Code Scanner and Scanner Function

Figure 12 shows the dashboard page for student which contains features such as displaying student's profile, student's QR code and history data of check out and check in.

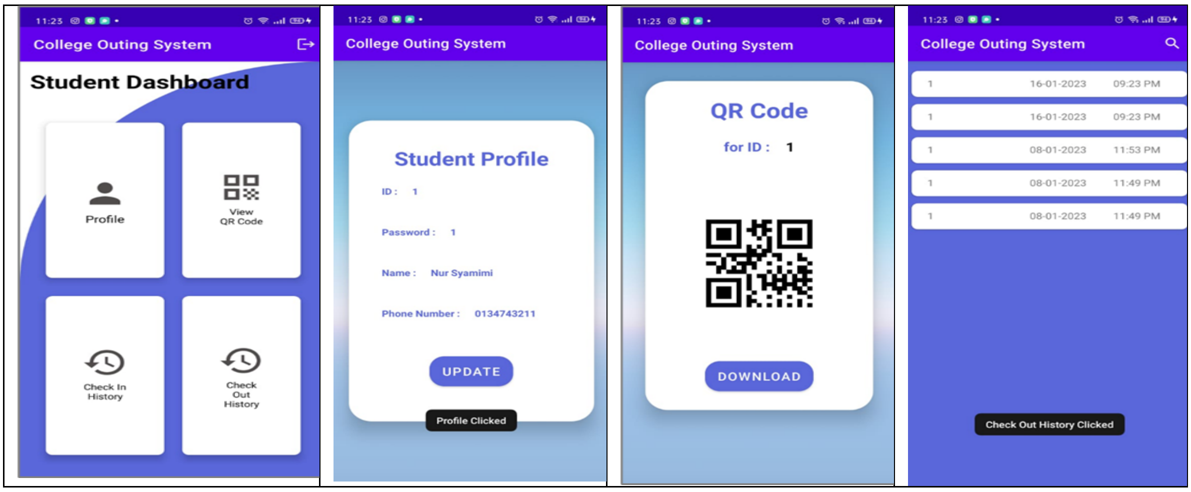

Figure 12 Student page for dashboard, student profile, Student's QR Code and history data of check out

The Result of System Testing and User Acceptance Test

An Online questionnaire has been distributed to students of UiTM Cawangan Kelantan who stay at student residential college. The feedbacks come from 50 respondents of 62% is from female respondents and another 38% from male respondents. The respondents' age ranges from 18 to 27 years old. The questions were divided into 3 sections consisting of app's user interfaces, usefulness and ease of use of the mobile app and the mobile app usability. The evaluation on each question in the questionnaire is measured based on the value 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree. The result is calculated to obtain the mean value of the measured value.

Table 2 gives the result for each question asked related to user interface design. From the result, respondents are satisfied with the interfaces of the mobile app where the mean score is 4.76. The second criteria which measure the respondent's satisfaction of the mobile app's background, and the mean score is 4.5 which shows a high satisfaction among respondents. The last criteria is to measure the readability and comprehensibility of the s in the mobile app. Respondents satisfaction shown through the high score of mean which is 4.62. Overall mean score for user interface design is 4.63.

Table 2 Mean Result of the User Interface Design

User Interface Design	
Criteria	**Mean**
1.Interface of this Mobile Application for College Outing System Using QR Code is clear to understand.	4.76
2.The use of background is not causing disturbance to the user.	4.5
3.The text contains in Mobile Application for College Outing System Using QR Code is readable and understandable.	4.62
Average Mean	**4.63**

Table 3 gives the result for each question asked related to usefulness and ease of use of the mobile app. In criteria four, respondents agree that they do not have to queue for check in and check out by using the mobile app and the mean score is 4.68. The fifth criteria shows that the respondents agree, by using the mobile app help it will reduce waiting time for queueing with mean score at 4.58. The sixth criteria shows that respondent agree that the mobile is very helpful for outing process with mean score is 4.6. Overall, the mean score for to usefulness and ease of use of the mobile app is 4.62.

Table 3 Mean Result of the Usefulness and Ease of Use

Usefulness and Ease of Use	
Criteria	**Mean**
4.With the use of this mobile application, I will no longer need to queue for check in and check out process	4.68
5.I find this mobile application will give benefit to the student and reduce time to queue up for check in and check out process	4.58
6.I think the Mobile Application for College Outing System Using QR Code is very helpful	4.6
Average Mean	**4.62**

Finally, the last section of the questionnaire measures the usability of the mobile app as shown in Table 4. The seventh criteria ask respondents whether the essentials functions are all included and exist in the mobile app. The score mean is 4.76 which in line with the requirements required by the users. The eight criteria ask whether the respondents satisfied with the function provided by the mobile app. The result shows the mean is 4.76 which portray the satisfaction of the respondents. Overall mean for the usability criteria is 4.68 which shows the satisfaction among the respondents.

Table 4 Mean Result of the Usability

Usability	
Criteria	**Mean**
7.The Mobile Application for College Outing System Using QR Code has every function that I expected to have	4.76
8.Overall, I am satisfied with the functionality that I expected to	4.6

have	
Average Mean	**4.68**

Conclusion

The Mobile App for College Outing System Using QR Code will provide a lot of benefits and advantages to the students and the PB. The use of technology can reduce the time consumed for outing processes. All issues which arose in the previous system will be solved through the implementation of this new mobile app.

The current system is not only consuming a lot of energy to queue, but it also consumes a lot of time. For example, the outing process wastes a huge amount of time by requiring students to queue at the front gate to type in their matric card numbers manually. In a university, there are usually at least 2000 students who stay in the college. If the process for each student takes 5 minutes to be done, then the total time will be very huge to get the process of check in and check out completed for all students.
With the implementation of the mobile app, the problems faced by the students will be solved. The Mobile App College Outing System using QR Code will save time and effort for the students and PB. This mobile app provides a platform for the students to apply their outing through online and they only need to scan the QR code at the front gate as a confirmation of their check in and check out process.
The Mobile App for College Outing System using QR Code will ensure that it will help to ease both student and PB when the students go for outings. It will provide an efficient way to record the student in and out data. A unique feature of the mobile app is that it will show a pop-up message after the student scans the QR code whenever they go through the check in or check out process. This capability will help to keep the staff informed about the student existence in the university. The students no longer needs to get out from their vehicles and park their car just to check out and check in which may consume a lot of time.

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ID0032 – THE IMPACT OF PERCEPTION OF FIT ON JOB SATISFACTION AMONG NON-ACADEMIC STAFF AT UITM SARAWAK

Batricia Supang Kirew, Natasha Alina Anak Nyarep, Arenawati Sehat Haji Omar*, Zalina Binti Mohd. Desa

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Samarahan 2, 94300 Kota Samarahan, Sarawak, Malaysia

Corresponding author: arenasomar@uitm.edu.my

Abstract

This paper examines the impact of perception of fit or person-environment fit on job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. The study utilizes a sample of 163 respondents and employs three statistical analyses to investigate the research objectives. Descriptive statistics, including mean and standard deviation, are used to assess the level of job satisfaction among non-academic staff at the two campuses, revealing a moderate level of job satisfaction. An independent t-test is conducted to explore potential gender differences in overall job satisfaction, indicating that gender does not significantly influence job satisfaction levels. Pearson correlation analysis is employed to investigate the relationship between perception of fit and job satisfaction, revealing a significant and positive correlation among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. The findings suggest that individuals who perceive a better fit with their work environment experience higher levels of job satisfaction. These results have implications for UiTM and the Ministry of Higher Education, providing valuable insights for enhancing employee engagement and well-being. Additionally, this research contributes to the field of workplace psychology by emphasizing the significance of person-environment fit in fostering positive work experiences.

***Keywords**: Job satisfaction, perception of fit, person-environment fit, non-academic staff, employee engagement*

Introduction

Background of Study

Employee job satisfaction gives a vital impact in the success and productivityof organizations. Numerous studies have highlighted the positive impact of job satisfaction on employee motivation and overall organizational performance (Nurul, 2021). In the Malaysian context, job satisfaction has garnered significant attention,with the country ranking fourth among seven regional nations in terms of workers reporting happiness with their working environments, according to the Employees Happiness Index survey conducted by Jobstreet.com in 2017. Traditionally, research on job satisfaction has primarily focused on factors related to the working or organizational environment, rather than individual factors (Aini et al., 2021). Notably, in the educational field in Malaysia, studies primarily concentrate on academic staff, neglecting the unique experiences and perspectives of non-academic staff (Abdul Rahman, 2019). However, non-academic staff have a great impact in university operations and directly impact students' satisfaction and overall university experience.

Considering the significance of non-academic staff in university functioning, it is vital to examine their level of job satisfaction to understand their experiences and identify areas for improvement. For the purpose of this study, non-academic staff refers to individuals employed in administrative, support, and operational roles within UiTM Sarawak. Job satisfaction is defined as the overall contentment and positive feelings that employees have towards their work, encompassing their perception of the job itself and their working environment. The theory of Person-Environment Fit provides a valuable framework for exploring the compatibility between individuals and their work environments. Previous research has demonstrated that person-organization fit, reflecting the alignment between individuals and the organizations they work for, is associated with increased job satisfaction (Muchinsky et al., 1987; Kristof, 1996). Moreover, job satisfaction has been linked to various organizational outcomes, including commitment, productivity, burnout, absenteeism, motivation, turnover intention, and individual achievement (Mohammed, 2013). Employees who perceive their work as meaningful and gratifying are more likely to exhibit higher levels of productivity and commitment to their organizations (Abdullah et al.,2007).

Given the limited research on job satisfaction among non-academic staff inthe Malaysian educational field, it is crucial to investigate this important group's level of job satisfaction. This study aims to examine the impact of person-environment fit in determining job satisfaction among non-academic staff. By understanding the factors that contribute to their job satisfaction, educational institutions can develop strategies and interventions to enhance their workplace experiences and improve overall organizational outcomes.

This study contributes to the existing body of knowledge by shedding lighton the unique dynamics of job satisfaction among non-academic staff in the educational field. By exploring the impact of person-environment fit in this context, we aim to provide valuable insights that inform organizational practices and foster a positive work environment for non-academic staff in Malaysia's educational institutions. Chatzopoulou et al. (2015) conducted a study in the Regional Unit of Grevena involving 85 employees, offering valuable insights into worker satisfaction. Their findings underscored the significance of both the nature of the work and working conditions as primary factors contributing to job satisfaction, applicable to both genders. Conversely, salaries were identified as a less satisfactory element across various demographics, considering factors such as age, gender, education, and hierarchy. The study further revealed nuanced preferences, with employees possessing compulsory and secondary education placing more importance on working conditions, while those with technological and university backgrounds held the nature of the work in higher regard. This research sheds light on the multifaceted determinants of job satisfaction within specific regional units (Chatzopoulou, Vlachvei, & Monovasilis, 2015).

Understanding the factors that influence job satisfaction among non-academic staff is crucial for enhancing their well-being, productivity, and ultimately, the overall success of educational institutions. Therefore, the focus of the research paper is to investigate the association between the work environment and job satisfaction of employees. It explores how different elements of the work environment can contribute to the job satisfaction of employees and ultimately impact productivity, talent retention, and the overall mental health of the company. The paper does not provide a detailed list of factors contributing to job satisfaction. However, it does mention work environment as an influential factor. The research further suggests that satisfied employees tend to be more competent, knowledgeable about their tasks, and productive. It also emphasizes that these employees utilize their personal resources more efficiently. However, it is noted that compensation was not a significant factor influencing job satisfaction and performance according to research by Idris et. (2022). While it does not provide an exhaustive list of job satisfaction determinants, it prominently positions the work environment as a key influencer.

Hence, by addressing the gaps in current research, this study endeavors to provide practical implications and recommendations that can support the development of effective strategies for improving job satisfaction among non-academic staff in the Malaysian educational context. As a result, satisfied employees will exhibit enhanced competence, productivity, and resource utilization, dismissing compensation as a significant influencer. A review of diverse studies sheds further light: Adamopoulos et al. (2022) unveil how job satisfaction, stress, and burnout interweave with workplace dynamics, G. Sailatha (2022) underscores the positive effect of work-life balance in education, and Riham Soliman (2022) explores emotional intelligence training's link to job satisfaction in Abu Dhabi's Education sector (Adamopoulos et. al., 2022; G. Sailatha, 2022; Riham Soliman, 2022).

Problem Statement

Knowledge Gaps

Despite the well-established significance of job satisfaction, there remain knowledge gaps in understanding its intricacies, particularly in the context of non-academic staff at UiTM Sarawak. The existing literature has demonstrated that high job satisfaction is linked to several favorable outcomes for employees, such as reduced burnout, increased productivity, lower turnover rates, and decreased absenteeism (Abdul Rahman, 2019). It is widely acknowledged that various factors contribute to job satisfaction. Herzberg's two-factor theory, for instance, posits that motivators and hygiene factors are pivotal in influencing job satisfaction (Herzberg, 1959 as cited by Maniksaly, 2016). Additionally, variables like promotion and recognition rewards are known to impact job satisfaction positively. Moreover, individuals who experience a strong fit within their workplace tend to exhibit elevated levels of job satisfaction and better overall work adjustment. The study by Buhai, Cottini, and Nielseny (2008) conducted in Denmark underscores the significant impact of internal workspace modifications on a firm's effectiveness, potentially leading to increased productivity. This observation highlights the pivotal role of the work environment in influencing employee job satisfaction. Complementing this perspective, Herzberg et al. (1959) introduced a seminal motivational framework, categorizing job-related attributes into two distinct groups: hygiene and motivational factors. These elements play a critical role in shaping employee contentment; the absence of hygienic factors can contribute to heightened employee dissatisfaction, while the presence of motivational factors fosters a lasting positive impact on job satisfaction and overall work experiences.

Empirical Gaps

In the educational field, research on job satisfaction has primarily focused on academic staff, while non-academic staff have received less attention (Abdul Rahman, 2019). Although studies on job satisfaction in Malaysian universities have been active, they predominantly concentrate on the satisfaction levels of academic staff. Non-academic staff, who play a crucial role in the daily operations of universities, have been relatively overlooked in these studies (Abdul Rahman, 2019). However, the performance and job satisfaction of non-academic staff directly impact the students' experience, making their contentment in the workplace equally important.

Despite the significance of non-academic staff's job satisfaction, limited research has been conducted in this area within the higher education context (Amos and Weathington, 2008; Nicols et al., 2011; Smith et al., 2009). To gain a comprehensive understanding of job satisfaction within universities, it is essential to examine the job satisfaction levels of non-academic staff. Their involvement in the university's daily operations necessitates a thorough investigation into their workplace contentment. Job satisfaction has a direct correlation with employee performance within an organization (Dompelage et al., 2019).

Existing studies on job satisfaction in public universities indicate that academic staff generally possess a moderate level of job satisfaction (Fauziah et al., 2009). However, research on the job satisfaction levels of non-academic staff remains scarce, indicating a significant gap in the literature. Therefore, it is imperative to address this gap and give equal attention to both academic and non-academic staff in job satisfaction studies within the university context (Abdul Rahman, 2019).

By examining the job satisfaction levels of non-academic staff, this study aims to fill the existing empirical gap in the understanding of job satisfaction within the educational field. The findings will contribute to a more comprehensive understanding of the factors influencing job satisfaction and provide insights to improve the workplace experiences and overall organizational outcomes in Malaysian universities.

Significance of the Study

This study holds significant importance and contributes to the existing bodyof knowledge in several ways, addressing the identified gaps and providing valuable insights for various stakeholders.

Contribution to the Body of Knowledge

The study explores the relationship between person-environment fit and job satisfaction among non-academic staff, shedding light on an underexplored area within the organizational context. By investigating the impact of person-organization fit and person-job fit on work satisfaction, this study contributes to the body of knowledge by providing insights into the factors that influence job satisfaction among non-academic staff. The choice to focus on non-academic staff is driven by their integral role in the university ecosystem. These staff members greatly impact the institution's efficient functioning. Investigating their job satisfaction provides insights into improving their work experiences, ultimately contributing to the overall effectiveness of the university. Previous research has demonstrated that employees who experience a better fit with their work environment exhibit higher job performance, satisfaction, commitment, and reduced turnover rates. The findingsof this study will further expand our understanding of the relationship between person-environment fit and job satisfaction, contributing to the existing knowledgein the field.

Implications for Policy Makers

The study holds practical implications for policy makers, particularly the Ministry of Higher Education Malaysia. The findings will assist policy makers in developing programs and training initiatives that promote team building, fit-for- work assessments, and enhancing the capabilities and soft skills of non-academic staff in higher education organizations. Additionally, policy makers can use the research findings to design better job benefits and support programs for non- academic staff, aiming to reduce turnover intentions and create a supportive work environment. The insights from this study will provide valuable information to policy makers, enabling them to make informed decisions and implement strategiesthat foster person-environment fit and ultimately improve job satisfaction among non-academic staff.

In summary, this study's significance lies in its contribution to the existing body of knowledge by exploring the relationship between person-environment fit and job satisfaction among non-academic staff. By filling the identified gaps, the study provides valuable insights for policy makers in developing effective programs, training, and policies that enhance employee well-being, job satisfaction, and organizational outcomes within the higher education context.

Originality / Novelty

This study brings a novel perspective to the field of workplace psychology and job satisfaction research by focusing on non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. By investigating the impact of perception of fit or person-environment fit on job satisfaction, this study addresses a significant gap in the literature and provides unique insights into the experiences of non-academic staff within the university context. The findings highlight the importance of aligning individual characteristics with the work environment and reveal a positive correlation between perception of fit and job satisfaction among non-academic staff. These results have practical implications for UiTM and the Ministry of Higher Education, offering valuable insights to enhance employee engagement, well-being, and organizational outcomes. Through its contextual specificity, rigorous statistical analyses, and focus on non-academic staff, this study contributes to the advancement of knowledge in workplace psychology and emphasizes the significance of person-environment fit in fostering positive work experiences.

Methods

Overview of Study Design

To fulfill the objectives of this study, a cross-sectional design utilizing the quantitative method will be employed. A cross-sectional survey will be conducted, wherein targeted respondents will answer a questionnaire at a specific time and date. The survey will consist of questions related to job satisfaction, the general perception of environment fit, and demographic characteristics. As the chosen methodology for this study is the quantitative method, primary data will be collected through the questionnaire distributed to non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. The data collection process will be facilitated with the assistance of the non-academic departments of the respective campuses. The findings of this study will be analyzed using the Statistical Package for Social Science (SPSS).

Study Design
The chosen study design for this research is a quantitative approach, utilizing a questionnaire as the research instrument.

Research Approach
A quantitative research approach involves the collection and analysis of numerical data to understand phenomena and draw conclusions. This approach allows for the measurement of variables, statistical analysis, and generalization of findings to a larger population.

Research Design
The research design for this study centers around the use of a questionnaire as the primary data collection tool. A questionnaire is a structured set of questions that aims to gather information from respondents. It provides a standardized format for data collection, allowing for consistency in responses and ease of analysis.

By employing a questionnaire as the research design, the study aims to gather data on specific variables related to the research objectives. The questionnaire will be designed to capture relevant information regarding job satisfaction, perception of fit, and demographic characteristics of the non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan.

The questionnaire will consist of carefully constructed questions that align with the research objectives and variables of interest. It will be administered to the targeted respondents at a specific time and date, ensuring uniformity in data collection. The responses obtained from the questionnaire will then be subjected to statistical analysis using appropriate software, such as the Statistical Package for Social Science (SPSS), to derive meaningful insights and draw conclusions.

Overall, the quantitative approach utilizing a questionnaire as the research design provides a systematic and structured method for collecting and analyzing data, enabling researchers to explore the relationship between variables and address the research objectives effectively.

Research Questions
In this study, we explore the impact of person-environment fit perception on the job satisfaction of non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan by addressing the following research question:

1. How does the perception of person-environment fit influence the job satisfaction of non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan?

2. What role do individual skills, values, and job characteristics play in shaping the job satisfaction of non-academic staff?

3. Are there significant variations in job satisfaction levels among non-academic staff based on their job positions and years of experience?

Sampling Method and Sample Size
Sampling is a crucial aspect of research methodology as it determines the representativeness of the chosen sample. In this study, the total population of non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan consists of 367 individuals. To ensure the accuracy and reliability of the study, the sampling method proposed by Krejcie and Morgan (1970) will be applied. This method suggests determining the

sample size that provides maximum representation of the population. Following this method, the sample size for this study will be 186 non-academic staff members.

Sampling Method
Stratified random sampling will be employed as the sampling technique for this study. This method allows for the selection of specific strata within the population, ensuring the representation of various sub-groups. In this case, the non-academic staff population at UiTM Campus Samarahan 2 will be divided into strata based on departments, including the Academic & International Affairs Department, Student Affairs Department, Administration Department, Bursary Department, Tun Abdul Razak Library (PTAR) UiTM Sarawak, Auxiliary Police Unit, Sport Unit, Cultural Unit, Health Unit, and College Management Unit. Respondents will then be randomly selected from each stratum to represent their respective groups. This sampling technique was chosen to ensure the inclusion of key sub-groups within the sample size, enhancing the representativeness of the study.

By employing the quantitative method, utilizing a cross-sectional survey, and applying a stratified random sampling technique, this study aims to gather comprehensive data from non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan, allowing for meaningful analyses and insights into the impact of person-environment fit on job satisfaction.

Measures/Instruments
In order to effectively measure the variables under investigation in this study, two established instruments have been selected: the Abridged Job Descriptive Index (JDI) and the General Perceptions of Fit Measure (GPFM). The choice of these instruments is based on their recognized validity and reliability within the field of organizational psychology.

Dependent Variable: Job Satisfaction
The level of job satisfaction experienced by non-academic staff will be assessed using the Abridged Job Descriptive Index (JDI), a widely recognized instrument developed by Brodke et al. (2009). The JDI comprises a series of items designed to comprehensively evaluate various dimensions of job satisfaction, ensuring a thorough measurement of participants' contentment levels.

Independent Variables: Perception of Fit (Person Organization Fit, Person Job Fit, Gender)
To measure participants' perception of fit, including person-organization fit, person-job fit, and gender, the General Perceptions of Fit Measure (GPFM) developed by Saks and Ashforth (2007) will be employed. The GPFM is a reliable instrument specifically tailored to assess the alignment between individuals and their organizational and job roles. This choice allows for an in-depth exploration of how perception of fit influences the job satisfaction of non-academic staff at UiTM Sarawak.

By utilizing the Abridged JDI and the GPFM, this study ensures the methodological soundness required to draw meaningful insights and conclusions that contribute to the existing knowledge in the areas of person-environment fit, job satisfaction, and the experiences of non-academic staff within educational institutions.

Validity and Reliability of Measures
To ensure the validity and reliability of the measures used in this study, Cronbach's alpha coefficients were calculated. The Job Satisfaction measure achieved a Cronbach's alpha coefficient of 0.866 with 36 items in the questionnaire, indicating strong internal consistency. The General Perceptions of Fit Measure demonstrated a high level of reliability with a Cronbach's alpha coefficient of 0.928 and was tested using a total of 8 items. These results indicate that both measures meet the requirement for internal consistency, as Cronbach's alpha coefficients above 0.7 are generally accepted.

Instrumentation
The instruments employed to measure the variables in this study are the Abridged Job Descriptive Index (JDI) developed by Brodke et al. (2009) and the General Perceptions of Fit Measure (GPFM) developed

by Saks and Ashforth (2007). The JDI will be used to assess job satisfaction, while the GPFM will be utilized to measure the participants' perception of fit between themselves and their organization/job roles.

These instruments were selected based on their established validity and reliability, and their specific items align with the constructs being measured in this study. By utilizing these well-established instruments, the study aims to gather accurate and meaningful data to analyze the relationship between perception of fit and job satisfaction among non-academic staff.

Ethical Considerations

Ethical considerations were rigorously upheld throughout the study. The research obtained ethical approval from the institutional review board and ensured the participants' informed consent. Confidentiality and anonymity were maintained by using unique identifiers and secure data storage. The study prioritized the well-being of participants, ensuring no harm or discomfort. Ethical principles of integrity, respect, and beneficence were adhered to, ensuring the ethical integrity of the research process.

Result and Discussion

The Results section presents the findings derived from the analysis of the collected data and data processing methods. Descriptive statistics, such as mean and standard deviation, independent t-tests, and Pearson correlation analysis, were employed for data analysis in this study. The section also includes details about the reliability test and pilot study. It begins with an explanation of the pilot study's findings, followed by a description of the data cleaning process to ensure data accuracy and completeness. A summary of the respondents' profiles is provided before conducting the reliability test. Statistical analyses such as descriptive statistics, Pearson correlation analysis, and independent t-tests are performed. Hypothesis testing is also conducted, leading to the conclusion of this section.

The Discussion section aims to present and interpret the study's findings, draw conclusions, and address the research objectives and questions. It explores the implications and significance of the results and evaluates whether the research objectives have been achieved. The section delves into an elaborate analysis of the independent variables, specifically person-organization fit, person-job fit, and their impact on job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. The study identifies the most influential factor in job satisfaction. Limitations of the study are discussed, and recommendations for future research are provided. The overarching goal of this study is to examine the relationship between perception of fit, demographic variables, and job satisfaction among non-academic staff. By employing a quantitative analysis method, the study offers comprehensive and reliable insights into the influence of independent variables on job satisfaction within the specified context.

Descriptive Statistic (Mean & Standard Deviation)

Objective 1: To determine the level of job satisfaction among non-academic staff in UiTM Sarawak.
Hypothesis 1: There is high level of job satisfaction among non-academic staff in UiTM Sarawak.

Table 1. Summary of Mean and Std. Deviation of Job satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Total_Job.Satisfaction	163	6	18	10.29	3.061
Total_Pay	163	7	18	10.83	2.318
Total_Opportunities.Promotion	163	6	18	11.12	3.708
Total_Supervision	163	6	18	9.52	2.976
Total_People.in.Present. Job	163	8	18	11.06	2.126
Total_Job.in.General	163	8	18	10.42	2.462
Valid N (listwise)	163				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall.Job.Satisfaction	163	47	100	63.23	11.177
Valid N (listwise)	163				

Based on the table above, the Descriptive Statistic shows that the mean for overall job satisfaction level is 63.23 with standard deviation of 11.177. Therefore, the level of job satisfaction among the non-academic staff in UiTM Sarawak is average. Thus, hypotheses 1 is rejected.

Pearson Correlation Analysis

Objective 2: To examine the significance and correlation between perception of fit and level of job satisfaction among non-academic staff in UiTM Sarawak.

Hypotheses 2: There is a significant relationship between the perception of fit and the level of job satisfaction among non-academic staff in UiTM Sarawak.

Table 2. Correlation between the perception of fit and the level of job satisfaction among non-academic staff in UiTM Sarawak.

		Overall.Job.Satisfaction	Total_General.Perception.of.Fit
Overall.Job.Satisfaction	Pearson Correlation	1	-.434**
	Sig. (2-tailed)		.000
	N	163	162
Total_General.Perception.of.Fit	Pearson Correlation	-.434**	1
	Sig. (2-tailed)	.000	
	N	162	162

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

A Pearson correlation was calculated examining the relationship between the total overall level of job satisfaction and total time general perception of fit. A moderate correlation that was a significant relationship was found ($r = -0.434$, $p < 0.01$). Therefore, the total general perception of fit is related to overall level of job satisfaction. Thus, hypotheses 2 is accepted.

Independent T-test

Objective 3: To identify any differences in the overall level of job satisfaction acrossgender among non-academic staff in UiTM Sarawak.

Hypotheses 3: There is a significant difference in the overall level of job satisfaction acrossgender among non-academic staff in UiTM Sarawak.

Table 3. Summary of Independent Sample Test

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Overall.Job.Satisfaction	Male	79	63.51	10.902	1.227
	Female	84	62.98	11.489	1.254

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig	t	df	Sig. (2 tailed)	Mean Difference	Std.Error Difference	Lower	Upper
Overall Job Satisfaction	Equal variances assumed	.084	.773	.302	161	.763	.530	1.757	-2.939	3.999
	Equal variances not assumed			.302	160.986	.763	.530	1.754	-2.933	3.994

Based on table 3, an independent- samples t test was calculated comparing the mean score of overall level of job satisfaction between genders which are male and female. No significant difference was found (t (161) = 0.763, $p > 0.05$). The mean of male (M = 63.57, sd = 10.902) was not significantly different from the mean of female (M = 62.98, sd = 11.489. Thus, the hypotheses 3 is rejected.

Discussion

Based on the first research objective, the findings indicate an average level of job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. The mean score for overall job satisfaction is 63.23, with a standard deviation of 11.177. These results suggest that there is job satisfaction among the non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. However, it is important to note that the mean score reflects an average level of job satisfaction rather than a high level. As a result, the alternate hypothesis (H1) proposing a high level of job satisfaction among non-academic staff is rejected based on the findings. Thus, the conclusion drawn is that the level of job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan is average.

Based on the findings pertaining to the objective, a significant moderate relationship was observed between perception of fit and the level of job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan ($r = -0.434$, $p < 0.01$). Therefore, the hypothesis H2 is accepted, indicating that a significant moderate relationship exists between perception of fit and job satisfaction. This finding underscores the importance of the alignment between individuals' perceived fit within their work environment and their overall satisfaction levels.

Based on the findings regarding the specified objective, no significant difference was found ($t(161) = 0.763$, $p > 0.05$) in the overall level of job satisfaction between genders among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. Consequently, the hypothesis H2 is rejected, indicating that the gender of non-academic staff does not influence the overall level of job satisfaction. The mean level of job satisfaction for males (M = 63.57, sd = 10.902) was not significantly different from the mean level for females (M = 62.98, sd = 11.489). This suggests that regardless of gender, both male and female employees experience similar levels of job satisfaction.

Compare and contrast the results with previous research.
In comparison with a previous study conducted by Issah (2013) at a Midwestern University, the findings from both studies exhibit similar results regarding the level of job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan. In both studies, the level of job satisfaction is considered moderate, with a mean score of 63.23 and a standard deviation of 11.177. These results indicate a consistent trend of moderate job satisfaction among non-academic staff.

Furthermore, the results of the second objective align with the study conducted by Issah (2013) at a Midwestern University, demonstrating the impact of perception of fit on the overall level of job satisfaction. In the previous study, a strong positive relationship was found between perception of fit and job satisfaction. Similarly, the study involving non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan reveals a significant moderate relationship between perception of fit and job satisfaction. These findings underscore the importance of the alignment between perceived fit and job satisfaction among non-academic staff.

Lastly, the findings of the third objective align with a study on gender gap in job satisfaction conducted by Redmond & Mcguinness (2019). In both studies, job characteristics and fit were found to be statistically insignificant factors in relation to gender coefficient. Among the non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan, the results also show a similar pattern, with a minimal mean difference of 0.59 between male and female employees, which is not statistically significant. These findings further support the notion that gender does not play a significant role in determining job satisfaction among non-academic staff.

Overall, the results of this study align with previous research, reinforcing the understanding of job satisfaction among non-academic staff. The consistency in findings across studies contributes to the body of knowledge in this area and provides valuable insights for understanding and addressing factors that influence job satisfaction among non-academic staff in educational institutions.

Conclusion

In conclusion, this study reveals that the level of job satisfaction among non-academic staff at UiTM Campus Samarahan and Campus 2 Samarahan is found to be average. It underscores the importance for organizations, not only within the public university sector but across various industries, to prioritize strategies that enhance job satisfaction among their staff. Furthermore, the findings indicate that gender does not significantly influence the overall level of job satisfaction in the context of UiTM. These results provide an opportunity for the university to implement initiatives aimed at improving job satisfaction and fostering a better perception of fit among their non-academic staff. Recommendations from previous research, such as providing professional development opportunities and creating a positive work environment, can be considered. Future researchers should conduct further studies to expand our understanding of person-environment fit and job satisfaction among non-academic staff in different regions and sectors, allowing for more comprehensive insights and the development of tailored strategies. This will contribute to creating work environments that promote higher job satisfaction and ultimately enhance employee well-being and organizational performance. Throughout the paper, we have ensured that the research focus remains consistent and aligns with the stated research objectives.

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ID0033 – UNLOCKING ACADEMIC SUCCESS: ENHANCING STUDENT ATTITUDES FOR OPTIMAL LEARNING OUTCOMES

Angelberta Anak Gerina, Huzaimi Ikmal Bin Matnoor, Arenawati Sehat Haji Omar*, Zalina Binti Mohd. Desa

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Samarahan 2, 94300 Kota Samarahan, Sarawak, Malaysia

**Corresponding author: arenasomar@uitm.edu.my*

Abstract

Attitudes have a profound impact on individuals' perceptions and behaviors, influencing various aspects of life, including academic achievement. Students who exhibit poor academic performance often hold negative views about education, perceiving it as inconsequential to their future success. Therefore, it is crucial to enhance students' attitudes to optimize learning outcomes in Malaysia. This study focuses on investigating the relationship between attitudes and academic achievement among UiTM Samarahan Campus 2 Diploma students. The study examines three key attitude variables: academic self-perception, motivation, and gender. The research sample consists of 306 Diploma students enrolled at UiTM Samarahan Campus 2, located in Kota Samarahan, Sarawak. Multiple regression analysis is employed to identify the most influential factor contributing to academic achievement. Additionally, independent t-tests are conducted to explore potential gender-based differences in academic performance. Moreover, correlation analysis is utilized to examine the relationships between academic self-perception, motivation, and academic achievement. The findings of this study hold significant implications for educational practices and policies in Malaysia. Recognizing the positive association between attitudes and academic achievement, it is recommended that the government and policymakers formulate education policies that prioritize the development of positive student attitudes. By understanding the factors that influence academic achievement, educators and policymakers can design targeted strategies to foster positive attitudes and improve learning outcomes. This study contributes to the exploration of possibilities for knowledge enhancement by emphasizing the importance of nurturing positive attitudes among students. It underscores the need to enhance students' attitudes and highlights the potential for growth and development that arises from fostering positive attitudes within the educational system. Ultimately, cultivating positive attitudes paves the way for effective and efficient learning, facilitating the country's future development and progress.

***Keywords**: Attitudes, Academic achievement, Education, Students, Malaysia*

Introduction

Attitude and achievement play pivotal roles in shaping an individual's academic performance and prospects. Attitude, defined as the mindset that influences behaviour, greatly impacts the way students engage in their studies (Britannica, 2022). On the other hand, achievement represents the tangible outcomes that result from planning and effort (Cambridge Dictionary, 2022). In the context of this study, students' achievement is measured through their examination results, specifically their cumulative grade point average (CGPA). A higher CGPA signifies satisfying achievement, while a lower CGPA reflects a dissatisfying one.

Numerous studies have emphasised the significant impact of a student's attitude or mindset on their academic performance (Penn, 2020). The way students approach their studies and their behaviour within the university setting directly affects their grades and overall CGPA. Extensive research supports the notion that students who exhibit interest and enthusiasm in their studies tend to achieve better results compared to those lacking such interest (Weiner, 1992, as cited in Daniel D. Ragland). Furthermore, the influence of the family environment on students' academic performance cannot be overlooked. Students thrive when they receive love and support from their parents, creating a positive and conducive atmosphere for learning (Norhaliza & Annuar, 2016).

Given the significance of academic achievement in shaping students' futures, educational institutions must implement effective measures to foster and enhance students' academic performance. Persistently low academic achievement among university students prompts researchers to investigate the relationship between students' attitudes and their academic outcomes. By understanding how attitudes and achievement interrelate, educational institutions can develop targeted strategies to improve student performance and unlock their full potential.

This paper aims to explore the association between student attitude and academic achievement, focusing on the impact of mindset, family environment, and other relevant factors. Through an in-depth examination of these variables, we seek to provide insights and recommendations for educational institutions to implement interventions that support students in achieving optimal academic outcomes. By understanding the dynamics between attitude, achievement, and various contributing factors, we can pave the way for a more conducive learning environment and positively impact students' academic journeys.

Problem Statement

Empirical Gap

Numerous studies have examined the relationship between students' attitude and academic achievement among pre-school, primary school, and secondary school students. However, there is a significant gap in research focusing on the association between students' attitude and academic achievement among university-level students. While studies have explored the main determinants of academic achievement among secondary school students, such as social, behavioral, and emotional difficulties (Joffe & Black, 2010, as cited in P. Kremer et al., 2016), there is a lack of research specifically addressing university students. While the impact of study attitudes and habits on academic performance has been a subject of research in various educational contexts, including preschool, primary, and secondary school settings (Tus, 2020), limited attention has been given to university-level students. This research addresses this gap by specifically investigating the relationship between study attitudes and habits and academic performance among university-level students, highlighting the distinctive nature of our study in the broader educational landscape. This gap highlights the need for further investigation into the relationship between students' attitude and academic achievement in the context of university education. Furthermore, Kpolovie, Joe, and Okoto (2014) have delved into the role of interest in learning and attitude towards school in predicting academic achievement. Their work, published in 2014, demonstrates our dedication to incorporating recent studies to enrich our discussion of the relevance of attitudes in education. In 2020, Tus conducted research exploring the influence of study attitudes and study habits on academic performance. Additionally, Pinehas, Mulenga, and Amadhila (2017) investigated factors that hinder academic performance, focusing on nursing students. This study, conducted in 2017, provides a contemporary perspective on challenges that students face and their effect on academic progress. This recent study underscores our commitment to staying abreast of developments in the field, as we consider the impact of attitudes towards studying on students' academic outcomes.

Knowledge Gap

Academic achievement can be influenced by various factors, including financial problems that force students to reduce their study hours in order to work part-time, thereby impeding their focus on academic pursuits (Widener, 2014, as cited in Norhidayah et al., 2020, p.3). Another crucial factor influencing academic performance is the students' family environment. Persistent low academic achievement among university students presents an opportunity to explore the relationship between students' attitude and their academic performance. However, the specific dynamics between attitude, achievement, and these contributing factors remain understudied in the context of university students. Consequently, there is a need for comprehensive research to bridge this knowledge gap and shed light on the interplay between students' attitude, academic achievement, and influencing factors among university students. Attitudes have a profound impact on individuals' perceptions and behaviors, influencing various aspects of life, including academic achievement. Students who exhibit poor academic performance often hold negative views about education, perceiving it as inconsequential to their future success. Recent research, such as DeBlock's (2023) dissertation on engagement, satisfaction, and positive student outcomes at Canada's public universities, sheds light on the significance of factors that contribute to student attitudes and, consequently, their academic success. DeBlock's findings emphasize the importance of student engagement and satisfaction as prevalent factors positively influencing academic outcomes. This aligns with our study's objective to investigate the relationship between attitudes and academic achievement among UiTM Samarahan Campus 2 Diploma students. Apart from that, motivation is a critical component of an individual's attitude, influencing their actions and, consequently, their academic achievement. Recent research, such as Dubey's (2023) dissertation on "The Successes and Failures of Human Drives," delves into the complexities of human motivation. Dubey's work offers valuable insights into the various drives that propel individuals towards success while also shedding light on factors that may hinder these drives. While Dubey's research does not directly focus on academic motivation, it provides a broader perspective on human motivation, which can be applied to understanding the motivation of students in the academic context.

Significance of Study

The significance of this study lies in its potential to unlock academic success by enhancing student attitudes towards optimal learning outcomes. Attitudes play a pivotal role in shaping individuals' perceptions and behaviors, including their approach to education and academic achievement. Poor academic performance often stems from negative attitudes towards learning, where students fail to recognize its relevance to their future success. Therefore, it becomes imperative to investigate and improve student attitudes to maximize learning outcomes, particularly in the context of Malaysia.

This study focuses on examining the relationship between attitudes and academic achievement among Diploma students at UiTM Samarahan Campus 2. By investigating key attitude variables such as academic self-perception, motivation, and gender, the research aims to uncover the factors that significantly influence academic performance. Multiple regression analysis will be employed to identify the most influential factor contributing to academic achievement, while independent t-tests will explore potential gender-based differences in academic performance. Furthermore, correlation analysis will provide insights into the relationships between academic self-perception, motivation, and academic achievement.

By prioritizing the development of positive attitudes and considering the factors that influence academic achievement, educators and policymakers can devise effective strategies for nurturing positive attitudes and elevating students' overall learning outcomes. The findings of this study have significant implications for Malaysia's educational practices and policies.

This study contributes to the field of knowledge enhancement by emphasizing the importance of nurturing positive attitudes among students. By highlighting the significance of enhancing student attitudes, it underscores the potential for growth and development that arises from fostering positive mindsets within the educational system. Cultivating positive attitudes not only leads to effective and efficient learning but also plays a crucial role in the overall progress and development of the country.

Ultimately, this study seeks to pave the way for an educational landscape that prioritizes the development of positive student attitudes. By unlocking academic success through enhanced attitudes, it is possible to create an environment that fosters optimal learning outcomes and sets the stage for the future development of Malaysia.

Originality

This study offers originality and novelty in its examination of the relationship between attitudes and academic achievement among Diploma students at UiTM Samarahan Campus 2 in Kota Samarahan, Sarawak, Malaysia. While previous research has extensively explored the impact of attitudes on academic performance among preschool, primary, and secondary school students, limited attention has been given to university-level students. By focusing on Diploma students, this study fills a notable gap in the literature. Furthermore, the inclusion of three key attitude variables, namely academic self-perception, motivation, and gender, provides a comprehensive understanding of how different aspects of attitudes influence academic success. The utilization of multiple regression analysis and correlation analysis enhances the rigor of the study and contributes to a nuanced understanding of the relationship between attitudes and academic outcomes. By delving into these unexplored areas, this research offers valuable insights into the complex dynamics between attitudes and academic achievement among university students in Malaysia.

Methods

This research employs a cross-sectional survey methodology to analyze its objectives, gathering data during a specific timeframe. The survey comprises questions concerning demographic characteristics, academic self-perception, and motivation. A quantitative approach is chosen for this study as it relies on primary data collected through questionnaires administered to Diploma students at UiTM Sarawak Campus Samarahan 2. A study conducted by Khun-Inkeree H. (2016) employed a cross-sectional survey to identify students' attitudes towards academic achievement in Mathematics. The author also compared different population groups at a single point in time, such as male and female. In line with our study, the authors intend to analyze whether there are any differences in the overall academic achievement across genders. Hence, this method is suitable to be employed. To ensure a systematic and rigorous examination of the relationship between attitudes and academic achievement among university-level students, a thoughtful methodological approach is adopted.

Research Approach/Paradigm

The research approach adopted for this study is a quantitative method, specifically utilizing a questionnaire as the primary data collection tool. This approach allows for a systematic and structured investigation of the relationship between attitudes and academic achievement among university students. According to Williams T. (2021), quantitative methos is helpful in collecting data from a large group of respondents. As for this study, our respondents are from various courses and have different academic achievements. Also, academic achievement is being analysed by CGPA. So, by employing a quantitative paradigm, the study aims to gather numerical data that can be subjected to statistical analysis, providing objective insights into the research objectives.

Sampling Method

The sampling method employed for this research is stratified random sampling. This technique ensures that the research sample is representative of the population under study, in this case, Diploma students at UiTM Sarawak Campus Samarahan 2. By dividing the population into distinct strata based on relevant characteristics (such as academic program or year of study), the researchers can ensure adequate representation from each subgroup. Elfil, M. (2017) stated the benefits of this strategy include the ability for researchers to receive an effect size from each stratum separately, as if it were a separate study. As a result, variations across groups become apparent, and samples from minority/under-represented populations can be obtained. If the researchers utilized simple random sampling, the minority population would continue to be underrepresented in the sample. In this study, the simple random sampling technique was employed to ensure that the entire target population was adequately represented. However, recognizing the potential benefits of a stratified random sampling approach, investigators opted for this method to gather a more comprehensive set of samples from all strata within the population. This deliberate choice significantly enhances the generalizability of the study's findings and enhances the overall reliability of the conclusions drawn.

Sample Size

In this study, the total population is 1588. This study uses the Krejcie & Morgan (1970) method because it closely relates to the chosen sampling method. According to Krejcie & Morgan (1970), the selected sample size for this study is 306 respondents. Figure 1 provides the formula used to determine the sample size, which is similar to the one used by Krejcie & Morgan (1970) for calculating the selected sample size. This sample size has been carefully chosen to strike a balance between statistical power and feasibility. It enables a sufficient number of participants to produce meaningful results while remaining manageable in terms of data collection and analysis. By ensuring an adequate sample size, the study enhances the reliability and validity of the findings, increasing confidence in the conclusions drawn. This is achieved by studying and understanding the sample (Sekaran and Bougie, 2010, as cited in Mumtaz Ali et al., 2020).

$$s = X^2NP(1-P) \div d^2(N-1) + X^2(1-P)$$

s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be .50 since this would provide maximum sample size)

d = the degree of accuracy expressed as a proportion (.50)

Figure 1. Formula In Determining Sample Size

In summary, this study employs a quantitative methodology, utilizing questionnaires and adopting a stratified random sampling approach with a sample size of 306 Diploma students at UiTM Sarawak Campus Samarahan 2. This comprehensive methodological framework ensures a robust and rigorous examination of the relationship between attitudes and academic achievement, generating accurate and representative data for in-depth statistical analysis and meaningful interpretation of research findings.

Measurements

Dependent Variable

The dependent variable in this study is academic achievement. Academic achievement refers to the measurable outcomes of students' performance in their educational pursuits, specifically their grades or cumulative grade point average (CGPA). It serves as an indicator of their overall success in their academic endeavors. CGPA can be viewed in the range of 1.00 to 4.00. The higher the number is, the better the performance of the students. According to Yogendra & Andrew (2017) as cited in Ogundokun R.O et al. (2019), CGPA is important for students after they graduated because most employers are applying CGPA as one of the requirements and those with higher CGPA will be selected.

Independent Variables

The study focuses on three independent variables: academic self-perception, motivation, and gender.

Academic Self-perception (IV)

Academic self-perception refers to students' perceptions and beliefs about their own academic abilities, skills, and competence. It encompasses their self-evaluation of their academic performance and their confidence in their ability to succeed academically. According to Chevalier A. et al., (2009), underestimating and over-estimating the ability can affect the performance of the students because it shapes the way students describe themselves. Students that have positive academic self-perception will view themselves having the abilities to excel and have good academic achievement because they believe in their ability. Meanwhile, for students that have negative academic self-perception will assume that they cannot do well in their studies and tend to think they will fail in examination. Academic self-perception plays a crucial role in shaping students' attitudes, behaviours, and motivation towards their studies.

Motivation (IV)
Motivation represents the internal drive and desire that influences individuals' actions and efforts towards achieving their academic goals. It encompasses various factors such as intrinsic motivation (internal desire for personal satisfaction or curiosity) and extrinsic motivation (external factors such as rewards or recognition). Motivation plays a vital role in determining students' level of engagement, perseverance, and effort in their academic pursuits. In the study conducted by Amrai et al. (2011), the author discovered a noteworthy and positive correlation between academic motivation and academic achievement. This discovery led to the conclusion that motivation holds a dual significance, as it not only plays a crucial role but also emerges as a significant predictor of learning outcomes and success. The study findings indicated that students who exhibit higher levels of motivation not only display greater persistence but also invest higher-quality effort, accumulate a deeper understanding of the subject matter, and ultimately excel in their academic pursuits, both in the classroom and on standardized assessments.

Gender (IV)
Gender is a biological and social variable that differentiates individuals based on their sex. In this study, gender is considered as an independent variable to explore potential gender-based differences in attitudes and their impact on academic achievement. It allows for an examination of whether gender influences the relationship between attitudes and academic performance. Males and females have varying levels of motivation for various educational programs and settings. As cited from Pomerantz et al. (2002) in the study by Naz, Shah, and Qayum (2020), there is a prevailing trend where females in educational settings tend to establish more demanding performance standards for themselves and engage in a more critical self-assessment process. Interestingly, when the influence of material interests or external incentives is limited, research consistently reveals that boys often exhibit lower motivation towards academic pursuits. Conversely, females display a greater degree of motivation, frequently associated with their aspiration to earn approval from authority figures, such as parents and teachers (Pomerantz et al., 2002 as cited in Naz, Shah, and Qayum, 2020).

Reliability
To ensure the reliability of the measurement instruments, Cronbach's alpha coefficient is utilized to assess the internal consistency of the variables. The Cronbach's alpha values for the academic self-perception variable and the motivation variable are 0.844 and 0.863, respectively. These values indicate strong internal consistency, suggesting that the items within each variable reliably measure the construct they intend to represent. The number of items for academic self-perception is 7, while motivation consists of 10 items. By establishing the reliability of the measurement instruments, the study ensures that the data collected accurately reflects the underlying constructs of academic self-perception and motivation.

Ethical Considerations
Ethical considerations were rigorously upheld throughout the study. The research obtained ethical approval from the institutional review board and ensured the participants' informed consent. Confidentiality and anonymity were maintained by using unique identifiers and secure data storage. The study prioritized the well-being of participants, ensuring no harm or discomfort. Ethical principles of integrity, respect, and beneficence were adhered to, ensuring the ethical integrity of the research process.

Result and Discussion

Result
This section presents the analysis and interpretation of the collected data, employing multiple regression, independent t-tests, and correlation analysis to explore the research objectives. The initial findings from the pilot study inform the refinement of the research methodology. The profile of the respondents is

provided, offering a comprehensive overview of their characteristics. The subsequent sections detail the statistical tests conducted, including multiple regression analysis to identify predictors of academic achievement, independent t-tests to examine gender-based differences, and correlation analysis to explore relationships between academic self-perception, motivation, and academic achievement. A summary of the hypotheses testing summarizes the key findings, leading to a conclusive discussion. This section contributes valuable insights into the complex dynamics between attitudes and academic achievement, enhancing our understanding of this relationship among university students.

Multiple Regression

Objective 1: To examine the dominant factor that influences academic achievement among Diploma students in UiTM Sarawak Campus Samarahan 2.

Hypotheses 1: Gender is the most dominant factor that influences academic achievement across gender among Diploma students in UiTM Sarawak Campus Samarahan 2.

Table 1. Regression Analysis To Determine The Influence Of Academic Self-Perception And Motivation On Academic Achievement.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimated
1	.489	.239	.231	.613

a. Predicator: Total self-perception, Total motivation, Gender
b. Dependent variable: CGPA

Based on the presented table, the R Square value of 0.239 indicates that 23.9% of the variance in academic achievement can be attributed to academic self-perception and motivation. However, it is essential to acknowledge that the remaining 82.7% of the variance is not accounted for in this study, suggesting the likelihood of other factors influencing academic achievement.

These findings highlight that academic self-perception, motivation, and gender collectively have a moderate influence on academic achievement among Diploma students at UiTM Sarawak Campus Samarahan 2. However, it is crucial to consider the presence of additional factors that might contribute to the overall academic performance of these students.

Independent T-Test

Objective 2: To identify is there any differences in the overall academic achievement across gender among Diploma students in UiTM Sarawak Campus Samarahan2.

Hypotheses 2: There is significant differences in the overall academic achievement across gender among Diploma student in UiTM Sarawak Campus Samarahan 2.

Table 2. Independent t-test analysis for determine the differences in academic achievement across gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CGPA	Male	114	3.1495	.34023	.03187
	Female	192	3.4549	.34017	.02455

Table 3. Independent T-Test Analysis for Determining the Differences in Academic Achievement Across Gender

Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CGPA	Equal variances assumed	.001	.972	- 7.594	304	.000	-.30547	.04022	-.38463	-.22632
	Equal variances not assumed			- 7.594	237.455	.000	-.30547	.04023	-.38472	-.22623

Based on the tables presented above, the analysis reveals a significant difference in academic achievement between genders among Diploma students at UiTM Sarawak Campus Samarahan 2 (t (304) = .000, p < .05). The mean academic achievement score for female respondents (M = 3.45, SD = 0.340) was found to be significantly higher than that of male respondents (M = 3.15, SD = 0.340). As a result, we accept hypothesis H2, which posited that there would be a difference in academic achievement based on gender. These findings emphasize the importance of considering gender as a potential factor influencing academic performance among Diploma students.

Correlation Analysis

Objective 3: To identify the relationship between academic self-perception and the academic achievement among Diploma students in UiTM Sarawak Campus Samarahan 2.

Hypotheses 3: There is a negative relationship between academic self-perception and the CGPA of Diploma students in UiTM Sarawak Campus Samarahan 2.

Table 4. Correlation between academic self-perception and academic achievement

		Academic Achievement (CGPA)
Academic Self-perception	Pearson Correlation	.395
	Sig. (2-tailed)	.000
	N	306

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

The findings from the correlation analysis revealed a significant and moderate positive relationship (r = .395, p < .01) between academic self-perception and academic achievement among the Diploma students. Consequently, H3 is rejected, indicating that there is no negative relationship between academic self-perception and students' CGPA. These results highlight the significance of academic self-perception in influencing academic achievement positively. As academic self-perception increases, academic achievement also tends to improve among Diploma students at UiTM Sarawak Campus Samarahan 2.

Correlation Analysis

Objective 4: To identify the relationship between motivation and CGPA of Diploma students in UiTM Sarawak Campus Samarahan 2.

Hypotheses 4: There is a negative relationship between motivation and the academic achievement among Diploma students in UiTM Sarawak Campus Samarahan 2.

Table 4: Correlation Between Motivation and Academic Achievement

		Academic Achievement (CGPA)
Motivation	Pearson Correlation Sig. (2-tailed)	.329 .000
	N	306

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

Based on the presented table, the correlation analysis indicates a significant and moderate positive relationship between motivation and academic achievement among Diploma students at UiTM Sarawak Campus Samarahan 2 ($r = .329$, $p < .01$). This result leads us to reject hypothesis H4.

The findings highlight the importance of motivation as a key factor influencing academic achievement among these students. A stronger sense of motivation appears to be associated with higher levels of academic success. However, it is crucial to recognize that other variables might also contribute to academic achievement, and further investigation is warranted to gain a comprehensive understanding of the factors influencing academic performance in this context.

The acknowledgement of the relationship between motivation and academic achievement can potentially inform educators and institutions in developing strategies to foster and sustain students' motivation, ultimately promoting better academic outcomes. Nevertheless, it is essential to approach these results with careful consideration of the study's limitations and the need for additional research to establish a more comprehensive understanding of the complex interplay between motivation and academic achievement.

Discussion

The analysis of the independent variables, specifically academic self-perception and motivation is comprehensively presented as we explore how these variables influenced academic achievement among Diploma students. The literature suggests that academic achievement is influenced by various factors, including self-management, self-efficacy, self-motivation, and self-discipline (Gray et. al.,2016). Therefore, understanding the role of academic self-perception and motivation in academic achievement is crucial. The study findings indicate that students who exhibit higher levels of motivation not only display greater persistence but also invest higher-quality effort, accumulate a deeper understanding of the subject matter, and ultimately excel in their academic pursuits, both in the classroom and on standardized assessments. Additionally, self-management and self-efficacy have been found to have positive influences on students' academic achievement (Gray et. al.,2016). These findings highlight the importance of addressing students' motivation and self-management skills to enhance their academic performance. Lastly is a key highlight of this study is the identification of the most dominant factor that contributed to academic achievement among the participants. This identification was achieved through a careful examination of the data, which sheds light on the critical elements that positively impacted academic success among Diploma students.

Research Objective 1: To examine the dominant factor that influence academic achievement among Diploma students in UiTM Sarawak Campus Samarahan 2.

Based on the first research objective and multiple regression analysis, we found that gender emerged as the most dominant factor influencing academic achievement among Diploma students at UiTM Sarawak Campus Samarahan 2 (beta standardized coefficient = 0.249). Academic self-perception also showed a significant influence (beta = 0.265), while motivation had a comparatively lower impact (beta = 0.164). Therefore, we accept H1, indicating that gender plays the most substantial role in academic achievement among these students.

These findings differ from previous studies, such as Mujis R. D. (1997), which suggested a strong correlation between academic self-perception and academic achievement. Additionally, a study by

Chevalier A. et al. (2009) argued that accurate self-assessment of capabilities could mitigate market failures in education. These studies emphasized academic self-perception as the primary predictor of academic achievement.

In contrast, our study highlights the significance of gender as a crucial factor in academic success among Diploma students at UiTM Sarawak Campus Samarahan 2. It sheds light on the importance of considering various factors that can influence academic achievement to develop more effective strategies for educational institutions. However, further research is necessary to understand the intricate interplay of these variables fully.

Research Objective 2: To identify is there any differences in the overall academic achievement across gender among Diploma students in UiTM Sarawak Campus Samarahan 2.

According to the second objective, we conducted an independent t-test to analyze the relationship between gender (the demographic variable) and academic achievement (the dependent variable) among Diploma students at UiTM Sarawak Campus Samarahan 2. The findings revealed a significant difference in academic achievement between genders (t (304) = .000, $p < .05$). The mean academic achievement score for female respondents (M = 3.45, SD = 3.40) was significantly higher than that of male respondents (M = 3.15, SD = 3.45). Thus, we accept H2, confirming a notable variation in academic achievement across genders among Diploma students in UiTM Sarawak Campus Samarahan 2.

Our results align with a previous study conducted by Hartley & Sutton (2013), which also highlighted the academic superiority of females. Their research demonstrated that female students tend to excel more than male students in education. In a similar vein, our findings indicate a significant difference in academic achievement across genders, with female students achieving higher academic results compared to their male counterparts.

This consistency between our study and prior research emphasizes the importance of recognizing gender differences in academic performance. It may offer valuable insights for educational institutions to foster a supportive environment that addresses gender-specific needs, ultimately enhancing academic outcomes for all students. Nevertheless, further research is warranted to explore additional factors that might contribute to gender-related disparities in academic achievement.

Research Objective 3: To identify the relationship between academic self- perception and academic achievement among Diploma students in UiTM Sarawak Campus Samarahan 2.

Based on the findings, there is a significant and positive relationship ($R = .395$, $p < .01$) between academic self-perception and academic achievement (CGPA) among Diploma students at UiTM Sarawak Campus Samarahan 2. As a result, we reject H3. A positive relationship means that as academic self-perception increases, academic achievement (CGPA) also increases. Thus, higher academic self-perception is associated with higher academic achievement among students.
These results are consistent with previous studies. For instance, a study by Cokley K. (2000) in Africa highlighted that poor academic performance in Africa is linked to a lack of academic self-perception, and academic self-perception was the sole variable correlated with students' GPA. Similarly, Jaiswai S. & Choudhuri R (2017) found that fostering self-belief in academic ability significantly predicted academic achievement among students.

This reaffirms the significance of academic self-perception in academic success. Creating a positive academic self-perception among students could potentially lead to improved academic outcomes. However, further research could explore the mechanisms through which academic self-perception influences academic achievement for a more comprehensive understanding.

Research Objective 4: To identify the relationship between motivation and academic achievement among Diploma students in UiTM Sarawak Campus Samarahan 2.

Based on the research objective, we found a significant and positive relationship ($r = .325$, $p < .01$) between academic self-perception and motivation among Diploma students at UiTM Sarawak Campus Samarahan 2. As a result, we reject H4. A positive relationship means that as motivation increases, academic achievement (CGPA) also increases. Hence, higher motivation is linked to higher academic achievement among students.

These findings resonate with previous research on motivation and academic achievement. A study by Elliot and Dweck (1988) emphasized that motivation plays a pivotal role in academic success. Similarly, a meta-analysis by Robbins et al. (2004) established a positive relationship between motivation and academic performance.

The implications of these findings underscore the importance of nurturing motivation among students to enhance academic achievement. Educational institutions can design strategies and interventions that boost motivation, ultimately contributing to improved academic outcomes. However, further research could delve into the specific factors and mechanisms that influence motivation among Diploma students, offering more targeted recommendations.

Conclusion

In conclusion, this study found a positive relationship between academic self-perception, motivation, and academic achievement among Diploma students. However, gender emerged as the most dominant factor influencing academic achievement, with females performing better than males. To improve academic outcomes, universities should focus on fostering students' self-belief and motivation. Future research should explore attitude variables and academic achievement in Sarawak further. Additionally, studying motivation's role in learning can enhance students' academic experiences. Conducting research in different locations and educational levels will provide valuable insights for comparison with previous studies. These findings can guide educators and policymakers in implementing effective strategies to support students' academic success.

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ID0034 – YOUTH INVOLVEMENT IN POLITICS AND THE FACTORS INFLUENCING: A CASE STUDY OF RUMPUN PEWARIS IN N.55 DUN NANGKA, SIBU

Dylan Anak Jelai, Dayang Khairunnisa Amirah Binti Abg A'zman, Zalina Binti Mohd. Desa*, Arenawati Sehat Binti Omar

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Samarahan 2, 94300 Kota Samarahan, Sarawak, Malaysia

Corresponding author: zalina510@uitm.edu.my

Abstract

Youth involvement in politics has been a topic of interest for scholars and policymakers alike. While some studies have focused on the motivations and behaviors of young people in democratic systems, others have examined the factors that influence their political engagement. This paper examines the factors influencing youth participation in political activities within Rumpun Pewaris, a youth political party in N.55 DUN Nangka, Sibu. Led by Mohammad Hazwan bin Denny Asman and established by Dr Annuar bin Rapaee, Rumpun Pewaris has gained considerable support in advocating for awareness and justice. The study utilizes a sample size of 169 respondents based on Krecjie and Morgan's (1970) guidelines, drawn from a population of 300 participants. The research focuses on three key factors: political interest, social media usage, and political knowledge. Through rigorous analysis, the study reveals that political knowledge emerges as the dominant factor influencing youth engagement in political activities. By shedding light on how young individuals get involved in politics, this research helps us better understand what motivates them to participate in political activities. The study emphasizes the importance of fostering political knowledge among youth and highlights the role of educational initiatives and information dissemination in promoting active citizenship. Furthermore, it recognizes the potential of social media platforms to expand political awareness and encourages youth to explore the possibilities of meaningful political participation. Overall, this paper contributes to the broader theme of enhancing knowledge and exploring possibilities by providing insights into how youth engagement in political activities can be effectively facilitated, empowering them to become active participants in the political process.

***Keywords**: Youth participation, political activities, Rumpun Pewaris, N.55 DUN Nangka, Sibu, enhancing knowledge, exploring possibilities, political interest, social media usage, political knowledge.*

Introduction

The term 'Pragmatics' first appeared during the 70s as a subdivision of linguistics (Ugla & Zainol Abidin, 2016). It refers to the intended meaning of the speaker and the interpretation of that meaning by the listener (Roberts et al., 1992). Pragmatics explores how language is used in interactions and how meaning extends beyond literal interpretations. Pragmatics consists of two main components: pragmalinguistics, which deals with the appropriateness of linguistic forms, and sociopragmatics, which addresses the appropriateness of meaning in social contexts (Leech, 1983). To be pragmatically competent, aspects such as social contexts and relationships between interlocutors come into play.

Apologies serve various functions, including expressing guilt, acknowledging mistakes, maintaining social relationships, repairing bonds, and fostering harmony in society (Holmes, 1990; Leech, 1983; Olshtain & Cohen, 1983; Trosborg, 1994). According to Searle's Speech Acts Theory, apologies are expressive acts that allow individuals to sincerely communicate their regret and remorse. Effective apologies demonstrate genuine responsibility, sorrow, and a proposed solution (Adrefiza & Jones, 2013;Soon, 2015; Elsafar, et al, 2023). Apologies promote empathy, understanding, and reconciliation, playing a crucial role in conflict resolution and trust-building.

In recent years, researchers have delved deeper into the intricacies of apology strategies among native English speakers, uncovering factors such as severity of offences that influence the choice of strategies (Holmes, 1990; Trosberg, 1995; Murphy, 2015; Wilson, 2016). Studies have shown that in New Zealand English, both single apologies and combinations of strategies are employed depending on the seriousness of the offences (Holmes, 1990). Similarly, native speakers of British English, particularly politicians, tend to use more flattering apologies (Murphy, 2015). In Malaysia, research has been conducted on apology patterns, revealing that Malay cultural norms and values heavily influence the choice of strategies among adult Malay speakers of English (Maros, 2006). Additionally, Malaysian males exhibit fewer politeness strategies compared to females (Saad, et al, 2016). Among Indian ESL learners, context has limited impact on strategy choice, except for gender (Jamuna,2015). The seriousness of the offence also influences apology patterns (Muthusamy & Farashaiyan, 2016; Nasrudin, 2018). Malaysians make efforts to diffuse situations and professionally resolve conflicts when offences are committed (Paramasivam & Mohd. Noor, 2013). Apologising after committing a mislead is crucial in Malay culture (Abdullah, 1992), while in the Iban culture, seeking forgiveness is necessary to avoid misfortunes when offending elders (Jawan, 1996).

The term "sorry" in English encompasses various meanings and functions, including expressions of remorse, sympathy, or polite requests for clarification. However, explicit words or expressions for apology are lacking within the Iban ethnic group (Howell, 1908). Instead, alternative strategies are employed, such as non-verbal gestures of kindness and the use of indirect speech that does not explicitly acknowledge the offended person's emotions (Metom, 2013). Adhering to “*adat*”, a set of logical rules and customary laws, is highly regarded in Iban society (Sandin, 1980: xi). Upholding "*adat*" reflects positively on one's upbringing (Metom, 2001). The Iban culture emphasises respect for elders, as defying them is believed to attract "*tulah*" (curses) and misfortune (Jawan, 1996). The head of the longhouse, known as the "*tuai rumah*," plays a crucial role in mediating conflicts and upholding the community's "*adat*" (custom) (Sandin, 1980; Jawan, 2001). The Iban language has been influenced by neighbouring languages, borrowing terms such as "*minta ampun*" from Malay and "sorry" from English to convey a similar sentiment (Metom, 2013). These borrowed terms reflect ongoing linguistic interactions and cultural exchanges between the Iban and neighbouring communities, as they interact with people from different ethnic groups. There is a research gap regarding apology strategies in understudied speech communities like the Iban community in Sarawak, Malaysia. Sarawak is home to the Iban community, the largest ethnic group in the region and a sub-ethnic group of the indigenous Dayak people (Lim, 2022). The Malaysian Iban community in Sarawak occupies a distinct position in the multicultural landscape, with educated individuals proficient in multiple languages, including Iban, English, and Bahasa Malaysia (Ting et al., 2021). While English is the medium of instruction in formal university classrooms, Iban holds significant importance as their mother tongue and plays a vital role in daily interactions. Therefore, it is crucial to investigate how apology strategies are utilised in this unique sociolinguistic context.

Therefore, this study aimed to explore the pragmatic strategies employed by Iban ESL learners in Sarawak when expressing apologies in both English and Iban. By identifying commonalities and differences in apology strategies, the study will contribute to the understanding of cross-cultural communication. The research is significant as it addresses the gap in apology studies within the Iban community and provides insights into the sociolinguistic dynamics of apology strategies in a multicultural context. The originality and novelty of this research lie in its exploration of apology strategies among educated Iban ESL learners, shedding light on their unique linguistic and cultural practices.

Methods

The study utilized an open-ended Discourse Completion Test (DCT) as the research design. This method was chosen for its widespread usage in cross-cultural pragmatics and its efficiency in gathering substantial data within a limited timeframe, as supported by previous studies (Al-Issa, 2003; Bergqvist, 2009; Maros, 2006; Wouk, 2006). The DCT consisted of six situations carefully adapted from Maros (2006) to reflect real-life interactions (see Table 1). Participants were prompted to fill in the dialogues, allowing for natural responses. Social distance and social status between the speakers and interlocutors were considered to examine variations in apology expressions. Content validity was ensured by reviewing and editing the DCT items before distributing the questions to the respondents. Two versions of DCT were designed- the English version and the Iban version. The English version was translated into Iban with the assistance of a native Iban speaker and an Iban language teacher. To enhance clarity, a pilot test was conducted with 10 Iban students to identify and address any issues in the DCT items and instructions. Adjustments were made based on their feedback, ensuring linguistic and cultural appropriateness. Inter-rater reliability was maintained through independent analysis by the four researchers, consulting the conceptual framework (see Table 2) and an Iban language teacher when needed (for the Iban version). The sample consisted of 28 fourth-semester degree students from UiTM Samarahan, selected through purposive sampling based on specific criteria. Data saturation was achieved with 168 semantic formulas derived from the participants' responses. Participants provided informed consent, and confidentiality and anonymity were ensured.

Thematic analysis of the open-ended responses was performed using NVivo software. The data underwent iterative coding and refinement to identify meaningful ideas and themes related to apologies. NVivo facilitated data organisation and exploration, revealing relationships and patterns within the coded data. The themes were then categorised into the semantic formulas outlined in the study's framework. Percentages of the semantic formulas were computed using SPSS. These rigorous analytical procedures enabled the study to derive meaningful insights from the qualitative data collected.

Table 1. Framework of Apology Instrument adapted from Maros (2006)

Situation Number	Situation (Iban version)	Situation (English translation)
1	*Nuan siku nembiak Universiti. Nuan udah besemaya enggau Profesor nuan deka betemu enggau iya ba opis. Taja pia, nuan laun 15 minit ari jam ti udah ditetapka laban palan endur engkah entukar udah penuh. Nuan ngetuk pintu opis Profesor lalu tama ke dalam opis iya, Nuan lalu madahka Professor nuan ....*	You are a college student. You made an appointment with your professor at his office. But you were 15 minutes late because the closest parking place was full. You knock on the door, go in, and say to the professor …
2	*Lebuh maya pansut ari palan endur engkah entukar, nuan ngelantak siti entukar sechara enda sengaja. Nya sigi penyalah ti datai ari nuan empu. Pintu entukar ke dilantak nuan tadi bisi balat bebekau. Orang ke beempu entukar nya pansut ari entukar iya lalu bejalai nuju nuan enggau ati ti pedis. Umur orang nya serambau enggau nuan.* *Orang ke beempu entukar : Nama nuan enda meda jalai? Peda nuan nama utai udah digaga nuan!*	Backing out of a parking place, you run into the side of another car. It was clearly your fault. You dent the side door slightly. The driver gets out and comes over to you angrily. He is an adult, about your age: Driver: Can't you look where you're going? See what you've done!

3	*Nuan nemuai ngagai siti kedai makai "buffet". Sepengudah ngambi pemakai, maya nuan benung bejalai nuju mija endur nuan duduk, dia nuan teterap lalu sup ti dibai nuan naya ba baju siku indai tuai.*	At a buffet restaurant: You are carrying your meal to your table. When you are walking between tables, you stumble and your soup spills over an elderly lady's blouse.
4	*Siku kaban nuan ngemai nuan nemuai ngagai rumah apai indai iya. Nuan sigi suah kia. Lebuh ba rumah kaban nuan nya, indai iya bisi mantaika siti kek ti chukup manis. Nuan enda ulih ngabiska kek nya, lalu ninggalka setengah ari kek nya.* *Indai kaban nuan : Enda rindu makai kek nya nuan?*	A friend invited you to his parents' house. You always go there. While you were there, his mother served a very sweet cake. You cannot eat it and leave half of it. Mother: Don't you like the cake?
5	*Nuan udah besemaya deka betemu enggau kaban nuan ba depan siti kedai kupi tang nuan laun 15 minit ari jam ti udah ditetapka laban nuan tetinduk.*	You were supposed to meet your friend in front of a café but you were 15 minutes late because you had taken a nap.
6	*Lebuh maya dalam lif ti sekut sereta mayuh orang, dia nuan teindikka kaki siku orang. Umur orang nya tadi serambau enggau nuan.*	In a crowded elevator, you step on somebody's (adult-your age) foot.

Table 2. Framework of Semantic Formulas adapted from Olshtain & Cohen (1983) & Trosborg (1987)

No.	Apology Strategy	Definition	Examples
1.	Avoiding or postponing apology	Speaker neither offers an apology nor acknowledges the need to say sorry. No expressions of apology are used.	*The cake is very nice but I am full / I didn't notice you there.*
2.	Direct apology	Speaker uses apology expressions.	*I'm sorry / Sorry / I apologise.*
3.	Use of intensifiers	Speaker employs the use of intensifiers to give force and emphasis.	*I'm very sorry / Terribly sorry / Sorry Sorry.*
4.	Providing justification	Speaker gives explanations why something happened.	*I missed the bus. / I overslept / I saved the wrong file.*
5.	Acknowledgement of responsibility	Speaker admits his mistakes	*My bad! / It is totally my fault.*
6.	Offer of repair	Speaker tries to make up for the unintentional mistake / damage he had caused.	*I will pay for the damages caused / Let me get you another bowl of soup.*
7.	Denying responsibility	Contrary to providing justification, the speaker avoids admitting his mistake. Instead he shifts the blame onto others or circumstances	*They should have placed a signboard there / The closest parking lot was full.*
8.	Promise of non - recurrence	Speaker pledges not to commit the same mistake.	*It won't happen again, I promise. I will not be late the next time we meet.*

Result and Discussion

Table 3 displays the percentages of 16 different apology strategies in Iban and English, with a total of 168 apology strategies identified.

Table 3. Patterns of Apology Strategies in Iban and English

Type	Apology Strategy	Percentage (%)	
		Iban	English
Single	Direct Apology	17.9	13.7
Combination	Direct Apology + Acknowledgement of Responsibility	5.4	12.5
	Direct Apology + Acknowledgement of Responsibility + Offer of Repair	4.2	3.0
	Direct Apology + Intensifiers + Acknowledgement of Responsibility	0	0.6
	Direct Apology + Question	3.0	6.5
	Direct Apology + Denying Responsibility	6.5	11.8
	Direct Apology + Humour	1.8	0
	Direct Apology + Promise	0	2.4
	Direct Apology + Promise + Offer of Repair	0	0.6
	Direct Apology + Offer of Repair	6.5	10.7
	Direct Apology + Justification	33.9	23.8
	Direct Apology + Justification + Offer of Repair	6.0	1.2
	Direct Apology + Justification + Compliment	0	2.4
	Direct Apology + Intensifiers + Offer of Repair	0	1.2
	Avoiding Apology + Justification	13.7	6
	Avoiding Apology + Justification + Compliment	1.1	3.6
	Total	100	100

The most common strategy in both languages is the "Direct Apology" (17.9% in Iban, 13.7% in English), where individuals explicitly express remorse and take responsibility for their wrongdoing. An intriguing observation is that the Direct Apology strategy exhibits higher prevalence in Iban compared to English, indicating a cultural inclination towards a more explicit and direct expression of remorse within the Iban community. This finding highlights the significance of accountability and accepting responsibility within the Iban cultural context. It is interesting to note that openly expressing emotions and engaging in direct apologies is not traditionally customary in Iban culture, as suggested by Metom (2013). Therefore, the utilisation of phrases such as "minta ampun" (which shares cognates with the Malay language and translates to "sorry") to seek forgiveness signifies a positive instance of pragma linguistic transfer. In this case, the Iban speakers have incorporated pragmatic knowledge from their second language (L2) into their native language. This transfer reflects the influence of their exposure to

L2 pragmatic norms and the incorporation of these norms into their speech acts within the Iban cultural context.

The second most common strategy, observed in both languages, is a combination of the "Direct Apology" and "Acknowledgement of Responsibility" (5.4% in Iban, 12.5% in English). This combination showcases a deeper level of remorse and accountability by explicitly recognizing one's responsibility for the situation. However, it is important to note that in English, this combination is further strengthened by incorporating intensifiers to enhance the expression of remorse (0.6%). The seriousness of the committed offense is indicated by the use of intensifiers in the English language (Maros, 2006; Adrefiza & Jones, 2013). In English, it is uncommon to repeat the same word in a sentence (Nasrudin, 2018). For instance, the phrase "*I am really really sorry*." In this example, it can be observed that the speaker's first language and the influence of the Malay language (Bahasa Melayu), which is the official language of Malaysia has been part of their formal education, might have played a role. Interestingly, when apologizing in Iban, the respondents did not employ intensifiers, especially when there was a need to minimize any negative emotions by demonstrating profound sincerity and remorse. Additionally, the third strategy, which includes an "Offer of Repair " alongside the direct apology and acknowledgement of responsibility (4.2% in Iban, 3.0% in English), signifies a proactive approach to address the wrongdoing and restore trust. This strategy emphasises the willingness to take action and make amends.

Other strategies, such as "Direct Apology + Denying Responsibility," "Direct Apology + Humour," and "Direct Apology + Question," are also observed, though with varying frequencies (see Table 3). In English the inclusion of a question or denying responsibility after a direct apology is more common, whereas in Iban, humour is more prevalent. These diverse strategies highlight the linguistic nuances employed when expressing remorse and serve to underscore the sincerity of the apology, provide reassurance, or diffuse tension in different ways. The data also provides intriguing insights into the way Iban speakers apologise in both languages. When offering apologies in Iban, elements of humour are often incorporated to strengthen rapport and create a friendly atmosphere. However, it is important to consider the context in which such responses are used. For example, in Situation 5, the speaker likely intended to engage in friendly banter with a close friend. However, if the same response is directed towards someone with whom the speaker has a more distant relationship. who is socially distant, the addressee may feel offended. An example of such an exchange is as follows:

Speaker : *Minta ampun wai*. (Direct Apology) [English translation: Sorry, friend.]
Friend : *Ukai te bangat lela nuan nganti aku datai deh*. (Humour) [English translation: It's not as if you will melt while waiting for me to arrive]

In the above example, the apology responses may sound impolite, sarcastic or rude to an English native speaker (Thomas, 1995). Such a response could potentially threaten the hearer's positive face, which refers to a person's desire to be appreciated and approved by others (Brown & Levinson (1987, cited in Ruhi, 2006). Consequently, when a person's positive face is threatened, their self-esteem can be negatively affected. This demonstrates the occurrence of negative pragma linguistic transfer. Al-Issa (2003) and Kasper (1990) suggest that pragmatic failure can arise when different cultures interpret certain linguistic behaviours differently.

It is noteworthy that the participants tend to incorporate promises (2.4%) and subsequent offers of repair (0.6%) following a direct apology in English; these elements are not as prevalent in Iban apologies. On the other hand, both Iban and English apologies exhibit a similar trend of utilising a direct apology with an offer of repair, without the need for justification or promise, with frequencies of 6.5% in Iban and 10.7% in English. These findings demonstrate the variation in apology strategies between the two languages, highlighting the importance of understanding linguistic and cultural nuances when expressing remorse.

The prevalence of the "Direct Apology + Justification" strategy in both Iban (33.9%) and English (23.8%) raises intriguing sociolinguistic inquiries. It suggests that individuals in these cultures feel the need to provide justifications or reasons for their actions, even when offering apologies. This tendency may arise from cultural norms that place value on explanations and justifications as a means of maintaining face or mitigating perceived damage to one's reputation (Sandin, 1980; Jawan, 2001). However, Table 1 reveals that in English, the strategy of "Direct Apology + Justification" is often accompanied by an offer of repair (1.2%) or a compliment (2.4%). In Iban, it is combined with an offer of repair (6%) and intensified (1.2%) in English.

Table 3 also draws attention to the utilisation of avoidance strategies, including "Avoiding Apology + Justification" (13.7% in Iban, 6.0% in English. Additionally, the strategy of justification is often followed by a compliment (1.1% in Iban, 3.6% in English). These findings suggest a cultural inclination to downplay or deflect responsibility in specific situations. Understanding these avoidance strategies can enhance our understanding of cultural norms and interpersonal dynamics in Iban and English language contexts.

Conclusion

The study has yielded significant findings in the field of cross-cultural pragmatics. The Iban speakers in the study were observed to utilise various apology strategies when seeking forgiveness in both Iban and English languages. Notably, it was found that when offering apologies in both languages, the speakers tended to provide justifications or reasons for their actions. Additionally, they incorporated hints of humour to strengthen the relationship between the participants, particularly when apologising in their native language. These findings contribute valuable insights into the dynamics of apologies across cultures. As for English language teaching in Malaysia, the findings have shown that effective instruction should not solely focus on grammar; teachers should also foster students' awareness of sociolinguistic and pragmatic rules within the L2 speech community to prevent breakdowns in communication. It is crucial to shift from traditional teacher-cantered learning. Teachers must encourage active student participation through diverse activities that facilitate knowledge transfer. However, it is essential to clarify that this study does not advocate for students assimilating into the target culture or abandoning their cultural identity. Instead, teachers should make students aware of sociolinguistic differences to prevent them from being unfairly judged by native speakers of the target language. Sensitivity is required when teaching cultural pragmatics, ensuring that students' cultural backgrounds are respected. Teachers should never demean students by suggesting that the culture of native L2 speakers is superior to their own.

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ID0035 – VISUAL STYLE AND BRUSHWORK OF CHINESE INK PAINTINGS INTO 3D ANIMATION

Xu Chao, Wang Li

College of Creative Arts, Universiti Teknologi MARA (UiTM) Cawangan Kedah, 08400 Merbok, Kedah, Malaysia

**Corresponding author: 2022967075@student.uitm.edu.my*

Abstract

3D ink animation is a unique form of artistic expression. This study elaborates on the artistic characteristics of Chinese ink painting, summarizes the development overview of traditional Chinese ink animation, and introduces the inheritance relationship between ink painting and ink animation. And a comparison was made between 3D ink animation and traditional ink animation, aiming to analyze the feasibility of combining traditional ink and wash art forms with 3D animation media technology under modern new technology, explore the integration of ink aesthetics into the artistic and technical aspects of animation, and consider the cultural significance of this unique style of animation. This article adopts case analysis and literature collection as the main research methods and explores the relevant issues of how to perfectly present ink painting effects in 3D animation design through Blender software. The main research focuses on how 3D software reproduces Chinese style ink painting through composition, brushstrokes, and artistic conception. Based on the research results, practical exploration was conducted to analyze the feasibility of Chinese ink painting effects in 3D animation design from both artistic and technical perspectives, and prospects were made for the future development of Chinese 3D ink animation.

***Keywords**: Chinese ink painting, composition，brushstrokes，3D animation, artistic conception*

Introduction

Ink animation is a new form of art film successfully trial-produced by Shanghai Art Film Studio in the 1960s. Ink animation combines traditional ink painting with animation production, breaks through the previous "single-line flat painting" animation character modeling and space environment modeling, and adopts Chinese ink painting techniques that have neither outline nor flat painting, thus realizing The effect of brush painting on rice paper. This new form of art film fully demonstrates the smudge effect of ink and wash, as well as the changes of focus, thick, heavy, light, and clear ink. The rich layers make its artistic style significantly improved, and it is a great pioneering work in the history of Chinese animation. It also created a glorious era in the history of Chinese animation.

With the development of digital technology, the technology of animation production is also constantly improving, especially after computer 3D technology enters the field of animation production, 3D ink animation will show a richer and more diverse development trend. Using software technology to simulate the effect of brush strokes on rice paper, the texture effect of ink permeating and spreading on rice paper, and the use of 3D particle systems and fluid plug-ins to simulate various brush and ink effects of Chinese painting and ink painting have basically been realized. Next, we need to continue to develop software and hardware suitable for expressing the characteristics of ink fluids, use new technologies to further improve the artistic effect and artistic quality of 3D ink animation, and use it to tell Chinese stories well.

Li Zhengdong（2021） pointed out in "Research on the Traditional Aesthetic Thoughts of "Space and Realm" in 3D Ink Animation": In the process of ink animation design, in addition to making full use of various novel digital animation design techniques, it is still necessary to retain the traditional cultural part of ink animation , while breaking through the innovation of technical forms, retaining the artistic conception of traditional space and environment to achieve an effective integration between the two, so that the 3D ink animation presented under the support of digital technology still continues the traditional Chinese culture, thus making Chinese animation art Go to new heights.

At present, the development of three-dimensional ink animation is in its infancy, and most of them are experimental short films produced at a low cost, such as "Martial Arts" and "Xia Qing". Later, three-dimensional ink animations began to appear in long-form productions broadcast on online platforms, such as "Five Elements in the Mist Mountain". It was not until "Deep Sea" in 2023 that three-dimensional ink animation began to be presented on the big screen in the form of animated movies. The "particle ink" effect developed was another innovation in three-dimensional ink animation technology. This innovative form will help the future The improvement and upgrading of creation in China's animation industry has also encouraged more animation creators to move forward on the road of innovation.

The form of Chinese ink animation reflects the unique aesthetic taste of traditional Chinese culture. It is a new form of expression of traditional Chinese ink art and is rooted in traditional Chinese ink painting. Ink animation is a qualitative leap from still pictures to dynamic images. It is the reproduction of typical national cultural and artistic styles and the inheritance and development of traditional culture. Chinese ink animation has unique artistic taste, greatly enriches Chinese ink culture, and has a profound cultural inheritance effect on the development of Chinese ink art. The Chinese nation is a nation with a long history of visual modeling. As Plekhanov（1856） pointed out: the art of any nation is determined by its psychology, and its psychology is caused by its situation. "Chinese ink painting has gone through thousands of years of development and has a thousand years of cultural accumulation. It is permeated with Lao Zhuang's philosophy of the unity of nature and man. The aesthetics developed on its basis contain a unique artistic conception of detachment and nature, which then forms the spirit of literati, The special aesthetic thinking that combines poetry and painting is expressed through artistic features such as freehand brushwork, pen and ink, and high stylization, giving it a unique national style.

Methods

In the writing process of this article, through the combination of a large number of theoretical analysis and practice, modern means are used to organize data and discuss opinions.

Survey method

The first is the survey method, which mainly collects information on the current market conditions and historical conditions of ink cartoons through the Internet. By observing the performance methods of ink animation, repeated observation and continuous research on successful cases, and analyzing, comparing, and summarizing a large amount of data obtained from the research, it will provide theoretical support for the creation of ink animation in the future.

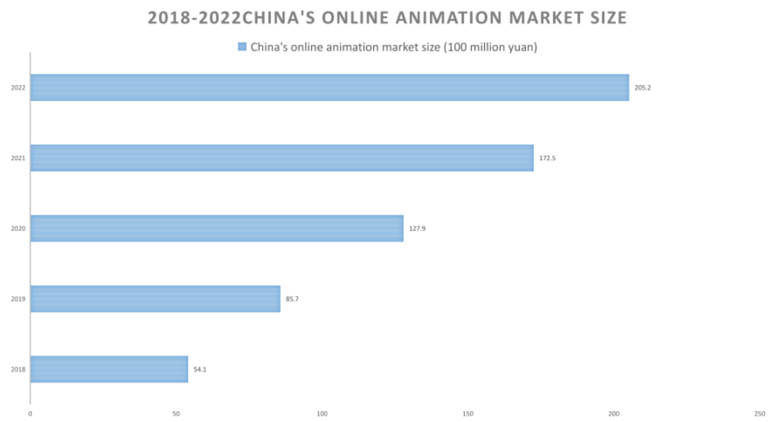

Figure 1.2018-2022China's online animation market size

According to the data collected by Qianzhan.com, the online animation market in the past five years is initially increasing. In the overall animation market share in 2022, traditional themes and ink animation elements in existing IPs will also exceed 20%. The frequency of IP appearing in Chinese animation is increasing, especially myths and legends, which have been popular in the market in recent years. Qianzhan.com counted 119 Chinese classic mythological character animated films registered with the China State Administration of Radio, Film and Television from 2018 to 2022. Among these 119 films, 32 including outstanding works such as "Nezha" and "The Origin of the White Snake" have ink animation elements. It can be seen from a quarter of the share that with the development of national culture, ink animation elements have occupied a place in the overall market share.

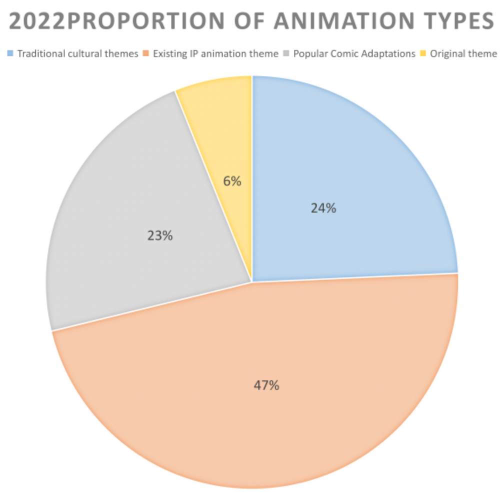

Figure 2.2022Proportion of animation types

Literature research method

The second is the case study method, taking the ink animation "Xia" as an example to show the actual effect of traditional Chinese ink painting combined with 3D technology. It is the first of its kind for animation works to produce 3D animation with ink special effects.

In 2003, Xu Yi directed the three-dimensional digital ink animation "Summer", which not only integrated the artistic conception of traditional ink painting, but also reflected a more realistic spatial effect. Ink animation in the digital age not only inherits the profound, poetic, fresh and elegant freehand style of traditional ink animation, but also has profound visual changes and transitions, inheriting and developing the expression form of Chinese ink animation. Digital ink animation combines the theme and background with digital technology, and the combination of ink effects makes the lens language more visually impactful. Three-dimensional ink animation is a pioneering work combining the essence of traditional Chinese ink painting with modern digital technology. It breaks through the production cost and language limitations of traditional ink animation, and transforms ink and brush from tangible objects into virtual images. The only thing that remains unchanged is ink painting. Artistic conception and charm. Therefore, while we are producing, we also need to do in-depth research on technology. Simply using software plug-ins or just blindly adjusting the properties of texture maps cannot completely adjust the atmosphere of the entire picture. I think that combining this On the basis of the two factors, coupled with the adjustment of the particle system, and repeated debugging in the later stage of AE, it is possible to experiment with better results.

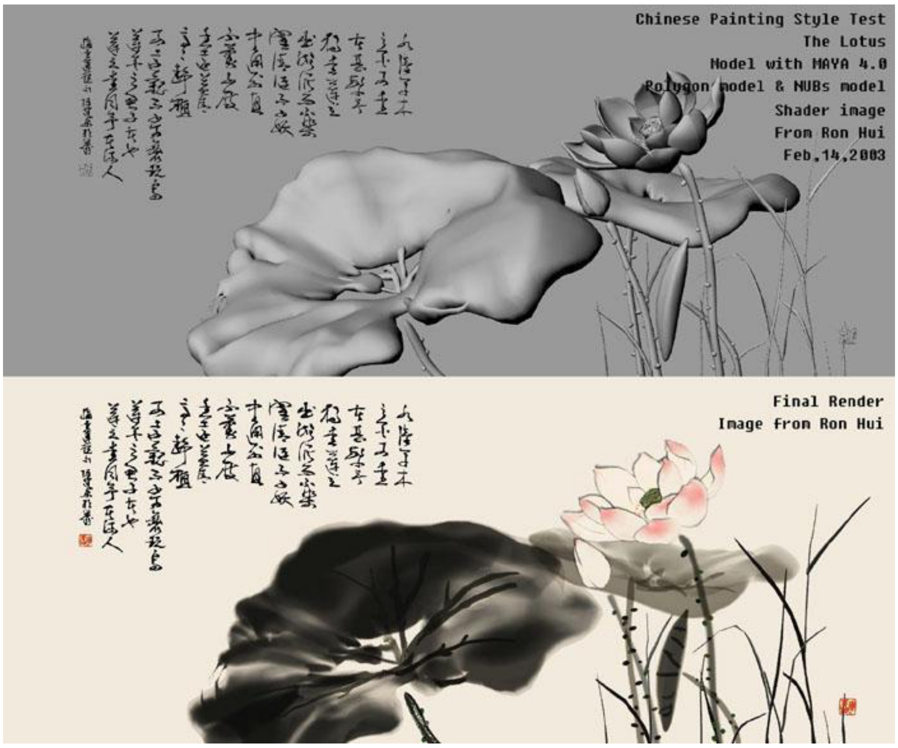

Figure 3. Screenshot of the animation "Summer" (2003)

Experimental Method

The third is to use blender software to actually produce a 3D animated short film "Snow Boating" to actually explore the application of traditional Chinese painting elements in animation production, such as: brushwork, composition methods, artistic conception, etc., conduct comparative analysis one by one, and make ink animation production Conduct direct observation and research to grasp the unique charm of ink animation art and its formation process, and find the direction of ink animation.

Figure 4. Screenshot of the animation "Snow Boating"

（Source: author made）

(1) Brushstrokes

The brush and ink of Chinese painting is an artistic expression form with national characteristics formed by the painters of the past dynasties in the long-term artistic practice. Landscape painting itself has a complete set of brush and ink technique system. , such as tree method, stone method, cloud and water method, etc., especially the chamfering method that expresses mountains and rocks, which has unique creativity. These brush and ink techniques not only have rich expressive power, but also contain different aesthetic pursuits of painters of different eras, such as Wu Dakai (1981) "Zen Snow Landscape Painting".

Figure 5."Zen Snow Landscape Painting""

（Source：http://www.spcaa.cn/wap/html/show-24-30-1.html）

In the production process of "Rafting Snow Scene", in order to present this effect, it is necessary to use a mask when drawing textures. For example, in the coloring program of blender software, it is necessary to first control the slope map through black and white color control, and then modify the noise map in the same way. When controlling, you can add mapping control, and adjust the texture effect through the xyz axis. Finally By superimposing these two texture nodes together, an effect similar to ink landscape painting can be produced. The specific texture parameters are shown in the figure.

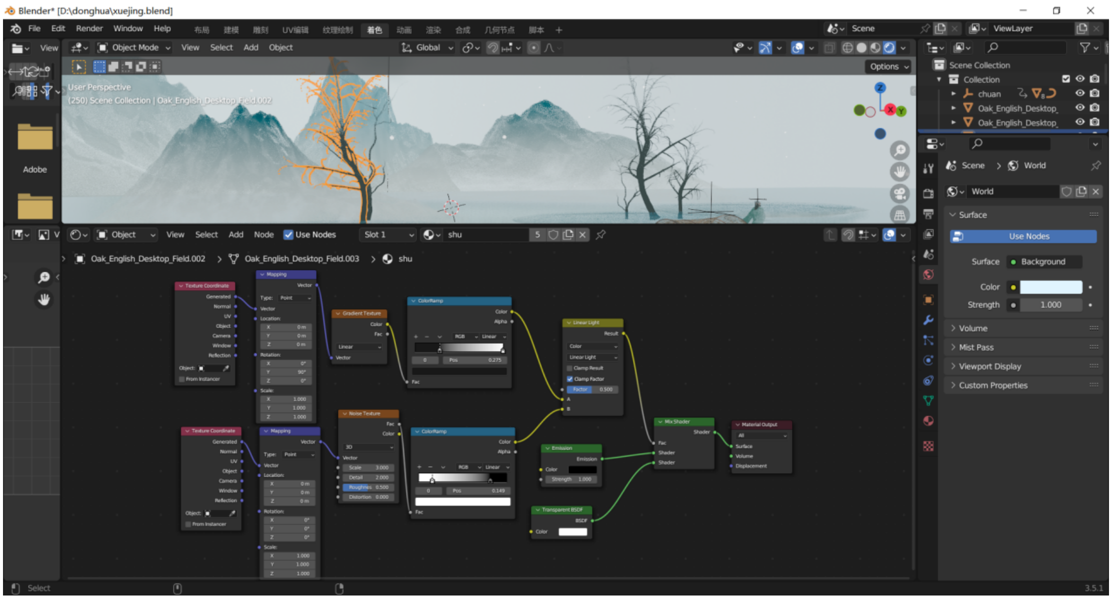

Figure 6. Screenshot of the animation "Snow Boating"
（Source: author made）

(2) Composition

The composition in Chinese landscape painting places great emphasis on regularity and dialectics. The composition of landscape painting should use the law of unity of opposites, which is reflected in the form of host and guest, echo, distance, virtual reality, density, gathering and dispersing, opening and closing, hidden dew, balance, black and white , size and other relationships. Opposition is changing, and unity is balanced. We should unify and balance these opposite relationships in the picture to complete a good composition.

Figure 7. Composition in Chinese landscape painting

In order to achieve an ink-style composition in 3D animation, you need to adjust the placement of the scenery. In the production process of "Snow Boating Scene", you need to subjectively zoom in on nearby objects based on the camera position, and subjectively zoom in on distant mountains. Zoom in and zoom out so that the ethereal texture of landscape paintings can be presented visually.

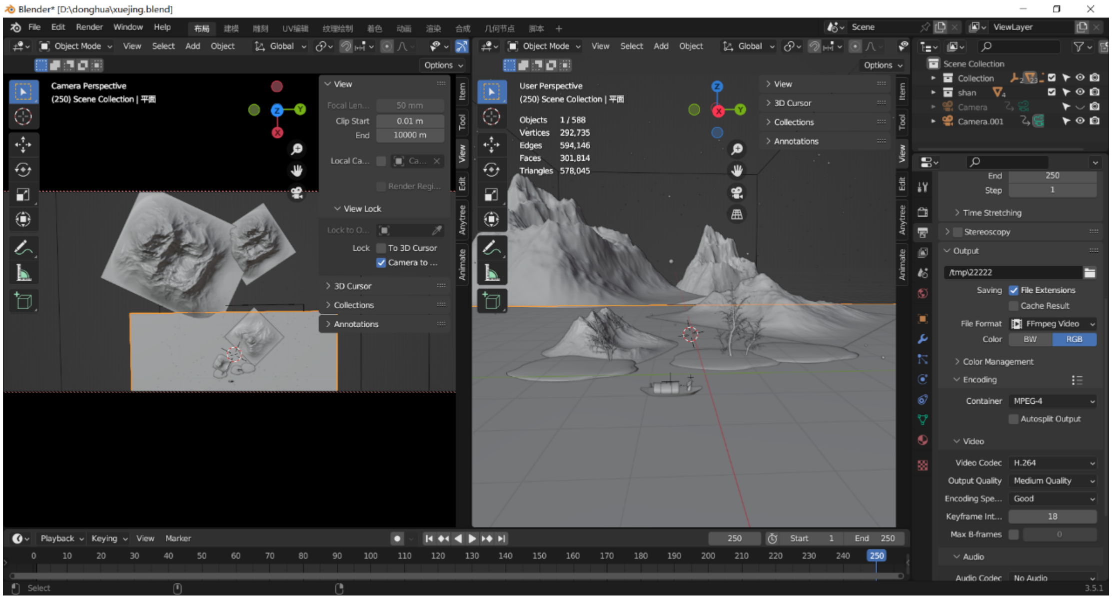

Figure 8.Screenshot Of The Animation "Snow Boating"
（Source：author made）

（3）Artistic Conception

"Artistic conception" is a unique state in the context of Chinese Zen, and Chinese painting is also very willing to use specific characters or scenes to express it. The essence of animation belongs to the category of plastic arts, which reflects its high dependence on modern technology. Only by using advanced technology can animation be kept agile. This also makes the essential difference between animation art and other traditional arts, that is, expression emerging technical characteristics. In the animation production process, the effective integration of the artistic concepts and aesthetics of space and environment reflects the unity of the technical and artistic aspects of animation art.

Result and Discussion

Through the above analysis, we can see that digital technology provides a new performance tool for ink animation. The ink style is very suitable for making modern animation. 3D ink animation is an innovation combining technology and art. The purpose is to find a combination point between Chinese ink painting and computer technology and apply the style of ink painting to modern animation creation. This is the integration of digital and ink painting, as well as the integration of modern technology and traditional Chinese culture. Digital painting technology, graphics and image processing technology, non-linear editing system, and digital process technology save time for ink animation production, reduce production cost and difficulty, and improve production efficiency. The application of 3D animation technology, motion capture system, dynamic simulation, digital special effects, and digital synthesis technology has expanded the performance space of ink animation, enriched the form of expression, and enhanced the artistic appeal of ink animation.

Conclusion

In this article, through the research on the development of Chinese-style 3D ink animation and the exploration of example production, it is proved that 3D ink animation has the feasibility of production and has formed a certain market share and has good development prospects. China is also actively promoting China's excellent traditional culture to the world, and Chinese culture is becoming more and more influential in the world. Through the research on this topic, animations from many foreign countries have found that the development of three-dimensional ink animation technology is an innovation of traditional culture and technology and is more in line with the trend of cultural development in the new era.

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ID0036 – KEY OPINION LEADERS (KOLs) vs. INFLUENCERS

Efina Hamdan*, Noryusnita Ramli, Siti Nasarah Ismail, Siti Nur Fadzilah Abdullah

Faculty of Communication and Media Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

Corresponding author: efina@uitm.edu.my

Abstract

In todays' digital landscape, the rise of social media platforms has revolutionized the way information is disseminated and consumed. As a result, the concepts of Key Opinion Leaders (KOLs) and Influencers have emerged as powerful forces in shaping public opinion and consumer behaviour. KOLs traditionally emerge from fields of expertise and are recognized for their knowledge and authority while Influencers often gain popularity through relatable content and engagement. This concept paper aims to provide an analysis of the key similarities and differences between KOLs and influencers, examining their roles and impact in the realm of online influence. It analyses the conceptual distinction between these two entities, assessing their multifaceted roles within the digital landscape and the profound impact on consumer behaviour and purchase intention. In an era where social media's dominance shape public opinion and consumer preferences, comprehending the nuances between KOLs and influencers becomes pivotal for marketers, businesses and researchers alike. This study offers a concise yet thorough exploration of these influential figures within the contemporary media ecosystem.

***Keywords**: Key opinion leader, influencer, social media, digital marketing, purchase behavior*

Introduction

In today's online world, social media has completely changed how we share and learn information. Because of this, we now have two important types of people: Key Opinion Leaders (KOLs) and influencers. They emerged as powerful forces in shaping public opinion and consumer behavior. KOLs traditionally emerge from fields of expertise and are recognized for their knowledge and authority. Influencers, on the other hand, become famous by posting things that many people find interesting or relatable, so they build a big group of followers.

As of January 2023, Statista (2023) reported that there are 33.47 million internet users in Malaysia and forecasted to increase by 1.9 million users between 2023 and 2028. Approximately 78.5 percent of the Malaysian populace engage in social media, with Facebook, Instagram, Facebook Messenger and LinkedIn emerging as the most widely used and renowned platforms. The expanding social media user base in Malaysia has prompted businesses and marketers to perceive it as a valuable avenue for conveying messages and information to consumers with greater effectiveness. This is evident from the significant annual expenditure of USD56.9 million solely on online influencer activities in 2022 (Statista, 2023).

This concept paper aims to provide an analysis of the key similarities and differences between KOLs and influencers, examining their roles, characteristics and impact in the realm of online influence. Understanding and learning about KOLs and Influencers – what they are, how they are similar or different and how they affect things – can help businesses and marketers figure out which one works better for their brand and makes their online advertising campaign a success.

Key Opinion Leaders

To most people, those with a substantial social media following are often labeled as influencers. However, a deeper understanding reveals a more intricate landscape where certain prominent figures fall under the category of Key Opinion Leaders (KOLs). Distinguishing themselves by their profound expertise and professional stature in specific domains, these KOLs possess a unique aura of credibility that resonates strongly with their followers. Unlike typical influencers, their opinions are more than mere endorsements; they hold weight due to their specialized knowledge and extensive experience, rendering them authorities in their respective fields.

Scholars present different interpretations of KOL's definition, yet their core attributes remain remarkably consistent. Sanjaya et al. (2022) defined Key Opinion Leader (KOL) as a person with social media authority who is seen as an expert in a particular field and holds the power to influence the thoughts and action of others. He and Jin (2022) on another study, defined KOL as "the minority of people who have a considerable influence in consumers' decision and behavior". Similarly, the research carried out by Cantika & Kurnia (2023) suggested that KOLs are individuals who can capture attention and shape the thoughts and actions of others.

Prominent figures recognized as Key Opinion Leaders (KOLs) in Malaysia encompass a diverse range of fields. Dr. Amalina Bakri stands out as a reputable surgeon, author and advocate, notably acclaimed for disseminating medical insights and fostering health awareness. Datuk Redzuawan Ismail or fondly known as Chef Wan has emerged as a celebrity chef and culinary expert, playing a pivotal role in championing Malaysian gastronomy on a global scale. Dr. Sheikh Muszaphar Shukor, the nation's inaugural astronaut, excels as a KOL in the domain of space exploration and science, passionately imparting knowledge and igniting enthusiasm for cosmic exploration. Internationally acclaimed singer-songwriter Yunalis Zarai popularly known as Yuna commands a significant presence as KOL within the realms of music and fashion. Her robust online influence frequently converges with brand collaborations to amplify her distinctive musical and fashion narrative. Lastly, Dr. Jezamin Lim Iskander commands a dedicated following as a KOL in parenting and family wellness. Her insightful discussion on topics related to motherhood, parenting dynamics and family life cemented her status as an influential figure in this domain.

Influencers

In today's world of the internet and smartphones, there are people who have become really important on social media. These people are called social media influencers. They use platforms like Instagram, YouTube, TikTok and Twitter to connect with many people. These influencers are not exactly famous like movie stars, but they are relatable and good at something that others like. They talk about things they like and show what they do and this can make people trust them. They often share about fashion, fitness, makeup, gaming and many more.

Influencer as defined by Merriam Webster Dictionary (n.d.) is an individual who wields influence, inspiring and guiding the action of others, while also capable of sparking interest in a consumer product by sharing about it on social media. Back in 2011, Freberg et al. defined influencers as "independent third-party endorsers" who shape public views through blogs, tweets and other social platforms. These influencers usually share pictures, videos and updates to their related ideas, making it simpler for those interested in their content to stay connected and engaged. A much recent study by Sanjaya et al. (2022), defined social influencer as someone who actively seeks information and shares ideas, information and recommendations with others, typically expressing their opinions about products and services that capture their interests.

Among the notable social media influencers making their mark in Malaysia, Iman Abdul Rahim stands out as a prominent figure, particularly renowned for her engaging presence on Twitter. With focus on skincare and makeup, Iman shares valuable insights, tips and opinions resonating with an eager audience seeking beauty-related advice. Another well recognized name in the Malaysian social media landscape is Khairul Amin Kamarulzaman affectionately known as Khairulaming. As a social media famous chef, he captivates followers with his culinary creations, delightfully simplifying recipes and menus that utilize everyday ingredients. Venturing into the world of family-friendly content, The JO Channel has secured its position as one of Malaysia's premier YouTube channels. The JO Channel's deliver a blend of captivating children's toy reviews, entertaining parent-child challenges, insightful travel experiences, lifestyle tops and much more.

Analysis

The Characteristics

Key Opinion Leaders (KOLs) are experts and professionals in specific fields. People trust their opinion and guidance. They are the go-to people of reliable information. KOLs have distinct qualities that make them stand out and easily identifiable. He and Jin (2022) identified the attributes of KOLs as attractiveness, trustworthiness and expertise. Meanwhile Cantika and Kurnia (2023) identified the characteristics of KOLs include familiarity, trustworthiness and expertiseness.

The concept of "attractiveness" might manifest through the KOL's stunning looks, physique and pleasant voice(He and Jin, 2022). When talking about "familiarity" it means that KOLs have a strong and close connection with the people who follow them. This creates a sense of relatability and makes their audience feel like they know them personally. "Trustworthiness" is another important aspect. It indicates that people rely on KOLs and believe what they say. This trustworthiness is built over time through consistent and reliable communication. And then there is "expertiseness", representing their knowledge, experiences or abilities. On social media, KOLs are seen as having strong communication skills and their attractiveness holds the ability to influence the general public (Cantika and Kurnia, 2023).

According to Chantika & Kurnia (2023), in order to maintain the effectiveness of their KOL, businesses must always ensure that the chosen KOL possesses favorable characteristics in terms of familiarity, trustworthiness and expertise. The higher the alignment of selected KOL characteristics, the more effective the use of the KOL becomes. Conversely, if businesses are unable to uphold the alignment of the KOL's characteristics, it will diminish the effectiveness of using the KOL in its Public Relations activities.

Social media influencers are individuals who create buzz online. Their posts, pictures and videos catch people's attention. They have a knack for engaging their followers and making things exciting. Ong et al. (2022) study establishes a priority framework for influencers attributes, beginning with reputation and credibility, followed by transparency in advertising disclosure then shifting to social media followers, and finally considering physical characteristics. A recent study by Lynn-Sze and Fathi (2023) has highlighted attractiveness, trustworthiness and ability as essential characteristics of effective social media influencers.

According to Azhar, Ahmed & Burney (2022) the characteristics of social media influencers influenced credibility, thereby impacting consumers' intent to purchase. Influencers work to consistently produce captivating content to maintain follower interest. Moving beyond immediate credibility, transparency through disclosure is crucial for assessing influencer credibility. Insufficient or omitted information implies a lack of transparency and ineffective influencer-brand partnership, leading to weak brand endorsement (Evan et al., (2017).

All in all, it's important to grasp the unique traits of KOLs and social media influencers. KOLs have specialized knowledge and authority, while influencers create engaging content that people relate to.

Their credibility, attractiveness and expertise shape how they influence what people buy. Businesses and marketers can use this understanding to connect with people effectively in the online world.

The Differences

Over the years, people think of Key Opinion Leaders and influencers as the same. While it is true that there are certain overlapping characteristics and attributes, it’s crucial to recognize that substantial disparities exist between these two entities. KOLs are experts who know a lot about certain things. They share their special knowledge and people trust them. On the other hand, influencers are more like friendly storytellers. They talk about everyday life and make people feel like they’re chatting with friends.

Sanjaya et al. (2022) delineated key distinctions between KOLs and influencers across four primary categories:

1. Content focus: KOLs typically center their content around their specialized knowledge, insights, providing in-depth information and analysis. Influencers, on the other hand, often focus on creating entertaining or visually appealing content that resonates with a broader audience.
2. Expertise vs. relatability: KOLs are known for their deep expertise and authority in specific fields, often emerging from professions or industries. In contrast, influencers gain popularity by sharing relatable and engaging content, showcasing their personal experiences and lifestyle.
3. Audience reach: KOLs may have a more targeted and niche audience, usually consisting of individuals interested in their specific field. Influencers often have a larger and more diverse follower base.
4. Engagement goals: KOLs primarily employ social media to drive engagement by educating and providing information to their audience, whereas influencers prioritize reaching a larger mass audience, while focusing on engaging and entertaining their followers.

The Roles

In the dynamic landscape of social media, both KOLs and influencers stand out as formidable figures. Their influential roles extend far beyond just online presence, shaping opinions, driving trends and guiding consumer choices. Understanding the distinctive roles they play, can offer valuable insights into the intricate web of digital persuasion.

Digital platforms introduce unique forms of engagement, creating fresh patterns that impact strategies for relationship marketing and promotional efforts. Acting as intermediaries, digital influencers introduce a transformation in the way advertisements are consumed. These influencers, in their role as intermediaries, can convey brand significance by not just showcasing products but also narrating personal stories and aspirations. In the digital world, the co-creation of value has expanded through a network involving influencers, their followers, brand/products and other followers (Silva et al., 2019).

According to the study by Lynn-Sze and Fathi (2023), on the topic of social media influencers on online fundraising in Indonesia, they found that to optimize the efforts on Instagram, social media influencers play a crucial role in delivering valuable insights and pertinent details that resonate with their potential contributors. Three key roles have been highlighted as important to have effective fundraising on social media:

1. Expanding their follower base to enhance the success of the campaigns, especially those rooted in social connections.
2. Influencers excel at spreading awareness by sharing campaign content, piquing interest and engagement.
3. Influencers possess the ability to significantly influence product perceptions and brand support,

extending to charitable donations. As fans emulate influencers' actions, including charitable contributions, this trend fosters a broader community of contributors, thereby enhancing fundraising efforts.

In essence, KOLs and influencers drive trends and reshape marketing in the digital age. As intermediaries, influencers merge brand endorsements with personal stories for brand resonance, while in fundraising, they inspire engagement and charitable support through fan emulation. This relationship holds crucial insight for navigating the evolving communication landscape.

Findings

Impacts of Online Influencers towards Followers Growth and Engagement

Choosing between KOLs and influencers influences the target audience and niche of a marketing campaign. KOLs are often seen as symbols or endorsers for specific brands or products, attracting a more focused and knowledgeable audience. This is facilitated by their frequent interactions and a sense of friendship with followers, fostering an intention for engagement (Putri and Agus, 2019). Influencers on the other hand, appeal to a broader demographic, which can help reach a wider range of potential customers.

KOLs communicate in a more formal and informative manner providing expert insights and analysis. Cantika and Kurnia (2023) further explore that adapting the attributes of KOLs to match audience communication preferences is vital, as this synchronization amplifies audience engagement with the promoted brand. Grasping the essence of KOLs hold significance in offering practical guidance and expertise concerning groundbreaking communication approaches. KOLs function as messengers who deliver specific information to people through social media, leading brands to frequently leverage KOLs in molding comprehension via the selection of individuals believed to possess proficiency or insight linked to the brand.

Contrary, influencers adopt a more casual conversational tone which can resonate better with certain audiences. As proposed by Azhar, Ahmad & Burney (2022), to maintain followers' interest, influencers must consistently generate captivating content. This aligns with Ong et al.'s (2022) findings, highlighting the informative and enjoyable nature of influencer content that molds followers' buying behavior. Consistently engaging content creation is a priority for influencers to maintain follower interest (Azhar, Ahmed & Burney, 2022).

Earlier study done by Putri and Agus (2019) stated that the frequency of KOL's Instagram posts directly correlates with the number of likes they receive. This heightened engagement leads to increased visibility, ultimately attracting more followers within a shorter span. For effective personal branding growth, it is essential for the KOL to consistently post content, fostering engagement with loyal followers and enhancing their connection with the content. KOLs usually emphasize educational and informative content while influencers focus on relatable and engaging content in form of videos, images and personal stories.

Impacts of Online Influencers on Consumer Behavior and Purchase Intention

The influence of online influencers on consumer behavior and purchase intention has become a significant area of exploration. With the rise of social media platforms, these influencers hold the power to shape opinions, steer trends and drive purchasing decisions. Understanding the dynamic interplay between online influencers and their followers offers valuable insights into the ever-evolving landscape of consumer preferences and choices.

As KOLs wield significant influence within the realm of social media, they possess the power to shape not only the opinions but also the behaviors of others. Furthermore, KOLs on social media play a pivotal role in fostering trust among consumers. Their endorsement of products instills a sense of confidence, thereby encouraging individuals to make purchasing decisions (Sanjaya et al., 2022). The choice between KOLs and influencers impacts how well the brand aligns with the individual. KOLs should closely match the subject matter of the product or service while influencers should align with the brand values and lifestyle.

Putri and Agus (2019) explained that through the purchase and application of products recommended by KOLs, consumers can infuse these products with a more profound significance, contributing to the cultivation of fulfilling self-perceptions. Consequently, KOLs hold the potential to shape consumer viewpoints by offering suggestions that align with consumers' ideals.

According to He and Jin (2022), expertise is a crucial quality for KOLs, shaping their credibility, influencing consumer behavior, and guiding purchasing decisions. Shoppers often rely on KOL's insights when choosing products, bridging their knowledge gap. Higher expertise elevates consumers inclination to buy. Their endorsement can influence more informed and rational purchasing decisions. Collaborating with KOLs tends to have a long-term impact, as their expertise contributes to building enduring brand credibility.

Contrary, influencers build trust through personal connections and relatability, often resulting in emotional and impulsive buying behavior. They can generate quick bursts of engagement and interest, leading to short-term spikes in sales or visibility. On top of that, having influencers on social media has a substantial impact on how consumers shop. This means that not only does it affect followers' intentions to buy the products, but it also significantly influences their real buying habits and loyalty towards product purchases (Fakhreddin and Foroudi, 2021).

Additionally, credibility strongly links with positive perceptions of products and fostering brand trust. They then further discussed trustworthiness as a KOL trait that influences consumers' views and trust in endorsed products. Trust mitigates perceived risks, enhancing purchase intentions (He and Jin, 2022). Azhar, Ahmed & Burney (2022) through their study conducted in Pakistan found that trustworthiness greatly influences influencer reliability and purchasing choices. The quality of influencers' information is equally impactful on both aspects.

When KOLs align with a product, public perception can shift, indirectly influencing followers' intention to buy products. Companies employ KOLs as a strategy to boost followers and subsequently sales (Putri and Agus, 2019). Arguably, KOLs on platforms like Instagram increase their followers' desire to buy products they recommend, leading them to plan and actually carry out their purchase intentions. When it comes to making a purchase, these followers remain loyal to the brands and products endorsed by these KOLs, even going so far as to recommend them to their friends (Fakherddin and Foroudi, 2021).

Attractiveness, rooted in aesthetics, draws people's attention. Influencers' attractiveness can stimulate desire for products and intensify purchase intentions (He and Jin, 2022). In contrast, the research done by Azhar, Ahmed & Burney (2022) revealed that an influencer's credibility and purchase intention were not significantly affected by their appearance or likability. This implies that consumers prioritize the content shared by influencers over their physical appearance or personality traits.

Online influencers' endorsement and expertise inspire trust and confidence, guiding consumers' choices. From credibility to trustworthiness to allure or aesthetics, these influencers hold the potential to not only capture attention but also drive tangible purchase actions. Understanding these multifaceted influences is essential in the ever-evolving landscape of consumer preferences and fostering meaningful brand-consumer connections.

Discussion

In the rapidly evolving world of online engagement, the roles of KOLs and influencers have emerged as influential pillars that shape the digital landscape. The profound impacts of these figures extend beyond mere online presence, spurring shifts in public opinion, consumer behaviors and brand marketing strategies. Recognizing the unique attributes and functions of KOLs and influencers offers invaluable insights into the art of digital persuasion.

Amidst the vast expanse of digital platforms, KOLs and influencers hold distinctive positions, each with its own set of advantages. KOLs, with their specialized knowledge and authority, bolster brand credibility by providing authoritative insights. Their expertise garners trust and inspires followers to make informed purchase decisions. On the other hand, influencers armed with relatability and engaging contents, captivate vast audiences, fusing personal narratives with brand endorsement. These intermediaries reinvent traditional marketing approaches, weaving stories that resonate deeply and foster brand loyalty. By discerning the roles and characteristics of both, businesses can strategies goals, optimize message delivery and establish a stronger resonance with the audience, ultimately enhancing the overall success of their campaigns.

The symbiotic relationship between KOLs, influencers, businesses and marketers paint a complex canvas of mutual benefits. For businesses, aligning with KOLs or influencers amplifies brand reach, enriches consumers engagement and ultimately drives sales. Moreover, this collaboration yields a treasure trove of consumer insights, aiding in the refinement of products and strategies. On the side, KOLs and influencers gain a platform to share their expertise or relatable stories, nurturing their online presence and forging meaningful connections with followers. As businesses and marketers navigate the ever-shifting currents of the digital landscape, the strategic incorporation of KOLs and influencers stands as a powerful tool for fostering resonance, trust and loyalty in the hearts of digital audience.

As for the online influencers, they need to be cautious about the products they promote to maintain their credibility. Today's tech-savvy customers are smart; if they receive inaccurate information, their trust diminishes and the product's value drops. People are well-informed due to online resources, so they extensively research before making purchases. If online influencers share misleading details, consumers will simply turn to other sources online. Therefore, being genuine and dependable is essential for influencers. When influencers build trust by delivering useful and high-quality content, they can establish a strong connection between consumers and the brands they endorse.

In essence the choice between KOLs and influencers should align with the campaign goals, target audience and desired communication style. Understanding the unique strengths of each can help businesses and marketers design effective marketing strategies that resonate with their customers and the desired outcomes.

While this concept paper sheds light on the diverse roles and impacts of KOLs and influencers in the dynamic realm of online engagement, it's important to note some limitations to this study. The fast-changing digital landscape means their roles might evolve beyond this paper's scope. Also, the focus on benefits might not cover all challenges business face. The positive view of their relationship might miss conflicts. Despite these limitations, this concept paper serves as a foundational exploration of the intricate interplay between KOLs, influencers, businesses and marketers in digital age. Further research and analysis could delve deeper into these limitations to provide a more comprehensive understanding of the subject matter.

Conclusion

In the rapidly evolving world of online engagement, the roles of KOLs and influencers have emerged as powerful forces shaping public opinion, consumer behavior and marketing strategies. While KOLs wield specialized expertise and authority to enhance brand credibility and informed decision-making, influencers engage broad audiences through relatable narratives and endorsements. This symbiotic relationship offers mutual benefits; businesses gain amplified reach and insights, while KOLs and influencers nurture their online presence and meaningful connections. However, influencers must tread carefully to maintain credibility. In this dynamic landscape, understanding these roles and their impact guides businesses and marketers in crafting effective strategies that resonate with their target audience and drive successful outcomes.

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ID0038 – THE EFFECTIVENESS OF BLENDED LEARNING WITH THE AIDS OF BOOKCREATOR APPLICATION TO TEACH WRITING

Mukminatus Zuhriyah*, Sayid Ma'rifatulloh

English Language Education Department, Faculty of Education, Universitas Hasyim Asy'ari, Tebuireng Jombang, 61471 East Java, Indonesia

Corresponding author: zoehrea@gmail.com

Abstract

The purpose of this study was to find out whether or not blended learning, especially using a book creator application as the online teaching media, was effective for teaching writing a descriptive paragraph. The researcher implemented a pre-experimental design whose population was the second-semester students of an English language education department in a university located in East Java. Because the second semester only had one class, this one class automatically became the sample. Meanwhile, the data collection in this study was obtained from the writing pretest and post-test of a descriptive paragraph. After the scores of pretest and post-test were collected, the data was tested for their normality. When the data was normal, the data was analyzed using a paired sample t-test. The result of this study showed that the score of Sig. (2-tailed) was 0.000 meaning that the difference between the average score in the pretest and post-test was significant. Therefore, blended learning using a book creator application as the online teaching medium was effective for teaching writing a descriptive paragraph. Hopefully, the result of this study can become a reference for EFL teachers to implement blended learning with the help of the book creator application as the media for teaching writing online.

Keywords: *A descriptive paragraph, bookcreator application, writing ability*

Introduction

Something very familiar to be done by the students is writing. This is because writing is one of the communication ways to interact among people including students (Anh, 2019). The students communicate with their friends and their teachers through writing, for example, through e-mail messages or chats on their social media. They also often do writing in their classes, for instance, taking notes when they try to keep their teachers' explanations about their learning materials. Fortunately, many assignments that they got from their teachers also should be submitted in the form of writing. They try to express their feelings and thoughts in the form of the texts for their assignments. They strive to pour their ideas and opinions through their writing for their assignments. It is in line with this, Nunan (2003) states that writing consists of physical and mental acts.

However, as EFL learners, writing is a task that is not easy at all for them. It deals with the statement that writing in a foreign language is considered difficult by most learners (Anh, 2019; Asrobi & Prasetyaningrum, 2017). The problem which is faced by Indonesian EFL learners when writing using English mostly comes from the different rules between the Indonesian language and English in arranging words into good and understandable sentences (Mantra & Widiastuti, 2019). Besides that, the students have to consider other aspects of writing, such as vocabulary, content, organization, and mechanics (Anggraini et al., 2020). Those are why the students assume that writing is difficult.

Writing is a productive skill that needs more practice (Handayani & Aminatun, 2020; Tuan, 2010). When learning writing, the students have to practice writing more and more so that they can have good writing skills. It is because writing needs a long process. The process of writing consists of planning, drafting, revising, and writing a final draft (Anh, 2019). After the students write their final writing, they still need feedback from both the teacher and their friends. This kind of feedback has a big role in the student’s writing process (Afrilyasanti et al., 2016). These feedback can increase the quality of the student’s writing.

Unfortunately, recent studies showed that the implementation of online learning during the COVID-19 outbreak resulted in the less student’s and teachers interaction and feedback during COVID-19 pandemic (Almahasees, Mohsen, & Amin, 2021; Laksana, 2020; Rahayu & Wirza, 2020; Zboun & Farrah, 2021). Based on the data of a preliminary study conducted in one of the private universities in East Java Indonesia which still carried out online learning in the post-pandemic era, such situations and conditions caused the students’ ability become less, including students’ writing ability. this is evidenced by the English education department students’ average score which was only 65 on the midterm test of writing descriptive paragraphs in the previous semester when they were still taught writing online. However, the students seemed accustomed to studying online. It could be seen from their request to have an online class when the time for their writing class came. This was what happened to the teaching and learning process of writing in an English education department of one of the private universities in East Java, Indonesia. Because of this, this university let the lecturers conduct the teaching and learning process by using blended learning during the post-pandemic of COVID-19. Blended learning in this study combines online learning and face-to-face offline learning. It is done so that the students get the advantages of online learning as well as face-to-face offline learning (Quvanch & Na, 2020).

Many researchers have proven that the use of blended learning for teaching writing had a significant impact on improving the student’s writing ability. Among twenty-five studies reviewed by Quvanch & Na (2020) showed that twenty-four studies reported that the use of blended learning had a significant impact on the student’s writing ability and only one study reported that blended learning had no significant impact on the student’s ability in writing. Those twenty-four studies in the review of Quvanch & Na (2020) used different online learning tools, such as MOODLE, e-mail, bulletin board system (BBS), blogs and chatting programs, Web-Quests, Weibo and WeChat, online Viber discussion, and Edmodo mobile application. All those online learning tools used were very helpful in increasing students’ writing ability. Meanwhile, there were scarce studies investigating the use of a bookcreator application in blended learning as their online learning tool for teaching writing. Because of that, the researchers used a bookcreator application as their online learning in their blended learning in this study.

A book creator application is a free internet-based application that can be accessed on the website www.bookcreator.com. The users can create, read and share their digital books in this book creator application. Besides, this application is also user-friendly so the users can navigate the application easily (Afiyattena & Pravitasari, 2022). The teachers can add images, videos, and animations to facilitate various student learning styles through the features of the book creator. Additionally, quizzes, such as simple games can be added according to students' cognitive abilities. Therefore, the book creator can improve student's motivation and provide an enjoyable learning atmosphere (Oktavia & Nurhayati, 2023).

The previous studies related to the use of a book creator application for teaching writing are the studies conducted by Maharani & Santosa (2021) who found that the use of bookcreator is effective as the media for students to write an argumentative text and Handayani (2022) reported that the students’ skills to write a procedure text became better because the students used bookcreator as their media to write. However, in this study, the researchers used a book creator application as the media for delivering the materials of a descriptive paragraph.

The researchers conducted this study to find out whether or not blended learning, especially using the book creator application as the online teaching media is effective for teaching writing a descriptive paragraph. Then, the result of this study is hoped to contribute to giving new insight to EFL teachers that blended learning, especially using the bookcreator application as the online teaching media can be used as an alternative strategy to teach writing a descriptive paragraph.

Methods

This study focused on investigating the effectiveness of using blended learning, especially using a bookcreator application as the online teaching medium to teach writing a descriptive paragraph in an EFL classroom. Therefore, a pre-experimental research design especially a one-group pretest-posttest design was employed in this study. This pre-experimental study was conducted in the second-semester students of an English language education department in a private university located in East Java, Indonesia. There was only one class in this second semester so the number of the population and the sample are the same. All the students in the population automatically became the sample in this study. Meanwhile, the students of this second semester consisted of 10 females and 4 males.

The data in this study was collected from the students' writing scores of a descriptive paragraph in the pretest and posttest. The writing test of a descriptive paragraph used had been validated by one professor and one doctor before being administered to the students in the pretest and posttest. After the students had the pretest, the students learned writing using the strategy of blended learning which was the mixture of the use of a bookcreator application as the online teaching medium and offline face-to-face learning. This teaching and learning of writing lasted for four meetings which the meetings were held once a week. These four meetings comprised two meetings of online learning and two meetings of offline meetings. The first meeting was done online using the bookcreator application as the online teaching media. Then, the second meeting was done offline in the classroom. Next, the third meeting was online again using the bookcreator application. Finally, the fourth meeting was conducted offline again. Then, the students got the posttest of the writing of a descriptive paragraph after the fourth meeting.

To analyze the data, the researcher first analyzed the students' writing scores from the pretest and posttest using descriptive statistics. It was done to know the mean score of the student's writing scores in the pretest and posttest. After doing this, the next step that the researcher did was to test the normality of the data from the pretest and posttest. When the normality was gained, the researcher analyzed the data using a paired samples test. It was carried out to know whether or not the difference between the average score of the student's writing in the pretest and posttest was significant. When the difference was significant, the conclusion was that the implementation of blended learning comprising online learning using bookcreator application as the online teaching media and offline face-to-face meetings was effective for teaching writing a descriptive paragraph.

Result and Discussion

After the students got the pretest of writing to know their initial ability to write a descriptive paragraph, the researcher implemented blended learning in the following meeting. Meanwhile, the detailed steps of teaching and learning writing using the strategy of blended learning in this study can be explained as follows. In the first week, the lecturer posted the link of *app.bookcreator.com* containing the writing descriptive paragraph material and invited the students to join the *app.bookcreator.com* as the students. The writing material in this *bookcreator* was completed with the lecturer's voice explaining that material. In this meeting, the students learned the materials about the definition of a descriptive paragraph, the vocabulary expressing five senses for description, and the organization of a descriptive paragraph. While, the lecturer's voice embedded in this book was to explain the descriptive paragraph and assignments that the students should do, such as asking the students to create one topic sentence and one concluding sentence describing a place. Then, the students were asked to write their topic sentences and their concluding sentences in their bookcreator. Meanwhile, one of the materials learned in this first meeting can be seen in Figure 1.

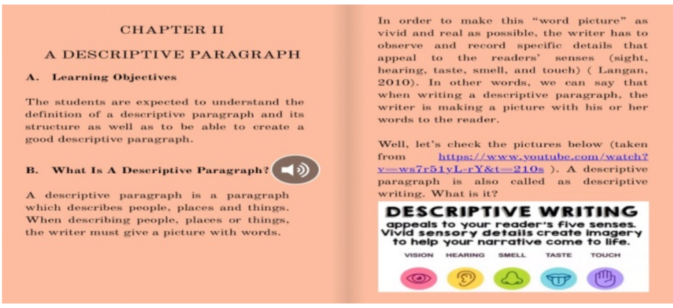

Figure 1. Writing Material in the First Meeting

To ensure that the students understood the materials in their first meeting, the lecturer invited the students to write their topic sentences and concluding sentences in their offline face-to-face learning. In this second meeting, the students worked with their partners in analyzing their topic sentences and concluding sentences before being checked by their lecturer. After the students got some corrections and suggestions from their partners, the lecturer checked their work one by one. The lecturer gave some comments and suggestions for the students' topic sentences and concluding sentences describing some places.

In the third meeting, the students were back to online learning with the descriptive paragraph materials in the bookcreator application. The materials in the book creator in this meeting invited the students to analyze the parts of the paragraphs based on the paragraphs having been written by their lecturer there. There were two paragraphs that the students should analyze. They were a descriptive paragraph describing food and a paragraph describing a person. An example of the material learned in this meeting can be seen in picture 2.

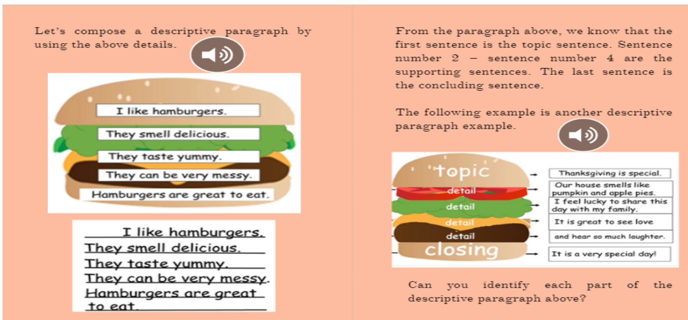

Figure 2. Writing Material in the Third Meeting

In the fourth meeting, the students were divided into four groups. The group consisted of three to four students. Then, every group was asked to create a descriptive paragraph. They could choose to describe a place, a thing, or a person. They were given 40 minutes to finish their writing. Afterward, every group presented their writing in front of the class. Meanwhile, the other groups are asked to give comments and suggestions for their friends' writing. The corrections and suggestions from the lecturer came after all four groups had already presented their writing.

The next meeting after the last meeting (the fourth meeting), the students got the posttest of writing. After all of the scores of the student's writing from the pretest and posttest were collected, the researcher analyzed them using descriptive statistics. The results can be seen in Table 1.

Table 1. The results of descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	14	60	78	66.43	5.612
Posttest	14	72	88	78.29	4.140

Based on Table 1, it can be seen that the average score of students' writing in the pretest was 66.43 and the writing score mean of the students in the posttest was 78.29. There was an improvement in the students' writing mean score from 66.43 in the pretest to 78.29 in the posttest.

The following step that the researchers conducted after knowing the students' mean scores in the pretest and posttest was to calculate the normality of the writing scores of the pretest and posttest. Table 2 presents the results of the normality test of the data.

Table 2. The results of a normality test

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.214	14	0.092
Posttest	.138	14	0.521

Table 2 shows that the data was normally distributed because the score of Sig. 0. 092 and 0.521 were higher than 0.05. In other words, it can be said that the data was in the normal distribution. Because the data was already known in the normal distribution, the analysis was continued using a paired sample test to know the significant difference between the students' mean scores in the pretest and posttest. This calculation was also done using SPSS version 17.0 the same as the calculation of descriptive statistics and normality tests. The result of a paired sample test is presented in Table 3.

Table 3. The results of a paired sample test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 Pretest-Posttest	-11.85714	2.53763	.67821	-17.483	13	.000

Table 3 shows that the result of sig. (2-tailed) (0.000) was lower than 0.05. It means that there was a significant difference between the mean score of the pretest and posttest. Because the difference between the average score in the pretest and posttest was significant, it can be concluded that the use of blended learning, the combination of online learning using a bookcreator application as the online teaching media and offline face-to-face meeting was effective for teaching writing descriptive paragraphs.

The result of this present study has proven the effectiveness of the implementation of blended learning combining online learning using a bookcreator application as the online teaching media and offline face-to-face meeting for teaching writing descriptive paragraphs. The online learning which was carried out asynchronously using the bookcreator application as the online teaching media gave the students the flexible time to learn how to write descriptive paragraphs. It is in line with the statement of Perveen (2016) explaining that asynchronous online learning provides flexible time to learn. Therefore, the students could use their free time to learn what the lecturer of writing had provided in the bookcreator. Because the students were in their leisure time, they could focus more on learning to write a descriptive paragraph.

Besides, the book creator itself serves different things for the students as the media in teaching writing a descriptive paragraph. The lecturer inserted her voice in the bookcreator so that the students could listen to the voice of their lecturer explaining the materials of a descriptive paragraph being studied. It could help the students to understand how to write a good descriptive paragraph. In addition, the lecturer also embedded some pictures in the descriptive paragraph materials written in the book creator application. It could make the students enjoy learning to write. This condition made the students enthusiastic to try to answer the assignment given by the lecturer in the book creator application. Then, the students could improve their writing ability. It is because feeling enthusiastic about learning is one of the keys to success in learning writing. The students' enthusiasm can lead them to have better writing. According to Akbarjono, Belawati, & Afriani (2022), the students become more active in their learning when they are enthusiastic.

Meanwhile, when the students were in their offline classroom, they could discuss their writing directly with their friends. They got direct feedback from their friends and lecturers. Feedback for writing is very important because it could enrich the students' knowledge about how to write a good descriptive paragraph. Feedback could make the the students know what to write in their writing correctly. According to Mahmoudi & Buğra (2020), face-to-face feedback from the teacher could help the students get a detail explanation of why their writing is not appropriate and discuss their mistakes with their teacher, as well as The students became aware of their mistakes and not repeat the same mistakes. As a result of this, the students' writing ability improved.

The students' grammar knowledge also increased because of their friends' and lecturer's feedback on their writing when they were in their offline face-to-face meetings. This grammar knowledge caused them to have a more meaningful descriptive paragraph. Dealing with this, Hans & Hans (2017) argue that better grammar results in a clearer message. So that the readers can easily imagine the descriptive paragraph produced by the students because they use good grammar. It means that the quality of the students' writing becomes better because of getting feedback from their friends and lecturers during the teaching and learning process of writing in the offline classroom.

Therefore, it can be stated that the implementation of blended learning, especially using a book creator application as the teaching media for its online learning, was effective for teaching writing, especially teaching a descriptive paragraph. The result of this study strengthens the result of the previous study by Maulida et al. (2022) reporting that the use of blended learning could enhance the student's ability to write paragraphs. Generally, the result of this present study also confirms the results of the previous studies reviewed by Quvanch & Na (2020) explaining that the use of blended learning had a significant impact on the students' writing ability. Then, this present study gave the new information that blended learning can be carried out using the book creator application as the online teaching writing media besides various online tools having been used by the former researchers in blended learning for their writing classes.

Conclusion

The result of this study reveals that the implementation of blended learning with the help of a book creator application as an online teaching medium was effective for teaching writing descriptive paragraphs. The students could improve their ability to write a descriptive paragraph because they got feedback from their lecturers and friends when they were in the offline classroom. Besides, their enthusiasm became higher when knowing the written materials provided by the lecturer in the book creator application were completed with the lecturer's voice explaining the materials and the pictures that made them enjoy reading and understanding the materials of writing. Then, this present study result is hoped to be used as a guide by EFL teachers in teaching writing a descriptive paragraph. Because this study was implemented in a small class consisting of 14 students only, the other researchers are suggested to investigate the use of blended learning, especially using the book creator application, in the bigger class and use other research methods.

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ID0039 – EXPLORING THE CREATION OF DIGITAL MEDIA TECHNOLOGY IN THE METAVERSE PERSPECTIVE

Wang Li[1*], Xu Chao[1], Bai Lian[2]

[1]College of Creative Arts, Universiti Teknologi MARA (UiTM) Cawangan Kedah, 08400 Merbok, Malaysia
[2] College of Arts, Universiti Teknologi MARA (UiTM), 40450 Shah Alam, Selangor, Malaysia

[*]Corresponding author: 2021633796@student.uitm.edu.my

Abstract

Media technology's evolution is inevitable and contingent in terms of the history of media development. With the increasing perfection of Internet technology, virtual reality technology, blockchain technology, cloud computing, and other technologies, a new civilization form of metaverse emerges, which aggregates the above-mentioned technologies developed and matured under the digital revolution and realizes the integration and development with the real society, prompting people to imagine where the Internet will develop in the future. VR virtual characters from the animation story text itself, become independent animation character images and are long active in the animation or animation film outside the platform. With the support of simulation technology, a VR virtual character has experienced the process of upgrading from a 2D image to a 3D image, and then gradually upgraded to a high-simulation virtual person who is difficult to identify with the naked eye. Simulation animation VR virtual character fusion game, film, animation, music, and other art, become a kind of all-around cross-border product. The short video platform has increased the exposure of simulation animation VR virtual characters, enabling the presentation of animated images and providing a new way of cultural production and character building. The popularity of Chinese style culture has shaped a new aesthetic system for simulation animation VR virtual characters as animation characters with the aesthetic standard of moving images. Thus, Chinese-style animation images achieve diversified distribution, not only exist in Chinese-style animation movies but also in short videos visible to the everyday public. In this paper, we analyze the Chinese style of VR virtual characters in simulation animation to clarify the new features and directions presented in the simulation animation VR virtual characters in animation. comprehensively sort out the development history and status of Chinese VR virtual characters, and summarize the production trend of Chinese style simulation animation VR virtual characters by comparing the difference and connection with 3D animation character.explore the specific feasible measures for the application and design of VR virtual characters in the Chinese style trend.

Keywords: *Meta-universe; digital media technology; simulation animation; VR virtual character; Chinese style*

Introduction

Worldwide, concerted efforts are being made to keep pace with rapid technological evolution, focusing on the development of globally resonant VR characters that embody local cultural characteristics. The robust growth and flourishing of the cultural industry are largely driven by substantial governmental aid. Leading the charge in this arena is Luo Tianyi, a VR persona hailing from China, alongside the United States' 19-year-old biracial figure, Lil Miquela, who commands a strong presence in the fashion sector. Imma, a VR character from Japan known for her rebellious pink hairstyle, is particularly adored by fashion-forward clothing labels.VR personalities continue to reinforce their standing within the fashion industry, generating considerable economic returns for their creative teams. The rise of short video and live-streaming platforms in recent years has led to an increased visibility of Chinese VR characters, rendering traditional idol-style "operations" increasingly commonplace. The growing trend of VR characters aligning more closely with every day realities offers a fresh direction for their conceptualization, furnishing a rationale for their localization. While global VR characters are venturing into the fashion domain, China's simulated VR characters are progressing with animation creation, aligning with the evolution of the film and television industry.

VR virtual entities not only serve as a dynamic catalyst for the progress of the idol industry but also infuse fresh vigor into the animation and film sectors. Certain simulated VR characters, marked by traditional Chinese cultural identifiers, express their distinct personalities through animation. They cultivate a following on video platforms by displaying imagery steeped in Chinese tradition, thereby successfully disseminating animated visual content. The emergence of this trend is firmly rooted in the advancement of animation technology and the strategic management of social platforms. The mainstreaming of virtual characters in visual media, combined with the acceleration of idol culture and fan-based economics, has expedited both the production and consumption of virtual idols. This rapid growth coincides with a sustained erosion of the credibility of real-life idols. In response to these shifts, there is a pressing need for VR characters that can serve as positive role models, helping to sustain a stable public sentiment.

So, what's the strategy for successfully localizing animated virtual idols? The key lies in the integration of cultural elements, which serve as pivotal enhancers. Reflecting on the animation industry, we see that the United States possesses the hallmark of Disney. At the same time, Japan touts not only esteemed animation giants such as Osamu Tezuka, Satoshi Kon, and Hayao Miyazaki but also a robust system for anime production and promotion. The longevity and wide-ranging influence of these animations rests on the depiction of culturally emblematic characters within their works. The critical factor for the successful localization of VR virtual characters involves the creation of digital personas that echo the national character and temperament. This calls for the proactive incorporation of traditional Chinese aesthetics—an intentional direction in their historical evolution. VR characters are leaving their mark across a range of sectors, including gaming, music, anime, and advertising, growing simultaneously with the post-'95 and post-'00 generations. Influenced by evolving economic viewpoints, cultural frameworks, and artistic paradigms, the momentum behind VR virtual characters shows no sign of abating. Hyper-realistic VR representations aren't just indicative of the overall direction of the animation industry; they are also a major area of interest for the film and television sectors. Given the progress in 3D technology, the technical realization of a virtual replication of the real world has now become feasible.

Character imagery in 3D animation has increasingly embraced a hyper-realistic aesthetic, to the extent that the degree of realism has emerged as a key benchmark for appraising the merit of an animated film. In a similar vein, live-action films often integrate VR virtual characters; for instance, the 2019 release of "Alita: Battle Angel" set off a trend of live-action films featuring computer-generated characters.
In the wake of the resurgence of "new national style" animation, VR virtual characters are gradually adopting Chinese stylistic elements, aiming to craft a collection of VR figures that encapsulate Eastern allure and a distinctly Chinese aesthetic, all grounded in the essence of Chinese cultural heritage. This departure from the conventional and embrace of the novel signifies a fresh mode of exploration. The profound fusion of traditional Chinese culture with modern social mores yields characters characterized by contemporaneity, broad appeal, and individuality.

In a practical context, new avenues of thought are opening up for the design of virtual VR characters.

1. The government is ardently promoting the resurgence and growth of traditional culture. The General Offices of the Communist Party of China Central Committee and the State Council issued the "Opinions on Implementing the Project for the Inheritance and Development of Exceptional Traditional Chinese Culture" (hereinafter referred to as "Opinions"), calling on all regions and relevant departments to execute these directives based on their realities. By 2025, an efficient system for the preservation and growth of exceptional traditional Chinese culture is projected to be in place. Despite the constructive environment, these policies have fostered for

VR virtual characters, the progression of these virtual entities still faces challenges, such as the uniformity of character design, lack of distinctive personality traits, a deficit of animated visuals, and lack of cultural depth. Through research, we aim to identify fresh avenues to overcome these hurdles.

2. Animated characters act as a conduit for the propagation of traditional Chinese culture. The ingrained presence of Disney princesses in the US and the ubiquity of Japan's 2D culture demonstrate the critical role that cultural and artistic products play in cultural transmission and exchange. Every cultural and artistic product symbolizes a nation and its people, bearing the crucial task of disseminating and uplifting exceptional traditional culture. This necessitates the strengthening of China's cultural soft power to further promote understanding and appreciation of traditional Chinese culture among foreign audiences. With today's audience demonstrating high receptivity towards VR virtual characters, these entities can serve as effective tools for conveying Chinese culture.

3. Through research, we can foresee the feasibility of utilizing VR virtual characters in the realm of film and television. The animation process of VR virtual characters requires the application of artistic and imagistic thought, necessitating a synergy between aesthetics and cinematic imagery to carve out new creative vistas for future VR virtual characters.

In theoretical terms, the implications are threefold:

First, the enrichment of animation creation theory. VR virtual characters, an offshoot of mainstream animation, possess distinctive modes of transmission and representation. These traits have enabled them to swiftly form a preliminary creative system model within a few short years, with their animation imagery style progressively maturing. Consequently, understanding how modern aesthetics inform the design of VR virtual characters and how national cultural and artistic symbols are portrayed via animation requires comprehensive and profound analysis.

Second, the broadening of theory around the ethnicization of animated characters. Through an examination of the nationalistic styling of virtual idols, we can explore the potential for an increased number of VR virtual characters bearing distinct Chinese characteristics. Establishing an aesthetic framework for the ethnicization of VR virtual characters, alongside contemporary characteristics, will allow for a better understanding of the audience's acceptance and appreciation of aesthetic elements.

Third, the expansion of the national style within animation imagery. Distinct from characters within national-style animated films, simulated VR virtual characters operate within a virtual community ecosystem, deeply integrating with games, films, TV shows, and animation, while demonstrating a variety of image styles. Simulated VR virtual characters bridge diverse fields and pave the way for advancements in future technology.

In essence, the long-term evolution of VR virtual characters as entities within animation is dependent on their presence across various disciplines. Their potential growth in the sphere of film and television can be evaluated by a detailed examination of applications in the national style, requiring a return to the fundamental principles of animation through video platforms. Superior VR virtual characters are inevitably enriched by traditional cultural elements, with national styles representing an enduring resource for the Chinese animation industry.

The innovative aspects of this research lie in the following areas:

First, considering the existing research landscape, studies within China on VR virtual characters largely concentrate on impacts, dissemination, cultural implications, and technological aspects, presenting narrow research angles. To address this, the focus of this study is on the fundamental constructs of image development, scene creation, and stylistic tendencies in VR virtual characters, intending to provide a directional compass for the creation of indigenous Chinese VR virtual characters, thereby enriching academic research on virtual idols.

Second, in terms of current developmental trends, under the sway of two-dimensional culture and technological impetus, the quantity of Chinese VR virtual characters has seen a linear increase. However, quality is inconsistent, with a dearth of major hits. An examination of successful VR virtual characters reveals their inseparable connection with ethnic development. Integrating past research on VR virtual characters, this study endeavors to carry out a comprehensive and profound analysis of VR virtual character design, reflecting the national style characteristics of the new era, to distill concrete principles of animation art.

Third, regarding the direction of research, this study emphasizes the construction of VR virtual characters, striving for an ontological approach rather than an object-oriented one. By summarizing creative principles via image development, the study aims to decode the dynamic between fans and VR virtual characters in terms of viewer and view, thereby revealing contemporary societal trends. Simultaneously, by comparing successful case studies both domestically and internationally, and in conjunction with the exploration of styling principles, this research aims to uncover the potential commercial value of Chinese VR virtual characters.

Overall, the text underscores the growing significance of VR virtual characters in various industries, their potential as cultural ambassadors for China, and the need for strategic research and development to ensure their success and cultural relevance on a global scale. It also highlights the unique challenges and opportunities associated with the creation and promotion of VR virtual characters with distinct Chinese cultural elements.

Methods

Study Area Chinese Design of VR Virtual Characters in Simulation Animation

This research undertakes to weave together several academic disciplines such as the study of animation, film theory, and ethnic cultural studies. The primary research methodologies employed include a review of literature, comparative analysis, and case study approach.

Literature Review

Consistent with the research design, an assortment of literature is curated and amalgamated from various online platforms. This includes analysis of texts, artistic transcripts, and historical materials. Major sources include platforms like CNKI, Wanfang, VIP, and the National Social Science Documentation Centre, among others, with the intention of gaining an all-encompassing comprehension of VR virtual characters . Key focal areas include both domestic and international research on VR virtual characters production and consumption, animated character creation studies, research on visual character construction, and national style culture studies. This assists in the analysis of character development of Chinese VR virtual characters in the realm of animation, fostering a profound understanding of localized animation design styles. The focus is on innovating national styles rooted in local culture, aiming to achieve the desired research objectives.

Comparative Analysis

Grounded in the animation styles of high-fidelity domestic animated VR virtual characters, a comparison is made with the style of three-dimensional animation characters. This is to underscore the unique attributes and communicative advantages of animated VR virtual characters. By juxtaposing the styles of domestic and international animated VR virtual characters , the study delves into the general patterns and distinctive features of Chinese VR virtual characters character creation. Comparing the relationships between animated VR virtual characters and other artistic forms such as painting, traditional theater, and film, offers a view of the extensive applicability of animated VR virtual characters .

Case Study

The primary subjects of case studies are high-fidelity animated VR virtual characters from video platforms, mainly Liu Yexi and Ling-LING. An in-depth analysis of their animation imagery is performed, delineating the specific manifestations of national style elements. Research is conducted from the viewpoint of the inherent characteristics and cultural connotations of the animation figures. Detailed exemplification is provided, with a discussion integrating ethnic cultural studies and aesthetics to scrutinize the intrinsic nature and rules of their national style animated characters. This helps construct a portrayal of the indigenous characteristics and visual image representation methods of Chinese animated VR virtual characters .

Related Works

The use of cloud-based 3D environments in virtual reality (VR) applications was evaluated. It discusses the benefits of utilizing cloud computing resources for real-time rendering and streaming of 3D content, enabling immersive VR experiences on various devices. we focus on the integration of cloud computing in the 3D animation rendering process. It proposes a cloud-based rendering framework that optimizes rendering time and cost by utilizing distributed computing resources, providing scalability and flexibility for animation production pipelines. we explored collaborative design workflows in a cloud-based 3D environment. It investigates the benefits of real-time collaboration, version control, and multi-user interaction in designing 3D models, providing insights into the possibilities of collaboration supported by cloud technology.

Research Paper Title	Objective	Findings	Methods
"Cloud-Based 3D Environments for Virtual Reality Applications"	Explore the use of cloud-based 3D environments for VR applications	Discusses the benefits of leveraging cloud computing resources for real-time rendering and streaming of 3D content, enabling immersive VR experiences on various devices	Literature review and analysis of cloud-based 3D environments for VR applications
"Cloud-Based 3D Animation Rendering for Scalable Production Pipelines"	Integrate cloud computing in 3D animation rendering process	Proposes a cloud-based rendering framework that optimizes rendering time and cost by leveraging distributed computing resources, offering scalability and flexibility to animation production pipelines	Development of a cloud-based rendering framework and performance evaluation
"Collaborative Design in Cloud-Based 3D Environments"	Explore collaborative design workflows in cloud-based 3D environments	Investigates the benefits of real-time collaboration, version control, and multi-user interactions in designing 3D models, providing insights into the collaborative possibilities enabled by cloud technologies	Case study and analysis of collaborative design workflows in cloud-based 3D environments
"Real-Time Rendering in the Cloud for Virtual Production"	Focus on real-time rendering in the cloud for virtual production applications	Discusses the advantages of cloud-based rendering for creating high-quality visual effects, virtual sets, and real-time visualizations in film and television production, enabling more efficient and immersive virtual production workflows	Literature review and analysis of real-time rendering techniques in cloud-based environments
"Interactive 3D Visualization in the Cloud for Architectural Design"	Explore the use of cloud-based interactive 3D visualization in architectural design processes	Discusses the advantages of cloud computing for rendering complex architectural models, enabling interactive exploration and analysis of designs remotely	Case study and analysis of cloud-based interactive 3D visualization in architectural design
"Scalable and Interactive Cloud-Based 3D Reconstruction"	Explore cloud-based 3D reconstruction techniques	Explores how cloud computing resources can be utilized to enable scalable and interactive 3D reconstruction from large-scale datasets, facilitating applications such as virtual reality, augmented reality, and cultural heritage preservation	Development and evaluation of cloud-based 3D reconstruction techniques
"Real-Time Cloud-Based 3D Object Detection for Autonomous Vehicles"	Investigate real-time cloud-based 3D object detection techniques for autonomous vehicles	Explores the use of cloud computing and deep learning algorithms to enhance the accuracy and efficiency of 3D object detection, enabling safer and more reliable autonomous driving	Development and evaluation of real-time cloud-based 3D object detection techniques
"Cloud-Based 3D Printing for Distributed Manufacturing"	Discuss the application of cloud-based 3D printing for distributed manufacturing scenarios	Explores how cloud platforms can facilitate the sharing, collaboration, and remote manufacturing of 3D designs, enabling distributed manufacturing networks and streamlining the production process	Literature review and analysis of cloud-based 3D printing in distributed manufacturing scenarios
"Cloud-Based 3D Medical Image Processing for	Explore the application of cloud-based 3D medical image	Discusses how cloud computing resources can be leveraged to enable efficient and accurate analysis of medical imaging data, facilitating	Literature review and analysis of cloud-based 3D medical image

Result and Discussion

National Style Cultural Essence in High-Fidelity Animated VR virtual characters

China's ethnic culture is a treasure trove of incredibly rich resources. It boasts a multitude of vibrant and unique characters like Hua Mulan, Liang Shanbo, Zhu Yingtai, Nezha, Sun Wukong, and more. Alongside these, there is a wealth of artistic forms, including New Year pictures, paper-cuttings, shadow puppetry, embroidery, face painting, puppetry, and ink-wash painting. Moreover, China's extensive history offers varied reference materials for character development.Chinese folk art not only attributes personified spirits to every facet of the natural world but also gives rise to stylized patterns and symbolic language that are deeply imbued with Chinese aesthetic characteristics. Its core is often considered "the beauty of the classics," a globally accepted aesthetic standard. As it undergoes the passage of time, it signifies an aesthetic principle and a mature art symbol (Andrew, 2018). If VR virtual characters could metamorphose, drawing inspiration from traditional folk art forms, and be infused with contemporary characteristics, they are bound to create exceedingly impactful Chinese VR virtual characters.By blending culture and adhering to the principles of animation technology, VR virtual characters can be made tangible, personalized, and humanized, further refined through an integrative process. National style culture should not only encapsulate the beauty of the classics but should also embody modern beauty. Modern audiences have developed aesthetic preferences through a variety of animation forms, such as Japanese and Chinese animations. Artistic creativity must evolve in tandem with the times, demonstrating cultural richness in the context of the contemporary era(Guo， 2022).

Pioneering Use of Traditional Opera Art

The reimagining of traditional opera art goes beyond just the portrayal of characters and performances. It is also mirrored in the blend of reality and virtuality when utilizing VR virtual characters. The interplay of water sleeves and flower petals in mid-air, created by digital effects, is difficult to execute on a physical stage. Furthermore, it is quite challenging to elicit an aesthetic response through the lens language and digital technology. The intersection and fusion of traditional culture with modern technology present more opportunities for perpetuating and advancing the national style and culture. Peking Opera, an effective conduit for folk tales, has historically had a broad audience with its shared appeal to both scholarly and popular tastes. Every gesture and move in the opera conveys the profound emotions of the characters (Andrew, 2018). VR virtual characters necessitate the judicious use of these conventionally accepted elements. They should incorporate innovative ideas without blindly accepting them in entirety and consider the compatibility between the elements and the characters to ensure widespread acceptance (Figure 1).

Figure 1: LING-LING's Opera Facial Makeup
(https://image.baidu.com）

Modern Manifestation of Traditional Artistic Styles

The aesthetic pleasure derived from visual forms encompasses aspects such as volume, motion, stability, and novelty. The sense of volume, encompassing perceptions of size and weight, is formulated from both physical and psychological stimuli. It is the collaborative result of substance and color. The volume perception of LING is dictated by color, where Chinese red or green augments an aura of seriousness and gravitas. The sense of motion not only outwardly conveys energy and vibrancy, but it's also a pivotal contributor to establishing rhythm and pulse in images(Guo， 2022). The motion sense in LING resides in her intrinsic calmness; from her exterior animation video, she emerges as frail yet does not lack a feeling of power. Stability encompasses physical and visual steadiness, with the ultimate sense of stability being psychologically based(Emmanuel,2016). Novelty involves exploratory and practical applications grounded in scientific rationality, utilizing innovative thought processes. This encompasses novelty in form, feel, effects, and thematic content(Figure 2).

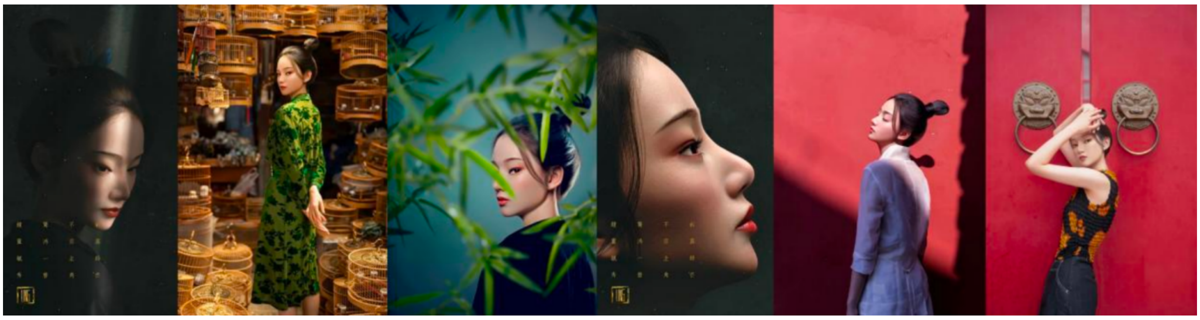

Figure 2: Ling-Ling's Artistic Style
（https://image.baidu.com）

Harmony and Unity from a Hegelian Perspective

As stated by Hegel, "Every individual constitutes a whole, inherently embodying a world. Each person is a vibrant, complete entity, not merely an abstract manifestation prophetic of some solitary characteristic." Virtual Reality (VR) characters genuinely embody the characteristics of "being," visible in their every move and each choice they make. Emerging from the metaverse, extending into human society, the viewpoint of traditional culture sees humans and society as inseparable. This belief is deeply entrenched within the values and survival patterns of Chinese traditional culture. Concurrently, Chinese culture has traditionally upheld the concept of "homology of the family and state," encapsulated in the phrase, "The base of the world lies in the family, the base of the nation lies in the family, the base of the family lies in the individual." On one side, the state permeates individual stories into the populace's lives, establishing a strong bond with the masses. On the other side, the happiness of ordinary life directly impacts the nation's prosperity(Guo， 2022). Liuye Xi adheres to these values to rescue the multitudes from danger. According to Susan Langer, "Art represents the creation of forms symbolic of human emotions." VR characters wield profound empathetic capabilities. When they engage in self-dialogue, we can discern their capacity to perceive ethical sentiments through others, thereby ameliorating the conflicts between humanity and the metaverse(Wu ,2021).

Worldview of Redemption and Understanding

The development of technology often evokes two distinct voices: the optimists who commend it and the pessimists who dread it. Marx proposed that the essence of technology unveils the nature of humanity. The chronicles of technology and its objective presence act as a manuscript, portraying human nature, manifesting an observable psychology in front of us. This form of psychology has not yet established a connection with human nature. Based on this, the creation of the VR character Liuye Xi encapsulates a duality, embodying human nature while turning technology into a tool at humanity's service(Han, 2019). There are multiple instances of content portraying reconciliation with demonic entities; in the television series "Journey to the West," some mystical creatures find redemption, while in the film "Monster Hunt," humans and monsters cease their adversarial relationship and successfully resolve their conflicts. This is echoed in the story of a human falling in love with a snake in "The Legend of White Snake." The prevailing theme here is not extermination, but redemption(Wu ,2021). In the fifth episode of "Earth Branch Labyrinth," the redeemed Tiger of Yin becomes Liuye Xi's "trusted aide." As the plot unfolds, an alliance between humans and monsters might materialize, thereby exemplifying the concept of "universal love" in the simulated VR characters of Chinese philosophy.

Role of Character Symbolism in Dissemination

Labeling of characters can be regarded as a way in which they transform into symbols. The development of unique tags not only enables the audience to distinguish between characters but also enhances their comprehension. Attributes such as human-like traits, daily routines, and even the illusion of a real-life character background contribute to the cultural added value of virtual idols as products. Tags like "National Style Girl," "National Style AI," and "National Style Makeup Expert" serve not only to denote identities but also encapsulate the cultural symbols inherent in the characters. Upon seeing these labels, viewers are prompted to contemplate the virtual idol's interpretation of the national style: is it expressed through their appearance or their abilities? How is the national style embodied? As the audience inspects the artistic representation with these queries, they simultaneously construct their perception of the character. A single individual's cultural identification can spark widespread cultural transmission among a group. According to Cassirer, humans, as "symbolic creatures," employ symbols to cultivate culture. Hence, humans inherently embody cultural symbols, and cultural exchange is realized through close interactions with others (Guo， 2022).

Role of Visual Symbolism in Communication

To effectively prevent misinterpretation and ensure the successful transmission and preservation of cultural meaning, it is crucial to identify shared cultural symbols with analogous implications across diverse ethnicities as carriers for varying ethnic styles. Chinese martial arts films have cemented China's position in international film history, with Chinese kung fu becoming a globally recognized symbol. The traditional attire of the VR virtual character aligns with China's national style trend and caters to the global perspective simultaneously. Visual symbols are a mode of cultural conveyance, and we must leverage the communicative potential of these symbols to illustrate content. As described, "Culture is the finite subset within the infinite world of meaningless events that holds significance and meaning from the human perspective." Consequently, humans are required to analyze visual symbols for their cultural significance, thereby forming their worldview(Yu, 2022). China's "Marvel" VR characters aim to fulfill current psychological expectations through representations of the present and future world. Recognition of visual symbols aligns with the acceptance of ethnic culture, leading to the formation of a shared value community.

Conclusion

VR virtual characters represent a new realm of virtual life, born from the convergence of digital technology and idol culture. Simulated VR virtual characters, a primary subset of digital virtual entities, increasingly incorporate elements of traditional Chinese culture in animation, reflecting a notable trend. Historically, studies have often overlooked the intrinsic structure and cultural value of VR virtual characters. As the propagation of traditional Chinese culture modernizes and digital technology continues to advance, this cultural backdrop has become a favored avenue for the transformation of VR virtual characters. Accordingly, the evolution of indigenous VR virtual characters in China should consider the specific societal milieu: the animation industry has paved the way for the market penetration of VR virtual characters, while internet platforms and animation technology offer a conduit for their promotion and interactive dialogue. The rise of participatory culture fosters continuous content creation and nurtures a prospective consumer market. Yet, it is crucial to bear in mind that animation is not the fundamental cornerstone. To realize a localized aesthetic system for VR virtual characters, we must discard the incumbent cultural labels attached to virtual idols and synergize them with the vibrant aspects of traditional Chinese folk, music, and historical culture, transforming them into an amalgamation of diverse cultures. By crafting VR virtual characters that align with China's mainstream societal values, we can champion and instill the spirit of China. Simultaneously, it's worth pondering whether the return of VR virtual characters, born out of animation, to animated imagery is also indicative of a trend.From the analysis in this article, it is evident that compared to 3D animated characters, simulated VR virtual characters offer superior authenticity, contemporaneity, and continuity. Through animation, VR virtual characters can achieve wider and more profound dissemination. How can these characters attain a form of 'eternal life' from continuous animated imagery? This is a question worthy of creators' contemplation. From an ideological perspective, VR virtual characters shatter the confines of traditional idols, offering the public a beacon of spiritual refuge and guidance in their impeccable forms, thus becoming the "archetype" of ideal idols. While the medium of idol representation undergoes constant changes, the human demand for idols remains steadfast. Animated characters hold infinite potential, with traditional Chinese designs adapting to the new societal context and attributes. In terms of the pursuit of hyper-realism, we can draw upon Baudrillard's concept of the "simulacrum." Baudrillard argues that within a media-saturated society, the "simulacrum" represents a hyper-reality more genuine than reality itself. Without a doubt, VR virtual characters are the "simulacra" of the new media age, unreal yet transcending reality, with their ongoing simulation process reflecting our relentless pursuit of authenticity. The analysis of VR virtual characters' image construction is predicated on the image construction theory of actual "people." Simultaneously, grounded on the scene construction theory of cinematic imagery, we should explore effective ways to merge traditional Chinese elements in the backdrop of traditional Chinese animation trends. As products of the consumer age, VR virtual characters inherently possess commercial attributes and carry significant commercial value. However, in the context of today's rapidly changing society, greater emphasis should be placed on the cultural depth of VR virtual character products, fostering the creation of more uplifting and instructive artistic representations.

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ID0040 – COLLABORATIVE TEACHING WEBINAR: STUDENTS' EVALUATION ON SPEAKING COMPONENT

Nur Faathinah Mohammad Roshdan[1*], Norwati Roslim[1], Siti Nur Dina Hj Mohd Ali[2], Atiqah Mohamed Hethdzir[1], Alyssa Batrisyia Zainal Abidin[1]

[1]*Academy of Language Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*
[2]*Academy of Language Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Kuala Pilah, 72000 Kuala Pilah, Negeri Sembilan, Malaysia*

[*]*Corresponding author: faathinah@uitm.edu.my*

Abstract

Effective communication is a fundamental skill required in today's interconnected world. Proficiency in speaking allows individuals to express their ideas, share information and connect with others effectively. In an educational setting, it is crucial to develop students' speaking skills to equip them with the necessary tools for future success. In the digital age, collaborative teaching webinars have emerged as an innovative approach to enhance speaking skills among students. It presents a powerful platform for improving speaking skills by providing opportunities for interactive learning, peer collaboration and expert guidance. The webinar which includes participation from three faculties from two university campuses allows for seamless collaboration and the exchange of ideas, fostering a rich learning environment. Hence, this study aims to identify students' evaluation on speaking component through collaborative teaching webinar and to provide future recommendations on collaborative teaching webinar. It can be concluded that the collaborative teaching webinar showed positive results among the participants. It is hoped that the speaking component will be enhanced through a collaborative teaching webinar.

Keywords: *collaborative teaching webinar, collaborative learning, speaking component, students' evaluation*

Introduction

Technology integration has become a crucial part of the teaching and learning process in the quickly changing educational landscape. Webinars have become a flexible way to offer interactive and collaborative educational experiences among the many digital tools and platforms accessible. In particular, collaborative teaching webinars provide an exceptional chance for educators to exchange knowledge, educational approaches, and various viewpoints in a vibrant online environment. The integration of technology in language education has revolutionized traditional teaching methodologies. Previous studies have highlighted the benefits of incorporating technology tools such as webinars to promote active learning, interactivity, and engagement among students (Costley, 2014; Lieser, Taf, & Murphy-Hagan, 2018; Al-Naabi, 2023). The asynchronous and synchronous nature of webinars offers opportunities for collaborative interactions, fostering a sense of community and support among learners (Aithal & Aithal, 2023).

In terms of language learning, the improvement of students' speaking abilities is a vital component of language acquisition that has attracted a lot of attention recently. A key element of language competency is effective communication, which is essential for allowing language learners to express themselves with confidence in everyday contexts. As a result, both researchers and language educators are giving high importance to investigating novel ways to improve students' speaking abilities. Speaking proficiency is a critical aspect of language learning, allowing learners to communicate effectively in real-life contexts. Studies have indicated that traditional language classes often lack opportunities for extensive speaking practice due to large class sizes and time constraints (Tamimy, Rashidi, & Koh, 2023). Hence, with the integration of technology in language learning, collaborative teaching webinars provide a platform for learners to participate actively in speaking tasks, which are essential for the development of fluency and accuracy (Tafani, 2023).

Consequently, this study explores the field of collaborative learning, specifically looking at collaborative teaching webinars and how they could enhance language learners' speaking abilities. It seeks to learn more about how students perceive and evaluate the effectiveness of these webinars in developing speaking ability. Collaborative learning is perhaps the most recent of the three group learning strategies to be recognised in higher education, thanks in part to Bruffee's work (Davidson & Major, 2014). Collaborative learning is an approach that encourages students to work together, share knowledge, and construct meaning collaboratively. Research has shown that collaborative learning in online environments, such as webinars, promotes higher-order thinking skills and language development (Ginting, 2021). By engaging in discussions and group activities, students can actively practice their speaking skills, thereby improving their proficiency over time (Hidayati, Ramalia, & Abdullah, 2021). Accordingly, this study intends to learn about the experiences and feedback of the students in order to provide suggestions for future development and get insightful knowledge about the success of this approach to learning.

In recent years, collaborative teaching webinars have emerged as a promising instructional tool in language education. These webinars offer a dynamic online platform where educators can share their expertise, engage students in interactive activities, and create a sense of community among learners. Collaborative teaching webinars, by their interactive and participatory nature, can enhance learner motivation and engagement as well (Basmanova, Grunina, & Kargovskaya, 2020). While collaborative teaching webinars have shown potential in enhancing various language skills, including listening, reading, and writing, their impact on speaking proficiency remains underexplored.

Several studies have explored various aspects of evaluating the effectiveness of webinars, ranging from learner satisfaction and perceived learning outcomes to objective measures of language proficiency development. Hidayati, Ramalia, & Abdullah (2021) conducted a study that explored the relationship between self-regulated learning skills and online course achievement in the context of collaborative webinars. The researchers used surveys and course analytics data to assess students' self-regulated learning behaviors during the webinars and their subsequent performance in speaking tasks. The findings suggested that learners who actively engaged in collaborative activities during the webinars demonstrated higher levels of speaking and reading proficiency, indicating a positive correlation between participation and language skill development. Meanwhile, Mishu et. al (2023) examined language learners' anxiety and speaking skills in web-based oral communication, including collaborative webinars. The researchers utilized objective assessments of speaking proficiency to understand how learners' anxiety levels affected their willingness to participate and engage in speaking tasks online. The findings indicated that learners with lower anxiety levels were more likely to actively participate and demonstrate improved speaking proficiency.

The main problem addressed in this research is to investigate the effectiveness of collaborative teaching webinars in improving the speaking component of language learning. By examining students' evaluations and perceptions of their webinar experiences, this study aims to identify the benefits and potential drawbacks of this teaching approach in developing speaking skills.

Understanding the effectiveness of webinars in fostering speaking skills will enable educators and policymakers to make informed decisions about integrating this technology-enhanced approach into language curricula. The novelty of this study conducted is embedded in the collaboration between lecturers and industry player in teaching language skills to students. A speaker in specific was invited to become part of the team in delivering new knowledge on language skills for students to apply in their group discussion task in class. Moreover, the insights gained from this study can inform the design of more effective and engaging language learning experiences, ultimately benefiting language learners and educators in diverse educational settings.

As the global demand for language proficiency grows, identifying effective and engaging teaching methods is essential to meet the diverse needs of language learners. This study aims to add to the ongoing discussion around innovative language teaching practices and eventually help in the creation of more successful language learning experiences by highlighting the advantages of collaborative teaching webinars.

In conclusion, the present research endeavors to bridge the gap between traditional language teaching approaches and modern digital innovations, specifically exploring the potential of collaborative teaching webinars to enhance the speaking component of English language learning. The outcomes of this study will provide valuable insights for educators and researchers, empowering them to make informed decisions about integrating webinars into language curricula and optimizing student language proficiency outcomes.

Methods

This study adopted a quantitative research approach to assess students' evaluation on collaborative teaching webinars on speaking skills. A structured questionnaire was administered to a total of 102 students enrolled in ELC151 Integrated Language Skills II at two campuses, UiTM Rembau and UiTM Kuala Pilah. These students had attended the webinar, and their participation was crucial in identifying their evaluations of collaborative teaching webinar. The questionnaire, which was adapted and adopted from Basmanova et al. (2020) was carefully crafted to collect quantitative data to measure students' self-perceived improvement in speaking proficiency, gauge their level of engagement during the webinar, and evaluate their overall satisfaction with the webinar experience. By using this method, it is aimed to obtain objective insights into the effectiveness of collaborative teaching webinars in enhancing students' speaking abilities.

Result and Discussion

The tabulated data below provides a comprehensive overview of students' evaluations concerning the speaking component taught during the collaborative teaching webinar. Through this presentation, valuable insights into students' perceptions and feedback regarding their experiences within the webinar setting can be obtained.

Table 1. Student's Evaluation on Speaking Component through Collaborative Teaching Webinar

Items	SD	D	N	A	SA
1. The webinar was informative.	0	1	1	32	68
2. The webinar was interesting.	0	0	1	43	58
3. The webinar was understandable.	1	0	3	44	54
4. I am satisfied with the overall presentation of the webinar.	0	0	4	41	57
5. This webinar helped me to acquire new knowledge on discussion strategies.	0	0	4	38	60
6. This webinar helped me to enhance my speaking skills particularly in group discussion.	0	0	3	37	62
7. This webinar helped me to understand the specific skills needed to contribute in a discussion effectively.	0	0	5	42	55
8. This webinar helped me to understand the appropriate language expressions to be used in group discussion.	0	0	3	41	58

SD strongly disagree, D disagree, N neutral, A agree, SA strongly agree

The data reveals a positive trend in students' evaluations of the collaborative teaching webinar's effectiveness in developing their speaking skills. A significant 68 percent of students strongly agreed that the webinar was informative, while 32 percent expressed agreement. The webinar also garnered substantial interest, with 58 percent strongly agreed that it was interesting, and an additional 43 percent in agreement. Regarding clarity, 54 percent strongly agreed that the webinar was understandable, and 44 percent agreed. Overall satisfaction with the presentation was notably high, with 57 percent strongly agreed they were satisfied, and 41 percent in agreement. The effectiveness of the webinar on knowledge acquisition is also evident, with an impressive 60 percent strongly agreed that it helped them gain new insights into discussion strategies, while 38 percent agreed. Meanwhile, a striking majority of students with 62 percent strongly agreed that the webinar significantly enhanced their speaking skills, especially in group discussions, while 37 percent agreed. Furthermore, 55 percent strongly agreed, and 42 percent agreed that the webinar was instrumental in helping them understand the specific skills required for effective participation in discussions.

Similar positive responses were observed for the webinar's role in facilitating comprehension of appropriate language expressions for group discussions, with 58 percent strongly agreed and 41 percent in agreement. These encouraging findings suggested that the collaborative teaching webinar was well-received by students and contributed significantly to their speaking proficiency and discussion-related skills. The high percentage of "strongly agree" responses highlights the webinar's positive impact and effectiveness as an engaging and interactive tool for language skill development.

The majority of students accorded the webinar's effectiveness positive ratings, according to the data as a whole. The webinar was viewed as educational, fascinating, and understandable by the audience, which increased their familiarity with discussion techniques and the specific skills needed for effective participation in discussions. In addition, it was discovered that the webinar helped students become more effective speakers, particularly in group discussions. These favorable evaluations show that the collaborative teaching webinar has the potential to be a useful tool for improving students' speaking abilities in an interesting and engaging way.

Conclusion

The collaborative teaching webinar on the speaking component has proven to be a highly effective and impactful teaching approach, as evidenced by the data analysis of students' evaluations. The positive responses from the participants highlight the webinar's success in fostering speaking proficiency and enhancing language skills, specifically in group discussions.

The results of this study are in line with previous research that highlighted the advantages of technologically aided language acquisition, particularly in the context of webinars. Creelman, Árnason and Röthler (2017) highlighted how webinars have the ability to encourage students' active learning, interactivity, and engagement. The findings from Creelman, Árnason and Röthler’s research are consistent with this study's assessment of the webinar's interesting qualities. Furthermore, the findings of Hidayati, Ramalia and Abdullah (2021) are consistent with the high levels of satisfaction that the students expressed on the presentation of the webinar as a whole. Learner satisfaction and engagement are critical factors in the success of online courses, according to their study on self-regulated learning techniques. The idea that collaborative teaching webinars offer an effective learning environment for language skill development is supported by positive student response to the webinar's clarity and engagement.

The webinar's contribution to improving students' speaking abilities is consistent with Tafani’s (2023) investigation into the efficiency of technologically assisted language learning where the study revealed that speaking abilities can be considerably enhanced through discussions in groups online. The vast majority of students "strongly agreeing" that the webinar improved their speaking skills attests to the effectiveness of this teaching approach. Additionally, the results on students' comprehension of appropriate language expressions for group discussions echo the findings of Budiana and Yutanto (2020) who emphasized the value of collaborative learning in online environments for developing language skills. The positive feedback on understanding language expressions reflects the benefits of peer interactions and collaborative activities in fostering effective communication in group discussions.

Briefly, the data analysis supports the effectiveness of the collaborative teaching webinar in enhancing students' speaking component, corroborated by the existing literature on technology-enhanced language learning and collaborative pedagogies. The positive evaluations, in line with previous research findings, underscore the potential of collaborative teaching webinars as an engaging and impactful tool for language educators.

The success of the collaborative teaching webinar in developing speaking proficiency holds significant implications for language educators and institutions. The insights gained from this study, supported by the literature, can inform the design of future language courses, providing a foundation for implementing innovative and interactive teaching methodologies to improve language learners' communication skills. While the collaborative teaching webinar has demonstrated numerous advantages in developing speaking skills, it is essential to acknowledge the ongoing evolution of educational technology and pedagogical practices. Further research should be conducted to explore other aspects of language development and to continue refining and optimizing collaborative teaching webinars for the benefit of language learners worldwide.

In summary, this study underscores the value of collaborative teaching webinars as an effective means to elevate students' speaking proficiency and lays the groundwork for future advancements in language education through technology-driven and student-centered approaches, supported by the existing body of literature in the field.

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ID0042 – DISCIPLINE ANTI-DISCIPLINE: CHARACTER TYPES POWER RELATIONSHIPS THE METAVERSE-THEMED MOVIE "EVERYTHING EVERYWHERE ALL AT ONCE

Bai Lian[1*], Wang Li[2]

[1]*School of Software , Faculty of Digital Art, ShanXi Agricultural University, No.1 Mingxian South Road, Taigu District, Jinzhong City, Shanxi Province, 030801, China*
[2]*School of Creative Arts, Faculty of Arts and Design, Universiti Teknologi MARA (UiTM) Cawangan Kedah, 08400 Merbok, Kedah, Malaysia*

[*]*Corresponding author: 2021669192@student.uitm.edu.my*

Abstract

Since the end of 2021, the concept of "Metaverse" has received extensive attention and in-depth discussion in the Chinese academic field. The movie has already carried out a forward-looking exploration and innovative presentation of it, resulting in the Metaverse-themed movie. However, at present, movies with metaverse themes are still in their early stages, and the number of movies is not large enough. The integration of movies with the metaverse is not yet deep enough. This type of movie boldly imagines the space-time relationship of the Metaverse through art, thus having practical significance for the future Metaverse topic. "Role" is an important narrative symbol in the composition of movies. This paper takes Everything Everywhere All at Once as an example and uses Foucault's space power theory to divide the types of roles in Metaverse-themed movies. Starting with the constituent factors of power relations, this paper analyzes their prototype index and formation reasons, so as to explore the power relations of various roles in Metaverse-themed movies. I hope to provide inspiration for the creation of metaverse themed movies, and also further reflect on the technological life of postmodern humans through metaverse movie analysis.

Keywords*: Metaverse-themed movie, discipline, anti-discipline, Metaverse, role type, the power relationship*

Introduction

This article is the research result of the art and science planning project in Shanxi Province, The main focus of this project is on the development of digital media art and movie and television animation art. This study is part of the project. Discipline and anti-discipline are a pair of opposite concepts, and discipline is derived from the philosophical work "Discipline and Punish: The Birth of the Prince" written by French philosopher Michel Foucault, which means disciplinary lessons. [1] It refers to the use of rules by power holders to change the disciplined individuals. The meaning of anti-discipline is reverse discipline, which refers to the disciplinarian's reverse discipline towards the power controller. Since the end of 2021, the concept of "Metaverse" has received extensive attention and in-depth discussion in the academic field. [2] The combination of Metaverse and movies has produced Metaverse- themed movies. [3] This type of movie boldly imagines the space-time relationship of the Metaverse through artistic means, thus having practical significance for the future Metaverse topic. This research selects the movie "Everything Everywhere all at once" as a case study, as the metaverse themed-movie, and the characters in the movie use media to achieve spatial switching.[4] And in this movie, we delve into the characters' personalities and dilemmas in depth. "Role" is an important narrative symbol of movie composition, so the research on the power relationship of the role of Metaverse-themed movies will help us to understand the emerging technology, and promote the innovation and development of Metaverse-themed movies. [5] In this paper, the theory-driven Case study method is used to divide the role types of Metaverse-themed movies with the help of Foucault's space power theory. Starting with the constituent factors of the power relationship, the original index and formation reasons are analyzed, to explore the power relationship of various roles in Metaverse-themed movies. [6] To sum up the discipline process in the Metaverse-themed movies. Metaverse-themed movies are a new type of movie. At present, the research on Metaverse-themed movies is still in the development stage. This research reveals the role power relationship by under the discipline flow chart, which fills the gap in the research on the space power relationship of Metaverse. It promotes the development of the theory of role shaping in Metaverse-themed movies, promotes the prosperity of Metaverse-themed movies, and also provides forward-looking advice for exploring the future scientific and technological life.

Methods

Research methods

This article adopts the case study method of qualitative research, repeatedly watching the case movie, and then analyzing it in conjunction with Foucault's theory of power relations. Summarize the character types and power relationships in metaverse themed-movie and draw a complete process of discipline. This method is of great significance for deeply understanding specific phenomena, exploring causal relationships, and constructing theories.

Study Area

Character types and power relationships in the metaverse-themed movie.

Result and Discussion

According to Foucault's space power theory system, the analysis of the power relations of the role types in Everything Everywhere All at Once shows that in the metaverse-themed movie, the plural Parallel universe is a complex relationship field[7]. The plural Parallel universe is the discipline space carefully designed by the controller, the controller of the plural metaverse is the discipline power. The maintainer of the plural universe is the monitoring technology, and the destroyer of the plural universe is the anti disciplined person.[8] In addition, the role types and power relations in the Metaverse-themed movies are dynamically related, and under certain conditions, they are transformed into each other according to the discipline procedures. This paper summarizes the discipline procedure of power relations in metaverse-themed movies. The discipline disciplinarians implement top-down discipline practice for the disciplinarians through monitoring technology. The anti-discipline disciplinarians among the disciplinarians form reverse discipline for the disciplinarians through resistance.

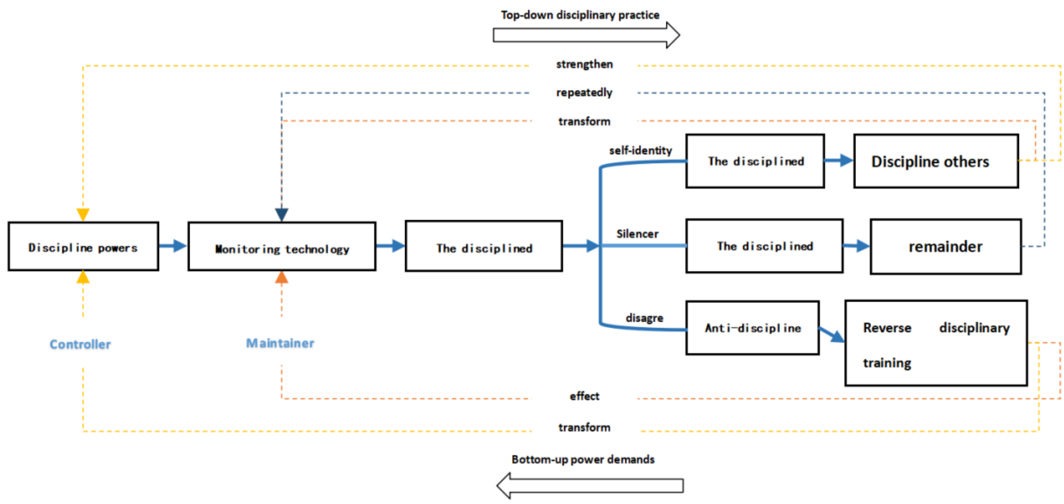

Figure 1. The Role Types and Power Relations of Everything Everywhere All at Once

Conclusion

The power of discipline acts on the trainees through monitoring technology and is divided into three types according to their degree of discipline. Firstly, the trainees who submit to the power of discipline, that is, under the gaze of monitoring technology, identify with the power of discipline from the inside out. While being trained and transformed in their own space, they also become defenders of the power of discipline, affecting the space of others, promoting the achievement of others being disciplined, and consolidating their disciplinary power. Secondly, facing the aphasics or silencers of discipline, the majority in the power space, neither support nor resist discipline, and their disciplinarians show the characteristics of following the crowd. Such disciplinarians will be repeatedly placed under the gaze of monitoring technology in the discipline process, lose their gradual subjectivity in repeated discipline, and become the "remaining disciplinarians" in the multi-cosmic space. This is the dilemma that the majority in the multiverse face. Thirdly, anti-disciplined individuals who resist the power of discipline, such as those who disobey the power of discipline and bravely confront it, will disrupt the order of the discipline space, break the balance of the discipline space, and even overthrow existing discipline power, establishing new discipline space. These disciplined individuals also reverse the control of power. The disciplinarians, defenders, and anti-disciplinarians in Metaverse-themed movies are three major types of roles, which interact and influence each other and can be relatively transformed under certain conditions. The role types and power relations in the Metaverse-themed movies not only provide us with a creative preview for an in-depth discussion of the technological life in the Metaverse era but also provide us with solutions to avoid the potential risks in the Metaverse era.

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ID0044 – PERSPECTIVE TOWARDS LEARNING MANDARIN AMONG UiTM REMBAU STUDENTS

Nur Athirah binti Ahmad Nasir *, Aisya Nadhirah binti Mohd Nassri, Nor Hanim Amira binti Musarisamdi, Sarah Amanina binti Sahar, Siti Noor Asnida binti Aizar

School of Information Science, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

**Corresponding author: 2021898774@student.uitm.edu.my*

Abstract

Mandarin has high demand in many sectors particularly in education sector. Mandarin also has become one of the most widely used foreign languages due to its official status in China and Taiwan, which consists of 1284 million Mandarin native speakers worldwide. Malaysia is aware that students particularly university students need to master Mandarin for their better future. Thus, this study aims to investigate perspective towards learning Mandarin among UiTM Rembau students, discover challenges in learning Mandarin among UiTM Rembau students, and suggest ways to improve learning Mandarin among UiTM Rembau students. The perspective of the students plays a vital part in this research as it will bring impact in learning Mandarin. It is hoped that this study will help students and future researchers to gain knowledge about learning Mandarin.

Keywords*: Mandarin, Third Language Learning, students' perspective, undergraduates*

Introduction

Due to its tremendous economic expansion, Mandarin is now the most in-demand language where it is simultaneously evolving into what is possibly the most challenging language in the world, particularly for speakers who are not accustomed to the tonal nature of the language (Chua, et al, 2020). Also, its rapid growth in the world's economy, as well as political status, has led to an increased number of non-native Mandarin learners worldwide (Xiong, 2018). Economic globalization has hence translated into an increase in the teaching and learning of Mandarin (Lam & Kuan, 2019).

Malaysia is aware of the importance of Mandarin, as the National Higher Education Action Plan 2007-2010 highlighted the language as a part of national policy. Undergraduates are required to learn an additional language besides the national language (Bahasa Malaysia) and second language (English). The policy was further enhanced in the Malaysian Education Blueprint 2015-2025 (PPPM) and the integrated Cumulative Grade Point Average (iCGPA) Rubric Learning Outcomes Assessment Guide (Ministry of Education Malaysia, 2015).
Previous studies reveal that learners' problems can be better catered for if researchers highlight the most common problems. Gan et al. (2021) investigated how undergraduates in a public institution in Malaysia approached studying Mandarin as a foreign language. Throughout the implementation and enhancement of the foreign language policy, learners have voiced their fear as they are unable to communicate effectively in the language they learned (Tan et al., 2016). There are many probable causes, such as the interference of their mother tongue and insufficient learning time (Cheun, 2006; Tan et al., 2016), as well as limited opportunities to use the target language daily (Jeon, 2005). These factors have caused them to become less motivated to learn the language. Learning Mandarin requires research and necessary actions. Hence, this study will examine perception, challenges, and ways to improve learning mandarin among UiTM Rembau students.

Ideally, if students were to master the third language, students may be able to draw a lot of benefits out of it. They will get a lot of advantages such as personal growth, soft skills, added values in job scope, or may utilise it in the industry. It is argued that a learner's success in learning a language is "exactly and directly influenced by what they think and how they evaluate the target language, the target language speakers, culture, and of course, the learning setting" (Hosseini & Pourmandnia, 2013). Other than that, according to Chambers (1993), based on the students' view, they blamed the demotivation on the teachers and lecturers. For example, Chambers (1993) stated students revealed their teachers' instructions were often not explicit enough, their pronunciation made it difficult to understand, and sometimes their criticism undermined students' learning confidence.

With all expectations above, there is no denying that there will be challenges in learning Mandarin. For instance, some studies showed that adult CSL (Chinese Second Language) learners in the US frequently used rote repetition and repeated handwriting to develop reading and writing skills and believed they were among the most useful strategies (McGinnis, 1999; Yin, 2003). In Malaysian context, Sim et al. (2019) highlighted that due to the initial language disruption, the most visible error done by students is the deletion of measure words and the inverted string order of endocentric sentences. Thus, students have to look for strategies in helping them learn Mandarin better to overcome those challenges mentioned earlies such as concerning fear to communicate Mandarin, interference of their mother tongue, insufficient learning time and limited opportunities to use Mandarin after learning it. Thus, these problems are the reason why this research is conducted.

In response to this academic concern, research will be conducted to scrutinize the issue broader. This research will aim to examine the perspective regarding learning Mandarin towards UiTM Rembau students. The predominant objective of this research was to study the perceptions toward learning Mandarin among UiTM Rembau students. This study also aimed to address the specific objective in this study:

1. To identify perceptions toward learning Mandarin among UiTM Rembau students.
2. To discover challenges in learning Mandarin among UiTM Rembau students.
3. To suggest ways to improve learning Mandarin among UiTM Rembau students.

As previously mentioned, Mandarin is one of the courses that has been offered to fulfil the study's requirement for UiTM Rembau's students. It is a foreign language that has its own advantages in economics, politics, and social culture. Therefore, the finding of the research will be important to know about students' perceptions towards Mandarin.

Significantly, this research might assist the students to improve their learning in Mandarin. Specifically, for those who wanted to learn and know the importance of learning Mandarin in this research, it will affect them positively and thus by being inspired they may achieve a better result by reading this research. Moreover, students will be aware of the challenges in learning Mandarin in this research and learn how to face it. Further, this study can be used by instructors of third languages with the goal of improving learners' Mandarin comprehension skills. In helping learners learn more effectively, they can make learning more interesting or apply new approaches to lessons that were discovered in this research. Besides, this research may be used by future researchers to assist them in more extensive studies that could be planned to make the related topic broader. To summarize, greater extensive studies can help other researchers who do the same studies that related to language.

As the research objective was to ascertain the perceptions and obstacles of UiTM Rembau students in learning Mandarin, the research comes across a major limitation which is a small sample study. The sample size in this study were 30 UiTM students which was too minor to be representative of all students in UiTM Rembau. Thus, the results cannot be generalized to all UiTM students. Another limitation was the data collection procedure. As the questionnaire was distributed, there were delaying issues while waiting for the respondents to answer the surveys. Additionally, there were difficulties with the Internet connection since the survey was distributed online via WhatsApp.

Methods

The respondents of the study were from 30 university students of bachelor's degree levels who were enrolled in the Faculty of Information Management. The respondents were both males and females from the age range between 19 years old and above. Data were collected from those participants who have granted their consent. The data received from the participants were kept confidential to ensure no harm upon the participation in the survey.

The research instrument that was used to collect the data was the questionnaire. The questionnaire was adapted and adopted from Chua, H. W., Chia, Y. L., Affiq Azlan, (2020), Nkrumah and Darko (2020), Qingqing, Z. (2022), Gao, X. (2020), Kai-Chee, L. and Wee-Ling, K. (2019) and Kai-Chee, L., Ang, L. H., Hoe, F. T., Ting, H. L. (2023). Part A of the questionnaire gathered information about the background of the respondents such as age, gender, and current semester. Part B of the questionnaire consisted of the first objective to identify perceptions toward learning Mandarin among UiTM Rembau students. There were five items in the Likert scale of 1 to 5 corresponding from strongly disagree to strongly agree. This section is important to ascertain the respondent’s general knowledge regarding learning Mandarin. Part C consisted of the second objective to discover challenges in learning Mandarin among UiTM Rembau students. This section is to recognize the challenges students face when they are learning Mandarin. This part contains six questions. Lastly, Part D consisted of the third objective to suggest ways to improve learning Mandarin among UiTM Rembau students. This section is to explore suggestions by the student from UiTM Rembau.

In this research, the questionnaires were distributed to UiTM Rembau students as the respondents at the Faculty of Information Management. These questionnaires were properly designed as it is crucial to obtain the maximum information and details from the respondents. This study was analysed using descriptive statistics on frequency and percentage from the survey result. Furthermore, the analysis was based on research objectives and the results were summarized related to the research objectives.

Result

The result obtained was gathered from a questionnaire consisting of 15 questions which were distributed to 30 respondents of Semester 1 to Semester 6 undergraduates’ students from Information Management Faculty. The demographic details were on age, gender, and part by the respondents. Out of thirty respondents, 86.7 percent were between 21 to 23 years old, while 6.7 percent are even for the age between 18 to 20 and 24 to 26 years old. The respondent are mostly females (83.3%) which are 25 people while there are five male respondents (16.7%). With due respect, 19 respondents were recorded from Semester 4 (63.3%). The respondents from Semesters 1 and 5 recorded the similar percentage which is 3.3 percent. Furthermore, the percentage for Semesters 2 and 3 are the same with 6.7 percent. The second largest percentage comes from Semester 6 (16.7%) with five respondents.

Table 1: Perceptions towards learning mandarin among UiTM Rembau students'

Items	SD (%)	D (%)	N (%)	A (%)	S (%)
1. Mandarin is interesting and the Chinese has a rich culture.	0 (0%)	2 (7%)	4 (13%)	14 (47%)	10 (33%)
2. I learn Mandarin because it is a compulsory subject.	1 (3%)	3 (10%)	7 (23%)	12 (40%)	7 (23%)
3. Studying Mandarin will broaden our horizon and help us fit into the global world.	0 (0%)	0 (0%)	7 (23%)	13 (43%)	10 (33%)
4. Mandarin requires a lot of attention, dedication, and constant practise	0 (0%)	1 (3%)	4 (13%)	8 (27%)	17 (57%)
5. I worry that most people I meet will be better at mandarin than me.	3 (10%)	3 (10%)	9 (30%)	10 (33%)	5 (17%)

Table 1 shows the percentage of the students' perceptions towards learning Mandarin. The result shows that 14 respondent (47%) reacted positively to Item 1 while 2 respondents (7%) disagree with the statement. For Item 2, the highest score in the list is 40 percent where 12 respondents agreed with the statement while 1 respondent with 3 percent strongly disagreed. For Item 3, 13 respondents (43%) agreed to the statement while 7 respondents with 23 percent express a neutral perception for Item 3. For Item 4, the highest percentage in the list with a total of 57 percent with 17 respondents strongly agree that Mandarin requires a lot of attention and constant practice while 3 percent with 1 respondent disagreed with the statement. Lastly, the findings show that 33 percent with 10 respondents agreed to Item 5 and the results for disagreed and strongly disagreed were even with 3 respondents (10%). Majority of the respondents collectively agreed that Mandarin requires a lot of attention, dedication, and constant practise.

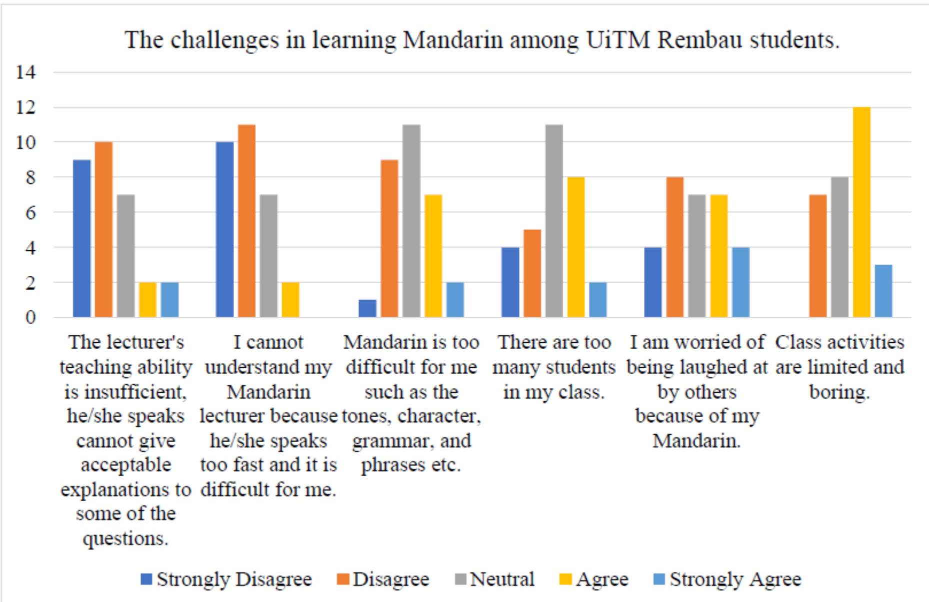

Figure 1: The challenges in learning Mandarin among UiTM Rembau students.

Figure 1 shows the challenges in learning Mandarin among UiTM Rembau students. For Item 1, 10 respondents with 33 percent disagreed and 30 percent with 9 percent strongly disagreed with the statement which questioned about the lecturer's teaching ability. For Item 2, the highest score with 37 percent with 11 respondents disagreed and 33 percent with 10 respondents strongly disagreed with it. This proves that their Mandarin lecturer speaks in a tolerable pace in teaching the language. For Item 3, 11 respondents with 37 percent were feeling neutral and 1 respondent (3%) is strongly against it. This brings a positive perception towards Mandarin that it is not that difficult to learn. For Item 4, 37 percent of 11 respondents were neutral with the statement while 8 respondents with 27 percent agreed to the statement. For Item 5, the same amount for 7 respondents (23%) were both neutral and agreed to the statement while 8 respondent (27%) disagreed. This proves that students still have the worry to speak Mandarin in front of others. Lastly, the highest score in the list with 40 percent by 11 respondents agreed to it and 23 percent for 7 respondents disagreed. This indicated that the class activities were limited, and dullness was the main challenge for students in learning Mandarin among UiTM Rembau students.

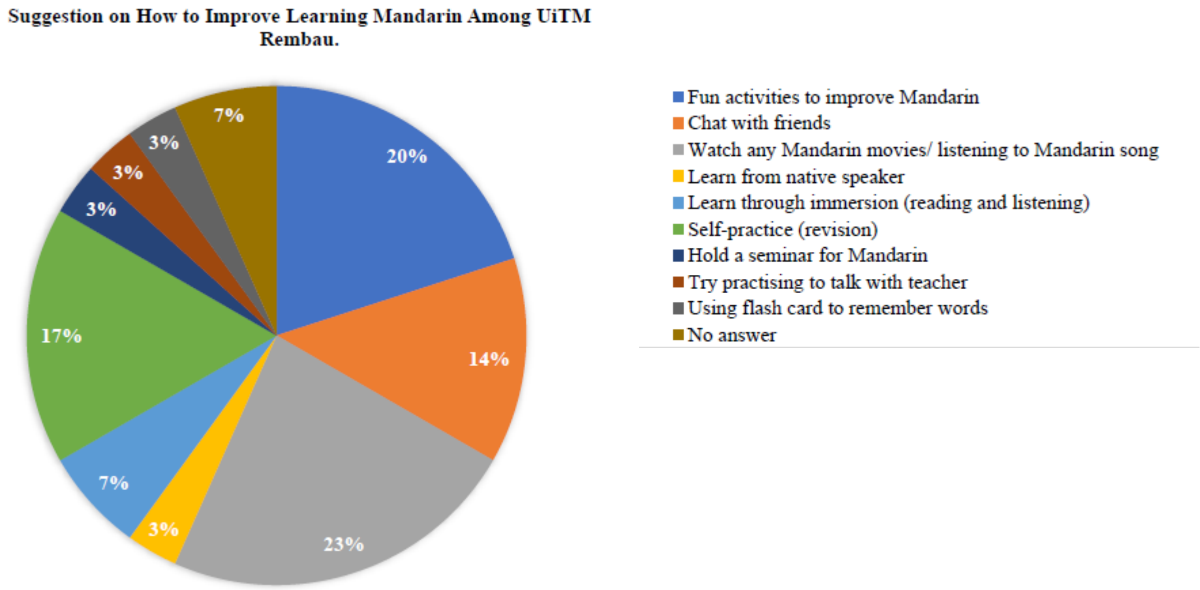

Figure 2: Pie chart on Suggestions on How to Improve Learning Mandarin among UiTM Rembau students.

Figure 2 above shows the pie chart about suggestions on how to improve learning Mandarin among UiTM Rembau students. For the highest proportion, 7 respondents with 23 percent have suggested to try watching any Mandarin movies or listening to Mandarin music as the best way to improve learning Mandarin. The second most popular suggestion was to have fun activities to improve Mandarin with 6 students (20%) who agree that it was an efficient method. This demonstrates that engaging students in activities other than traditional classroom instruction, such as acting out scenes to utilise newly learned Mandarin phrases, increases their excitement in learning the language. The third highest proportion was through self-practice with revision that includes five students (17%) who agree with this suggestion. For the fourth highest proportion, there were four students (14%) suggested on how to improve learning Mandarin were by chatting with friends. Lastly, 2 respondents (7%) suggested to learn Mandarin through immersion with reading and listening as a technique to enhance the student's success. Other proportion with 1 respondent (3%) suggested to learn from native speakers, hold a seminar for Mandarin, try practising speaking with teachers, and using flash cards to remember words accordingly. Two respondents (7%) choose not to offer any comments in the questionnaire. Majority of the respondents collectively suggested to try watching any Mandarin movies or listening to Mandarin music as one way to improve learning Mandarin among UiTM Rembau students.

Conclusion

The result of this study indicates that majority of respondents agreed Mandarin requires a lot of attention, dedication, and constant practise. This result illustrates that students need to put a lot of effort in learning Mandarin such as do a lot of Mandarin writing exercises, Mandarin listening exercises and so on. This also proves the accuracy from Vo and Jaturapitakkul’s (2016) claim that if learners were well aware of the importance of learning specific languages, they would tend to use cognitive strategies, which can help them understand and remember particular items of the language.

In addition, most of the respondents agreed on the main challenges in learning Mandarin were limited class activities and boring. This finding supports Yin (2003), who discovered that a lot of learners were eager to study the language at the initial stage but became demotivated after one or two semesters on the account of the difficulties faced. Furthermore, this finding supports Gardner and Lambert (1972) claim that to successfully acquiring a foreign language, it largely depends on the learners’ perceptions of the speakers of that language and their willingness to adapt.

Besides, the main suggestion was to try watching any Mandarin movies or listening to Mandarin music to improve learning Mandarin among UiTM Rembau students. This concurs with Vo and Jaturapitakkul's (2016) results that when language learners were aware of the value of studying a particular language, they were more inclined to use cognitive methods that might aid in their comprehension and retention of language components. Cognitive strategies include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery or memorisation.

In conclusion, the viewpoint that was found has an impact on how UiTM Rembau students learn Mandarin. This shows that learning Mandarin calls for a great deal of concentration, commitment, and continual training. Although the in-class activities were few and monotonous, UiTM Rembau students can still learn Mandarin by viewing Mandarin films or listening to Mandarin music.

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ID0045 – ONLINE SCAM AWARENESS AMONG UiTM REMBAU STUDENTS

Ummi Fathihah binti Jihati*, Nur Afrina binti Mohd Azzahari, Nur Saidatul Akhma binti Abd Rahim, Nurul Husna binti Ismail, Norsalina Shuhada binti Zuriman

School of Information Science, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

Corresponding author: 2021899948@student.uitm.edu.my

Abstract

Online scams come in numerous forms and include a wide range of situations, they will continue to exist until internet users are informed about them and aware of their existence. One of the problems that will develop is when a significant portion of the population lacks IT literacy and is being indifferent about online scams. The purpose of this study is to investigate how students at UiTM Rembau perceive awareness of online scams. Depending on a person's specific experiences, knowledge, and exposure to online scams, their sense of online scam awareness might differ. Additionally, this article aims to determine if UiTM Rembau students have the capacity to distinguish online scams communications. Recognizing online scam communications may be difficult because con artists are continually improving the method they use to trick gullible people. This study was undertaken with 30 UiTM students in UiTM Rembau Campus from diploma and degree from Faculty of Communication and Media, College of Computing, Informatics and Media, Faculty of Informatics Science, College of Computing, Informatics and Media and Faculty of Management and Business. Based on the results of the research, UiTM students who are enrolled in a variety of academic programmes are already aware of online scam activities. Apart from that, almost half of the respondents are able to tell the difference between an actual caller and a scam caller. This indicates that the respondents are already knowledgeable on how to identify scams online. This means that students are aware of this type of online scam and have a basic level of understanding about it. It is suggested that students should be able to deal with online scams. Additionally, awareness tended to focus on information or impressions of circumstances. It is hoped that the students will find this research beneficial.

Keywords: *online scam, awareness, undergraduates*

Introduction

In the present day, over four billion individuals across the globe enjoy internet connectivity (Clement, 2020). The mass employ online banking for financial management, shop on e-commerce platforms, utilize online media for entertainment and information consumption, and engage with peers through social media platforms, often referred to as online social networks (OSN), like Facebook, Instagram, and LinkedIn (Bulakh, 2017). While the internet offers numerous benefits, it also comes with its fair share of disadvantages. Where there is positivity, there also exists negativity within the realm of the internet (Puram, 2011).

Additionally, the internet can be exploited for nefarious purposes, including fraudulent activities such as scams. Scams typically involve deceptive actions carried out by an individual or a group against others (Zahari, Bilu, & Said, 2019). Despite the passage of time, there has been a rise in internet scam cases. Even though Malaysia boasts technological advancements in internet connectivity, there remain persistent concerns related to cybersecurity and fraudulent activities that warrant collective vigilance (Muniandy et al., 2017).

It is also important to highlight that the past decade has witnessed rapid and significant advancements in information technology, a trend that has been equally pronounced in Malaysia. Specifically, this research is centered on examining the awareness of online scams, wherein "awareness" refers to an individual's level of understanding and knowledge regarding a given situation or facts (Zahari et al., 2019; Yoon, 2002). This extends to their awareness when making online purchases. Assessing an individual's awareness is crucial for evaluating their perception of online transactions. In this context, "awareness" primarily pertains to one's comprehension or perspective of specific situations (Zahari et al., 2019; Hamsi et al., 2015; Jayabalan et al., 2014; Yoon, 2002).

Having said that, it is worth noting that young people are a demographic especially susceptible to online influences, often lacking awareness and knowledge concerning the risks associated with online scams. Additionally, when it comes to online shopping, individuals should possess a sound understanding and perception of the intricacies surrounding online products. Furthermore, scammers employ not only deceit and manipulation but also endeavor to pilfer individuals' account information for unauthorized access. Thus, this study will focus on discovering the perceptions of online scam awareness among UiTM Rembau students and to identify the ability to recognize online scam among UiTM Rembau students.

Ideally, if students are aware of online scams, they would be safe. Online scams have many types and various cases that happen every day and it will never end until the internet users are aware of scams and have knowledge about them. The awareness of online scams depends on the level of knowledge and perception of people about online scam syndicates. If they are aware of and acknowledge the online scam tactics and patterns of scamming, they will probably escape from being a victim. The Enforcement Command Centre noted that the most common complaints were about e-commerce scams. Additionally, among the cities that contributed the most instances of online scams were Kuala Lumpur, Putrajaya, and Shah Alam. The majority of these occurrences of online retail scams come from major cities. According to reports, occurrences of online scams are similar to fraud involving receiving fake goods (Wan Jusoh, W. N., & Shahrul Nazir, N. M., 2022). According to Ramendran (2013), the losses in the first seven months of 2013 amounted to RM1.07 billion due to thousands of different scams, corporate frauds and other economic crimes. Also, most people need to increase their knowledge and awareness of online scams to avoid becoming a victim of online scams in the future.

One of the issues that will arise is when a large number of individuals are IT illiterate and unconcerned about online scams. This is due to the fact that they have never experienced it and are unaware of the different types of online scams that exist. Until they go through it personally, they will not care about it or learn from it. The CEO of Touch N Go (TNG) Digital states that consumer education is necessary to keep Malaysians from becoming victims of online scam (Zolkepli, 2019). He claimed that fake websites, internet scams, and e-wallet applications were to be blamed for the majority of individuals falling prey to frauds and scams. Other than that, there is little emphasis on promoting consumer education and awareness in order to reduce the frequency of frauds and scams in the marketplace. According to him, a person has a lower probability of being scammed the more knowledgeable they are (Wan Jusoh, W. N., & Shahrul Nazir, N. M., 2022).

Therefore, a study was conducted to investigate this problem. As a result of doing this investigation it is possible to find out the level of awareness of online fraud and identify the ability of UiTM Rembau students to know if the message is an online fraud message. This study aims to investigate the online scams awareness among UiTM Rembau students. Therefore, the objectives of the study are as follows:

1. To discover the perception of online scam awareness among UiTM Rembau students.
2. To identify the ability to recognize online scam messages among UiTM Rembau students.

It is important to conduct studies to demonstrate how individuals are unaware of these online scams, even if the current focus of this study is on UiTM Rembau students' awareness of people-scamming through online social media. It is important to help the students, especially when it involves critical issue to encourage them to be more cautious not just in real life but also virtually. Additionally, it may be possible to investigate the extent of public knowledge of this issue and the extent of awareness among students about the problem of online scammers. Therefore, with this kind of knowledge, common safety precautions may be made public, and future studies might be planned to be more in-depth.

This study is equally important for young adults, particularly when they need to be encouraged to be more careful both offline and online. Their parents need to monitor them from time to time when engaging in an online platform so that they will not be deceived by other people, which may lead to an online scam. Young adults can therefore be advised about typical safety precautions, and more extensive research may be undertaken in the future.

This research is important in helping seniors, especially when it comes to advising them to use caution both offline and online. To avoid falling victim to online scams, they should constantly be cautious when reading messages and avoid clicking on any suspicious links. As a result, information like this with regard to common safety precautions can be made public, and additional studies may be planned.

This survey only involved thirty respondents consisting of students from the Faculty of Information Management, Faculty of Business Management and Faculty of Communication and Media Studies at UiTM Rembau. Due to the small sample size, it only allowed the researcher to use descriptive statistics and thus, the findings cannot be generalized to the wider UiTM population. The duration of this study was a bit short which resulted in the limited scope of the study in terms of the variables involved.

Methods

The respondents were focused on UiTM Rembau students. They were from two different level of education which were Diploma and Degree and three different faculties which were from School of Communication and Media, College of Computing, Informatics and Media, School of Information Science, College of Computing, Informatics and Media, and Faculty of Management and Business. They all ranged between 18 years old to 26 years old.

The questionnaire consisted of three sections where Section 1 was on the background of the respondents. In Section 2, eight questions were set to find out the perceptions of online scam awareness among UiTM Rembau students. Lastly in Section 3, there were only two different types of questions asked to discover their ability to recognize online scam messages among UiTM Rembau students. This study used descriptive analysis in analyzing the data. The analyzed data were converted from frequency count into percentages.

questions was distributed to thirty respondents, including diploma students and undergraduates in Semester 4 from the Faculty of Information Management, the Faculty of Media and Communication, and the Faculty of Business Management. Demographic details were about gender, age, level of education, faculty of study, and the experience of online scams by the respondents. Of the thirty respondents, 80 percent were female, and 20 percent were male. The age of the respondents was between 18 and 23 years old, and their level of education is 80 percent diploma and 20 percent bachelor's. In terms of their experience with online scams, most of the respondents have experienced online scams through phone calls.

The first section of the questionnaire was on perceptions of online scam awareness among the respondents. The perceptions on online scams by UiTM Rembau students were according to the agreement of the statements that have been given. The overall results of the study showed that the respondents expressed a view of agreement that was in line with the statements that had been made. 40 percent of respondents chose to be neutral, 20 percent agreed, and the other 40 percent chose to strongly agree with the statements that have been given.

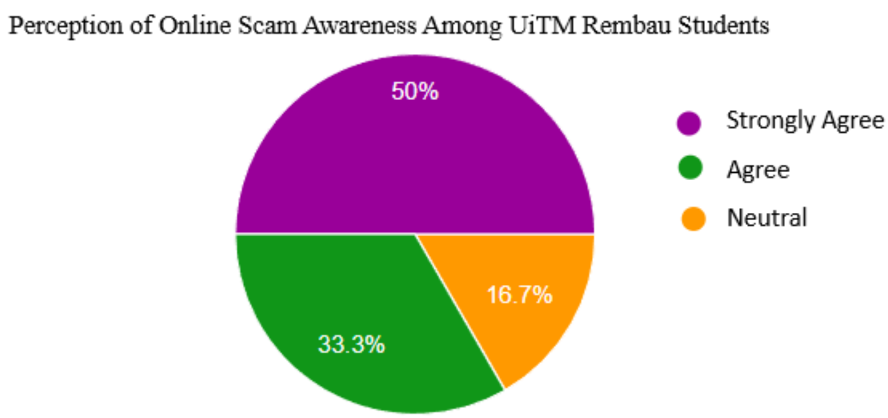

Figure 1: Perception of Online Scam Awareness

Figure 1 illustrates the overall perception of online scam awareness among UiTM Rembau Students. Half of the respondents strongly agree with the statement related to online scam awareness. This is a positive sign, indicating that a significant portion of the participants are highly conscious of the risks associated with online scams. Their strong agreement suggests they are likely to take proactive measures to protect themselves online. Meanwhile, about one-third of the respondents agree with the statement. While not as strong as the first reported data, this still represents a substantial proportion of participants who are aware of online scams and take them seriously. They may have experienced or heard about online scams and are cautious in their online interactions. Finally, approximately one-sixth of the respondents have a neutral stance. This group neither strongly agrees nor disagrees with the statement. Their neutral stance could be due to various reasons, such as limited exposure to online scams or uncertainty about the topic. It is important to note that this group could be swayed in either direction with more information or awareness campaigns. The fact that 83.3% of respondents either strongly agree or agree with the statement suggests that a majority of the surveyed population has a reasonable level of awareness about online scams. This is crucial in the digital age where online scams pose significant threats to individuals' financial and personal information.

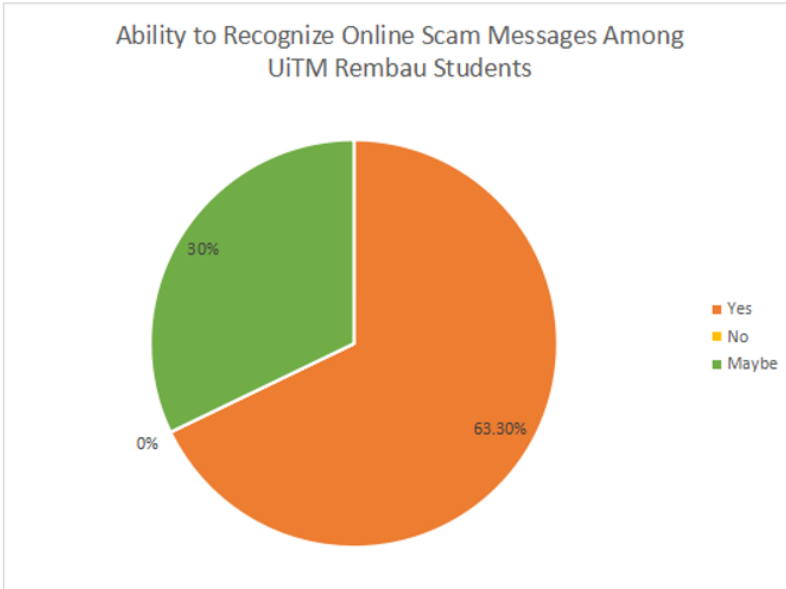

Figure 2: Ability to Recognize Online Scam Messages

Figure 2 shows the ability of UiTM Rembau students to recognize scam messages online. The chart shows that 63.30 percent of students can recognize fraudulent messages, while 30 percent are not sure about receiving fraudulent messages, and none recorded that they do not have the ability to recognize online scam messages. This shows that respondents were able to recognize the receipt of scam online messages.

The chart above reveals that a majority of UiTM Rembau students, precisely 63.30 percent, possess the ability to recognize fraudulent messages when encountered online. This is a promising result, indicating a significant portion of the student population is equipped with the knowledge and awareness to identify potentially harmful online content. These students are likely to be more cautious and resilient when facing phishing emails, fake websites, or other scam attempts.

It is also noteworthy that 30 percent of the surveyed students reported being unsure about their ability to recognize fraudulent messages online. This uncertainty could stem from various factors. Some students might not have encountered scam messages personally, while others may not have received adequate education or guidance on this topic. It's essential to address this group's concerns by providing them with resources and information to boost their confidence in identifying scams.

Lastly, one notable finding is that none of the respondents reported an inability to recognize online scam messages. This is a positive sign as it suggests that, at the very least, there is no complete lack of awareness or recognition skills among the surveyed student population. However, it is crucial to acknowledge that not encountering an inability to recognize scams does not necessarily equate to a high level of competence in identifying them.

Conclusion

Based on the study and discussion, it can be concluded that most respondents agreed that they have been victims of online fraud. This result can be seen based on the experience of being a victim of online fraud found in the survey form that has been filled out by the respondents. This also proves the accuracy of Ramendran (2013), where many people lose due to thousands of different scams, such as corporate scams and other economic crimes. Also, most people need to increase their knowledge and awareness about online scams to avoid becoming a victim of online scams in the future.

Subsequently, it can be concluded based on the research conducted, that all respondents have agreed that they have known and recognized the types of online scams. This also aligns with Zahari et al., (2019) and Yoon (2002) in their study where individuals are known as having the ability to recognize scams are those who know the level of risk and knowledge of a situation or fact. Therefore, this can help in combating online scams activities among university students and can reduce the total percentage of victims of online scams for university students.

On top of that, in the effort to track progress and continually improve online scam awareness, UiTM Rembau could conduct regular assessments or survey which could allow the institution to measure the impact of awareness campaigns and identify any emerging challenges or misconceptions.

In conclusion, there has been a notable uptick in online scam activities, with a significant impact on victims, particularly among university students. This surge can be attributed to the widespread accessibility of online platforms and social media applications, which entice more students to conduct various transactions online. This study unequivocally indicates that virtually all participants have fallen prey to online scams, resulting in heightened vigilance in their online interactions due to an increased awareness of such fraudulent activities. Consequently, it is imperative for the university and related stakeholders to collectively implement preventive measures aimed at curbing the further proliferation of these scams.

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ID0046 – MONEY MANAGEMENT BEHAVIOUR AMONG UiTM REMBAU STUDENTS

Siti Nur Atiqah Binti Mohd Faisal*, Anis Syakirah Binti Mohd Azahar, Nurin Qistina Binti Zamri, Alina Binti Ahmad Rashidi, Nurul Sakinah Binti Osman

Kolej Pengajian Pengkomputeran, Informatik & Matematik, Universiti Teknologi MARA Cawangan Negeri Sembilan Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

Corresponding author: 2021653228@student.edu.uitm.my

Abstract

This study focuses on money management behaviour among UiTM Rembau students. The financial management skills demonstrated by university students are indicative of their ability to effectively handle their own finances. However, students often face challenges in maintaining good money management practices due to economic circumstances that result in limited financial resources. These constraints can significantly impact their ability to sustain their desired lifestyles, often forcing them to make difficult choices regarding the allocation of their funds. Moreover, many students enter university without prior experience managing their own finances, which can be overwhelming and lead to poor money management habits. Therefore, the objective of this study is to investigate the money management behaviour of UiTM Rembau students and identify the factors influencing their financial behaviour. By shedding light on these factors, this study aims to provide valuable insights that can benefit students and contribute to future research in the field of money management among UiTM Rembau students. It is anticipated that the findings of this study will not only assist students in enhancing their money management skills but also contribute to the existing body of knowledge on this subject.

Keywords: *money management behaviour, undergraduates*

Introduction

Money management is a crucial skill that everyone needs, especially students. When students are in primary school, they might not realise the importance of managing money because their parents take care of their finances. However, once students reach university, good money management becomes essential because there are many expenses to handle. Nonetheless, university students often struggle with making wise spending decisions and report a lack of ability to practise good money management (Boonroungrut & Huang, 2021). To become better at managing finances, students may follow different strategies, such as starting to save money at an early age.

Without a doubt, when students start university, it becomes clear that many of them have not had much experience managing their own money. This can lead to overwhelming situations and problems in handling money. Making risky and irresponsible spending choices can put pressure on students and have negative effects. According to a study by Bamforth et al. (2017), these consequences can affect different areas of students' lives, such as their grades, social lives, and overall well-being. For example, overspending their money on the appearance of branded items and food in high-end restaurants can lead to a struggle to manage their money to survive for the next month.

Even so, money management has a significant impact on university students' social lives, emotions, and, most crucially, academic achievement. When students practise good financial management, it has positive effects on their academic performance. They become more motivated and enthusiastic about achieving excellent results. By planning their finances carefully, students gain confidence in their spending decisions and avoid overspending. Nowadays, many students are aware of the importance of managing their money for various expenses like extra classes, rent, books, bills, and food (Meor Nordin et al., 2022).

Moreover, Meor Nordin et al. (2022) highlight that parents' positive influence plays a significant role in shaping money management behaviour. Parents have a superhero-like impact on their children's behaviour. When parents exhibit careful financial habits and plan their finances wisely, it is likely that their children will learn and adopt these practices. Children often idolise and imitate their parents, especially when it comes to making smart financial decisions. This scenario sets the stage for students to develop good money management skills when they embark on their university journey. For instance, lessons about finances imparted by parents contribute to students' financial confidence (Meor Nordin et al., 2022).

Having a comprehensive understanding of the factors that influence their money management behaviour would be helpful in supporting programs that aim to assist undergraduate students in making effective money management decisions. Thus, the study aims to find out the students' money management behaviour and identify the factors that influence students' money management behaviour.

In an ideal scenario, students with effective money management habits would experience enhanced financial stability, reduced stress, and the ability to achieve their goals. They would also be better prepared for emergencies, improve their creditworthiness, and attain greater financial independence. Effective money management typically involves a well- defined spending plan, enabling students to track their expenses and identify areas for reduction. By comparing their income and expenses, students can ensure balance or even a surplus in their financial lives (University of Nebraska - Lincoln, 2023).

Conversely, students often encounter difficulties in maintaining sound financial management due to economic variables, such as insufficient savings, irregular income, and limited financial literacy (Bamforth et al., 2017). This issue can be mitigated by seeking additional employment opportunities to increase income and utilising various financial tools like cash, credit, and debit cards to manage expenditures. However, previous research has indicated that the adoption of technological solutions in many developed countries is leading to the replacement of low-skilled jobs. This trend places additional pressure on individuals lacking essential skills, work experience, and educational qualifications (Bamforth et al., 2017).

When students lack the knowledge and skills to effectively manage their finances due to economic factors like inadequate savings, inconsistent income, and limited financial awareness, they often face financial hardships. These challenges significantly impact their ability to maintain their desired lifestyles and force them to make difficult choices regarding budget allocation. For instance, students may need to reduce discretionary spending or prioritise essential expenses such as housing, food, and healthcare. Moreover, financial difficulties can result in heightened stress levels and mental health concerns. The emotional toll of financial challenges should not be underestimated, as it can lead to decreased motivation, difficulty concentrating, sleep problems, anxiety, panic, and even depression. Additionally, poor financial management often leads to overspending and long-term debt accumulation. Mismanagement of funds is unsustainable, and many students resort to borrowing money to alleviate their immediate financial burdens. However, this approach may ultimately lead to overwhelming debt, multiple creditors, and an inability to make any repayments. Consequently, students may face severe consequences such as bankruptcy, inability to cover significant financial obligations like medical expenses, home loans, and student loans (Dezerv, 2022).

To address these concerns, this study was conducted to delve deeper into this issue. The study specifically focuses on examining money management behaviour among UiTM Rembau students and identifying factors that influence their financial habits. By conducting this research, a more comprehensive understanding of the topic can be gained, potentially shedding light on the potential impact and aiding UiTM Rembau students in better comprehending money management behaviour and identifying influential factors (Dezerv, 2022).

This study aims to provide a comprehensive and insightful understanding of money management behaviour among UiTM Rembau students. The objectives of this study will be as follows:

1. To examine and analyse the money management behaviour of UiTM Rembau students.
2. To identify the factors that influence money management behaviour among UiTM Rembau students.

In addition, this study holds significant importance as it aims to investigate the impact of financial literacy, parental socialisation, peer influence, and self-control on the money management behaviour of students at Universiti Teknologi MARA (UiTM), Negeri Sembilan Branch, Rembau Campus, Negeri Sembilan, Malaysia.

The participation of UiTM Rembau Campus students in this study is crucial to gain insights into their attitudes and behaviours towards money management. By understanding their perspectives, it becomes possible to provide targeted information and support to enhance their financial literacy and decision-making skills. The study also aims to shed light on the prevalence of poor money management among UiTM Rembau students, which is a concern that needs attention.

The impact of careless spending on students' academic success, social interactions, and overall well-being has been highlighted by Sachitra et al. (2019). This emphasises the need for students to develop good money management practices to maintain their physical, mental, and academic health.

The findings from this study is expected to equip students with knowledge and understanding of their money management behaviour. It will serve as a valuable reference to help them improve their financial management skills and make informed decisions about their finances. By empowering students with this information, they will be better equipped to achieve good financial management and navigate their financial responsibilities effectively.

Overall, this study holds significance for UiTM Rembau students as it aims to provide insights into their money management behaviour and contribute to their financial well- being. The findings will serve as a reference for students to enhance their financial management practices, promoting better academic performance, improved social interactions, and overall financial success.

Method

To acknowledge certain limitations associated with the study is actually an important thing to do. The primary limitation of this study is the small sample size, comprising only thirty undergraduate students from the Faculty of Information Management, the Faculty of Communication and Media Studies, and the Faculty of Business and Management at UiTM Rembau. As a result, the findings derived from this restricted sample may not accurately reflect the characteristics and behaviours of the entire UiTM student population, thus limiting the generalizability of the results. It is important to acknowledge the need for caution when interpreting and applying these findings in a broader context.

Furthermore, the study was conducted over a period of 14 weeks, spanning from March 2023 to July 2023. This relatively short time frame restricted the breadth of the research, limiting the scope of factors that could be explored. Consequently, the study may not have captured the full range of variables relevant to understanding financial management behaviour among UiTM students.

Moreover, the data collection procedure employed in this study relied on the online distribution of questionnaires through platforms such as WhatsApp, Telegram, and Instagram. This approach introduced a potential limitation, as participants might have faced challenges accessing the questionnaire or submitting their responses due to internet connectivity issues. Such limitations in data collection could have implications for the quality and reliability of the gathered data.

It is essential to exercise caution when generalising the findings of this study to the wider UiTM Rembau student population. Previous research by Bamforth and Geursen (2017) has indicated that millennials tend to exhibit lower levels of financial literacy compared to the general population. Hence, the specific characteristics of the participants involved in this study should be taken into account when interpreting the results.

The study participants were a total of 30 UiTM Rembau students of various levels of education, especially diploma and bachelor's degree students. Participants must be current university students registered in the Faculty of Information Management, Faculty of Communication and Media Studies, or Faculty of Business and Management. Respondents are male and female, with an age range of 18 years and above. Information collected from participants will be kept confidential to avoid any negative consequences. The results of information obtained from this study will be obtained from links that contain questions related to the study. This research paper uses the words agree, strongly agree, neutral, disagree and also strongly disagree for the answers in the link.

The research instrument employed for data collection from the participants was a questionnaire, which proved to be a more efficient approach compared to conducting face-to-face interviews. The questionnaire was distributed among the faculty members of UiTM Rembau to ensure comprehensive coverage of potential respondents.

In order to align with the objectives of the study, the questionnaire consisted of three sections designed to address the specific requirements of the study. Part A aimed to gather information regarding the backgrounds of the respondents. Part B comprised six questions aimed at eliciting insights into the money management habits prevalent among UiTM Rembau students. Lastly, Part C aimed to identify the factors influencing money management practices among UiTM Rembau students. All questions in Parts A, B, and C were structured using a Likert scale to allow participants to express their opinions and attitudes.

The questionnaire was administered to respondents belonging to the faculties of information management, communication and media studies, and business and management. To facilitate the administration of the survey, Google Forms was utilised to create the online questionnaires. Great care was taken in designing these questionnaires to ensure the collection of comprehensive and detailed information from the respondents.

The data collected in this study underwent descriptive analysis. Initially, the data was transformed from frequency counts to percentages, allowing for a more comprehensive examination. To present the findings, Google Drive applications were employed to generate tables and figures, providing visual representations of the data analysis.

The analysis was conducted with the study objectives in mind, ensuring a focus on the specific research aims. The results were subsequently reported, drawing references to the established objectives.

Result and Discussion

The first section was on the demographic information which consisted of gender, part-time or full-time status, program of study, and residential status. Among the thirty respondents, it was reported that 36.6 percent were male, while 63.3 percent were female. The data also provided an understanding of the living arrangements of the respondents, highlighting that majority of respondents, accounting for 83%, stay at the college. On the other hand, only a small proportion of respondents, approximately 16.7%, reside in rented accommodations.

Money Management Behaviour among UiTM Rembau Campus Students

This section analysed the money management behaviour of respondents at UiTM Rembau Campus. The first question was in relation to the statement "I consider myself as a saver." Among the participants, the most frequently selected response was number 3 (Neutral), which was chosen by 16 respondents. On the other hand, the least selected responses were number 2 (Disagree) and number 5 (Strongly agree), each chosen by only one respondent. Based on the data, it can be inferred that majority of students at UiTM Rembau Campus identify themselves as neutral. These responses are parallel to the observations presented by Boonroungrut and Huang (2021), implying that many students hold positive attitudes toward their saving habits due to various financial constraints and priorities.

The second question is in relation to the statement "I prefer monthly money planning compared to daily money planning." Among the participants, the most frequently chosen response was number 4 (Agree), which was selected by 10 respondents. Conversely, the least selected response was number 2 (Disagree), which was chosen by only 3 respondents from UiTM Rembau Campus. This indicates that majority of students at UiTM Rembau Campus have a preference for monthly money planning over daily money planning. The results of the study show that respondents at UITM Rembau Campus have good behaviour in managing their finances. This coincides with the opinion expressed in the previous article entitled "Exploring undergraduates' money-management life: insight from an emerging economy". The article was written by Vilani Sachitra, Dinushi Wijesinghe and Wajira Gunasena. This emphasises the need for students to develop good money management practices to maintain their physical, mental and academic health. This has been highlighted by Sachitra et al. (2019). Clearly, the results show that many students prefer monthly planning over daily planning. This is because wise financial management also needs to involve their abilities so as not to burden themselves.

The third question depicts the money management behaviour of respondents at UiTM Rembau Campus in relation to the statement, "If you have a debt, do you intend to pay your debt when you find a job?" The most commonly chosen answer for this question was number 5 (Strongly Agree), selected by 13 respondents. Conversely, the least selected response was number 1 (Strongly Disagree), with only one respondent selected it. This indicates that majority of UiTM Rembau Campus students expressed a commitment to paying off their debts once they secure employment. The findings of this study coincide with the previous article entitled "Understanding students money management behaviour: a learning beyond financial literacy", written by Jill Bamforth, Charles Jebarajakirthy and Gus Geursen (2017).
] They say the results of their study 'That is, they understand several factors contribute to the reckless and impudent money management behaviour of teenagers. As a result, they have a greater capacity to overcome such influences and use a cautious approach to manage expenses. He explained that respondents at UiTM Rembau Campus chose to pay debts if they had them. It is an example of a careful approach taken to managing finances well.

The fourth question shows the money management behaviour of respondents at UiTM Rembau Campus regarding the statement, "Do you think that earning a lot of money can help you manage your money properly?" The most commonly selected answer was number 4 (Agree), chosen by 11 respondents. On the other hand, the least selected response was number 2 (Disagree), which was chosen by only 3 respondents from UiTM Rembau Campus. Based on the data, it can be concluded that the majority of students believe that earning a substantial amount of money can assist them in managing their finances effectively. This resonates with the insights from a study by Boonroungrut and Huang (2021), indicating that students often associate higher earnings with enhanced financial management capabilities. However, it is necessary to look deeper into the dynamics at work; the actual association between income levels and successful money management is a more complex phenomenon driven by a variety of factors other than earnings alone.

The fifth question shows the money management behaviour of respondents at UiTM Rembau Campus in relation to the statement, "I can manage my student loan wisely." The most frequently chosen responses for this question were number 3 (Neutral) and number 4 (Agree), with 12 respondents selecting each answer. On the other hand, the least selected response was number 1 (Strongly Disagree), chosen by only 1 respondent from UiTM Rembau Campus. Based on the data, it can be inferred that the majority of students possess the knowledge and ability to manage their student loans wisely. The results of the study that said many respondents chose 'i can manage my study loan well' is supported by the previous article titled "Understanding student money management behaviour: learning beyond financial literacy", written by Jill Bamforth, Charles Jebarajakirthy and Gus Geursen. They say the results of their study "However, their approach to managing fluctuating expenses and income, along with their saving habits, change as they progress in their studies. From a social perspective, respondents from all levels recognize the importance of parental money management advice and modelling in cultivating healthy money management behaviour in themselves". This is in line with the respondents who chose they know and can manage education loans well.

Lastly, the sixth question indicates the money management behaviour of respondents at UiTM Rembau Campus in response to the statement, "When not necessary, I can control my spending." The most commonly selected answer for this question was number 4 (Agree), chosen by 11 respondents. Conversely, the least selected response was number 1 (Strongly Disagree), which was selected by only 1 respondent from UiTM Rembau Campus. From the data, it is evident that the majority of students indicated their ability to exercise control over their spending when it is not necessary to utilise the funds. This consensus aligns with the study by Bamforth et al. (2018), whose findings suggest that a majority of students exhibit a certain degree of restraint in discretionary spending when faced with non-essential expenses.

Factors that Influence Money Management Among UiTM Rembau Students

Table 1: Factors that Influence Money Management Among UiTM Rembau Students

No.	Statements	SD	DA	N	A	SA
		%	%	%	%	%
1.	I think I can support myself financially without any help from outsiders, such as parents or a student loan.	16.7	26.7	26.7	30	0
2.	I think having a good saving attitude is one of the factors in good money management behaviour.	0	0	30	33.3	36.7
3.	I think having good financial literacy is one of the factors in good money management behaviour.	0	3.3	16.7	53.3	26.7
4.	I think family influence is one of the factors in good money management behaviour.	3.3	0	16.7	36.7	43.3

Based on Table 1, the first statement manifests the factors influencing money management among UiTM Rembau students, specifically focusing on the statement, "I think I can support myself financially without any help from outsiders such as parents or student loans." The most frequently chosen response was “Agree”, selected by 9 respondents (30%). Conversely, the least selected response was "Strongly Disagree”, which was chosen by 5 respondents (16.7%) from UiTM Rembau students. Based on the table, it can be concluded that a significant number of students feel confident in their ability to support themselves financially without relying on external assistance, such as parental support or student loans.

Next, the second statement indicates the factors influencing money management among UiTM Rembau students, specifically focusing on the statement, "I think having a good saving attitude is one of the factors of good money management behaviour." The most commonly selected response was “Strongly Agree”, chosen by 11 respondents (36.7%). Conversely, the least selected response was “Neutral”, selected by 9 respondents (30%) from UiTM Rembau students. Based on the provided bar chart, it can be concluded that the majority of students agree that possessing a positive saving attitude is indeed a significant factor that impacts their money management behaviour. This is supported by Meor Nordin et al. (2022) who mentioned that students who possess a strong saving attitude and financial knowledge are more likely to exhibit better money management skills.

The third statement is also according to the factors influencing money management among UiTM Rembau students, specifically focusing on the statement, "I think having good financial literacy is one of the factors of good money management behaviour." The most commonly selected response was “Agree”, chosen by 16 respondents (53.3%). On the other hand, the least selected response was “Disagree”, selected by only 1 respondent (3.3%) from UiTM Rembau students. Based on the provided bar chart, it can be concluded that the majority of students agree that having a good understanding of financial literacy is an essential factor in cultivating good money management behaviour.

Last but not least, the fourth statement also addresses the factors influencing money management among UiTM Rembau students, specifically addressing the statement, "I think family influence is one of the factors of good money management behaviour." The most frequently chosen response was "Strongly Agree”, selected by 13 respondents (43.3%). Conversely, the least selected response was “Strongly Disagree”, chosen by only 1 respondent (3.3%) from UiTM Rembau students. Based on the data, it can be concluded that the majority of students agree that family influence plays a significant role in shaping their money management behaviour, highlighting its importance as a contributing factor. The study by Bamforth et al. (2018) further emphasises the significance of family influence by demonstrating how parental advice and role modelling play an important role in instilling financial responsibility.

Conclusion

In conclusion, based on the study and subsequent discussion, it can be inferred that a significant majority of respondents acknowledged the importance of financial literacy as a contributing factor to effective money management behaviour. The objective of examining money management behaviour among UiTM Rembau students yielded positive results, indicating that they possess a solid foundation in financial management.

Moreover, a majority of respondents expressed their intention to prioritise debt repayment upon securing employment. This observation suggests that money management behaviour among UiTM Rembau students is commendable. However, it is worth noting that a portion of respondents disagreed with the notion of self-sufficiency in financial matters without external assistance, such as parental support or student loans. This dependency mindset may pose challenges in terms of achieving financial independence for these respondents.

Last but not least, educating students to manage their money responsibly helps them avoid careless spending and lowers the potential of unfavourable outcomes in many areas of their lives. This result is in line with study work by Sachitra et al. (2019), which emphasised the detrimental impacts of irresponsible spending on students' academic performance, social engagement, and physical and emotional well-being. Future scholars who wish to do research on financial management will find this research report to be very helpful. This is due to the fact that the paper's main focus is on financial management issues as well as how students behave when it comes to managing their funds. Consequently, it is anticipated that this study will offer a helpful review of money management abilities.

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ID0047 – NEGATIVE EFFECTS OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE AMONG UiTM REMBAU STUDENTS

Saiyidatul Hannan binti Mansor*, Siti Nurfarihin binti Yuseri, Nur Aliyana binti Baharudin, Najihah binti Mohd Farid

School of Information Science, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

**Corresponding author: 2021843854@student.uitm.edu.my*

Abstract

Social media plays a significant role in university students' daily lives because they spend a lot of time on it. Students' academic success is hampered by the fact that they frequently spend more time on social media than they do for educational purposes, which tends to distract them from their studies. It is also significant to collect data on the effects of social media on university students and to see how much time they spend on social media in a day. It is also important for UiTM Rembau students to realize not to neglect their studies just to open social media since they cannot just let their GPA drop. With this information, social media usage can be controlled, and more extensive studies can be planned. The objectives of this study are to find out the social media usage among UiTM Rembau students and identify the negative effects of social media usage on academic performance among them. It was revealed in the findings that the majority of respondents believe social media has a detrimental impact on academic performance. It is hoped that this study will be beneficial to students, specifically in creating awareness on the negative effects of social media and for future researchers in the related field.

Keywords: *social media usage, negative effects, academic performance, undergraduates*

Introduction

Social media refers to a digital platform or technology that allows people to produce, share, and engage with material and information online. It enables people, groups, and organizations to connect with others, communicate, and participate in a variety of online activities. Websites, mobile applications, and other online tools that allow social networking and the sharing of user-generated content can be considered social media platforms.

Individuals, communities, and corporations all benefit from social media in a variety of ways. It has changed how people communicate, share information, and interact with one another. The potential of social media to link individuals from all over the world is one of its many advantages. It eliminates geographical barriers, allowing people to quickly interact and stay connected with friends, family, and acquaintances. Furthermore, social media promotes the establishment of online communities based on common interests, allowing users to interact with like-minded people, participate in debates, and exchange knowledge and ideas. Furthermore, social media plays a critical role in information exchange and news transmission.

However, despite the positives of social media, there are also negative effects, particularly for students. Social media networks have provided countless benefits, but they can have negative effects. Excessive usage of social media can lead to social isolation since face-to-face contacts decrease and individuals feel lonely. Cyberbullying is rampant on these sites, inflicting mental pain and injury. Constant exposure to the highly manicured lifestyles of others leads to comparison anxiety and low self-esteem. Sleep disruptions result from late-night social media use, affecting general well-being. Excessive social media usage has been connected to mental health disorders like sadness, anxiety, and body image dissatisfaction. As personal data is collected and shared, privacy issues and the potential for identity theft arise. Misinformation travels easily, creating confusion and possibly injury. Addiction to social media has harmed productivity and time management. Normal behaviours coupled with excessive screen usage might have a negative impact on physical health. Being aware of these negative impacts is critical for establishing a healthy connection with social media.

As previously mentioned, students who have a strong attraction to social media may experience adverse consequences, including disturbances to their mental health. This is highlighted in a study conducted by M. Kolhar, R. Nazir Ahmed Kazi, and A. Alameen (2021), who reported that the influence of social media on students' mental health, encompassing their emotional, psychological, and social well-being, remains a significant area of concern in the present day. It can be argued that social media plays a substantial role in the daily lives of university students, considering the extensive amount of time they spend on these platforms, both during the day and at night. However, despite the tremendous contributions that social media and related technologies have made to knowledge acquisition, it is essential to examine whether these tools are being utilized solely for educational purposes or if they serve other objectives that may lead to adverse consequences resulting from technology misuse. The fact that students devote more time to social media for non-educational reasons often creates distractions within the learning environment, ultimately impact their academic success negatively (Bekalu et al., 2019; Hettiarachchi, 2014).

Furthermore, the excessive time spent on social networking sites presents additional concerns, as it can contribute to a sedentary lifestyle and a decline in daily physical activity levels among students. This sedentary behaviour, in turn, exposes them to increased risks of developing non-communicable diseases, including obesity, diabetes, and hypertension (Melkevik et al., 2015; Zou et al., 2019; Hu et al., 2001)

However, the benefits of social media usage must be carefully balanced against the potential negative impacts. Students' academic success can be hampered by the fact that they often allocate more time to social media than they do for educational objectives, leading to distractions and a lack of focus within the classroom. Moreover, excessive engagement with social networking sites can contribute to sedentary behaviours and a decrease in daily physical activity levels, increasing the susceptibility of users to noncommunicable illnesses such as obesity, diabetes, and hypertension.

To fully understand the impact of social media interactions on academic performance, it is important to conduct appropriate assessments. By conducting a comprehensive study, it became possible to ascertain the specific effects, time constraints, pros, and cons of using social media among students at UiTM Rembau. Through examination of these issues, a deeper understanding of the relationship between social media and student well-being in an educational context can be achieved, thus paving the way for informed interventions and strategies to promote healthier technology use habits.

Students often utilise social networking sites and applications. The benefits of using social media for educational purposes are numerous. According to one research, the usage of social media technologies boosted students' learning chances, enabled realtime contact outside of the classroom, created collaborative opportunities, and increased creativity. Students can watch educationally relevant films or communicate information about what they have watched and learnt before joining an online discussion with teachers (Sivakumar, Dr R., 2020).

They spend a significant amount of time on these sites as part of their everyday life. According to studies, university students are among the most active users of social networking sites (Azizi et al,. 2019). Social networking sites are extremely useful in schooling. Indeed, students have several options to better their learning and have access to the most up-to-date knowledge by interacting with learning groups and other educational systems (Greenhow and Robelia, 2019).

Due to its ease of use for obtaining information, sharing information, and interacting with one another, social media has an impact on the world of education and on the lives of students. The introduction of social media poses this issue in a new light. As social media develops in popularity, so does the innovative use of this new technology (Sun and Zhang, 2021). People with this addiction spend a significant amount of time on social media each day, have a constant desire to check social media, and are troubled if they are unable to check their accounts and engage in social media so deeply and frequently that they forget important tasks. The average person spends around 2.5 hours each day on social media (Allcott et al., 2021; Kemp, 2020).

This study was carried out with the intention of presenting a more comprehensive viewpoint on the impact of social media on academic performance among UiTM Rembau students. The primary goal of the study is to investigate the effects of UiTM Rembau students' attitudes toward the usage of social media on academic performance. Below are the specific objectives of this study:

1. To find out social media usage among UiTM Rembau students.
2. To identify the negative effects of social media usage on academic performance among UiTM Rembau students.

The findings of this study will provide insight into the negative effects of social media usage on academic performance among UiTM Rembau students. The study is significant because it intends to collect vital data on the influence of social media on university students, with an emphasis on their daily time allocation to these platforms. The findings shed insight into the amount of time respondents spend on social media, demonstrating that the vast majority of them devote a considerable chunk of their day to these sites. This excessive use of social media has been proven to have a negative impact on the respondents' study habits, raising worries about the potential effects. The study is particularly relevant for students at UiTM Rembau, emphasizing the necessity for them to prioritize their academic endeavours and not ignore their studies in favour of excessive social media activity, since this might possibly lead to a drop in their grade point average (GPA).

In this study, it is proven that the respondents tend to be distracted due to checking their social media. They also lost patience when reading long paragraphs, and the academic materials are mostly long paragraphs. In light of these findings, it is critical to promote healthy social media usage and prevent addiction since most of the respondents are more attracted to social media compared to studies which is not good for their academic performance. The findings of this study can be used to adopt strategies to regulate social media usage among students, while also laying the path for more thorough research in the future.

The survey involved only thirty respondents, consisting of diploma and undergraduate students of the College of Computing, Informatics, and Media in UiTM Rembau. Due to the small sample size to be representative of all students in UiTM Rembau, the result cannot be generalized to all UiTM Rembau students.

Methods

The study opted for use online surveys as a research tool to collect information. Questionnaires from Dr R. Sivakumar (2020), Ziming Liu (2022), Rui Hu (2022), Xiaojun Bi (2022), Manjur Kolhar (2021), Raisa Nazir Ahmed Kazi (2021), and Abdalla Alameen (2021) were adopted and adapted. The respondent's history was examined in Section A of the questionnaire, which asked questions about their age, gender, faculty, and level of education. In Section B, questions were given based on the first objective, which is about social media usage among UiTM Rembau students. There were four questions in this section. Respondents were given multiple choices of answers. Lastly, Section C was for the second objective, which was about the negative effects of social media on academic performance among UiTM Rembau students. There were also five questions in this section. Respondents were mainly from the Faculty of Information Management, Faculty of Business, and Faculty of Communication and Mass Media.

Descriptive analysis is used to analyze the data in this study. The frequency counts and percentages of the analyzed data are converted. The study's goals served as the basis for the analysis, which also included a summary of the findings in light of the goals.

Result and Discussion

A questionnaire consisting of nine questions was distributed to 30 respondents from UiTM Rembau, Negeri Sembilan. The demographic details were age, gender, faculty, and level of education among the respondents. The respondents' ages ranged from 18 to 26 years old. Most respondents were 21 to 23 years old, which is (63.3%). Out of thirty respondents, 90 percent were female, and 10 percent were male. Most of the respondents were from the College of Information Science (50%), followed by the College of Communication and Media (33.3%), and the Faculty of Business and Management (16.7%). 60% of the respondents are degree students, while another 40% are diploma students.

The finding indicated the time of social media use among UiTM Rembau students where they spent more than an hour on social media. There were 19 respondents, or 63.3% of the respondents, who stated that they use social media for 5-6 hours a day. Besides, 16.7%, which was 5 respondents, use social media for 1-2 hours and 3-4 hours, respectively, while 3.3%, which was only one person, uses social media for less than 1 hour.

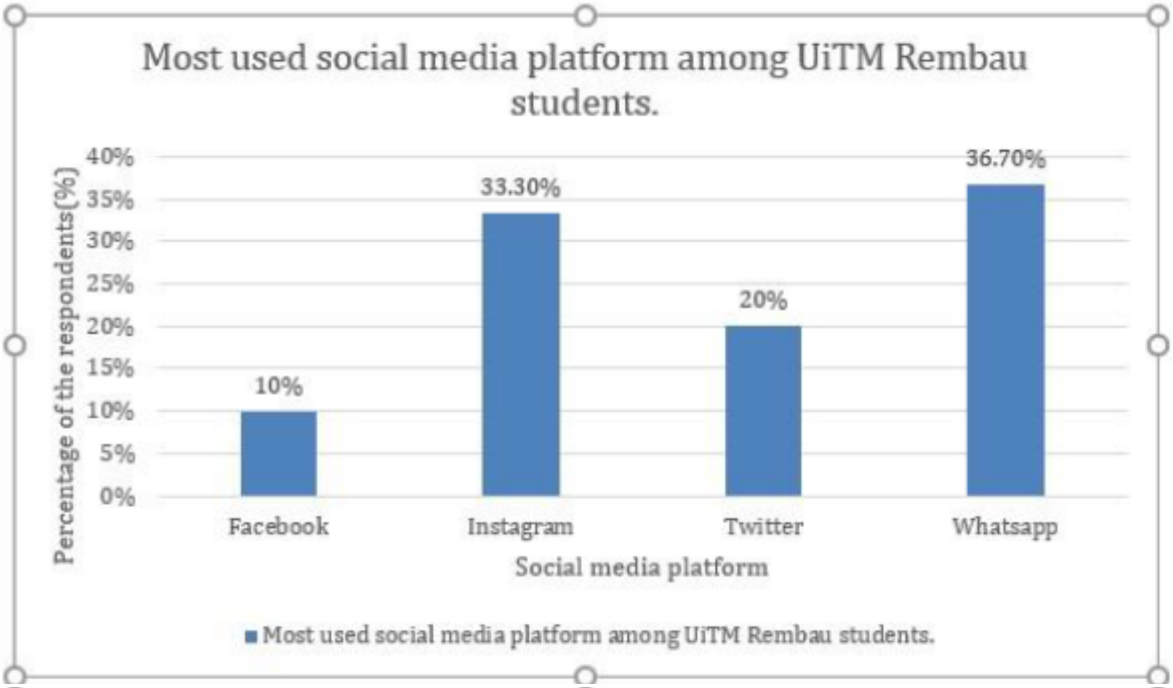

Figure 1: Most used social media platform among UiTM Rembau students.

Figure 1 shows the most used social media platform among UiTM Rembau students. The results showed that 36.7% of the respondents, or 11 respondents, chose WhatsApp as the most used social media platform. This is because there are a lot of groups for the class and the course subject that use this platform to interact and give some information. There were 33.3%, which was 10 respondents, choose Instagram as the most used social media platform, 20% of the respondents, or 6 respondents, choose Twitter as the most used social media platform; and 10% of the respondents, or 3 respondents, choose Facebook as the most used social media platform.

Next, the findings indicated that 70% of the respondents, or 21 respondents, used social media during their free time. This is because that is the only time that they can release their tension from assignments or anything else. There were 20% of the respondents, which was 9 respondents, who used social media during their spare moments, whereas no one, used social media whilst at school.

The data also depicted the purposes why students use social media. The results showed that 66.7% of the respondents, or 20 respondents, used social media for academic purposes. This is because there are a lot of courses that recommend using social media for the assignment. There were 33.3%, which means 10 respondents used social media for non-academic reason to entertain themselves.

Scale Likert / Statement	Negative effects of social media on academic performance among UiTM Rembau students (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
My reading distracted due to constantly checking social media.	6.7%	20%	20%	40%	13.3%
I get used to reading short paragraphs. I lose patience when reading longer paragraphs.	16.7%	13.3%	23.3%	36.7%	10%
I spend too much time on social media, so I need to rush when I read other academic materials.	6.7%	26.7%	43.3%	13.3%	10%
Social media usually affects my study timing.	0%	6.7%	40%	33.3%	20%
I feel more attracted to social media compared to study.	3.3%	16.7%	26.7%	36.7%	16.7%

Figure 2: Negative effects of social media on academic performance among UiTM Rembau students.

Figure 2 shows the results of the five statements on the negative effects of social media on academic performance among UiTM Rembau students. First and foremost, for the statement "My reading is distracted due to constantly checking social media", the results showed that 53.3% of the respondents agreed that their reading is distracted due to constantly checking social media, while 26.7% disagreed with the statement. Besides, for statement 2, which is "I get used to reading short paragraphs. I lose patience when reading longer paragraphs", 46.7% of respondents agreed with the statement, but 30% of the respondents disagreed about that. Moreover, for statement 3, "I spend too much time on social media, so I need to rush when I read other academic materials", the result with the highest percentage in the list was 43.3% of the respondents just being neutral about the statement, while the lowest score was only 23.3% of respondents who agreed with the statement. In addition, statement 4, "Social media usually affects my study timing", 53.3% of the respondents agreed with this statement, while only 6.7% disagreed with it. Finally, for statement 5, which is "I feel more attracted to social media compared to study", 53.4% of the respondents agreed with the statement, and 26.7% of the respondents were neutral. So, this indicates that most of the respondents agree that there are negative effects of social media on academic performance.

Conclusion

Based on the research and discussions, for findings about social media usage among UiTM Rembau students, it can be concluded that most respondents spent five to six hours on social media. Not only that, the most used social media platform among UiTM students was WhatsApp. In addition, most of the respondents' students used social media during their free time. Finally, most of them use social media for non-academic purposes. This indicates that UiTM Rembau students really spend more time on social media, especially on WhatsApp but it is mainly for leisure and not for academic purposes This is not even accurate to Allcott's (2021) study that claimed the average person spends around 2.5 hours each day on social media (Allcott et al., 2021; Kemp, 2020) as the findings indicated more hours.

Besides, despite the negative effects of social media on academic performance among UiTM Rembau students, most of the respondents agreed that they felt more attracted to social media compared to studying. This indicates that students were not interested in studying due to spending more hours on social media for other reasons. This finding supports Ziming Liu's (2023) study that people are not only losing interest in books, but their ability to read them is also deteriorating due to a short attention span. To fully understand the effects of social media use on students' reading practices, detailed research on the popularity of digital reading and the widespread use of social media among young people is required.

Furthermore, there are also respondents of UiTM Rembau students that used social media less than one hour a day and use it for only academic purposes. This is supported by Greenhow and Robelia's (2019) study, that students have several options to better their learning and have access to the most up-to-date knowledge by interacting with learning groups and other educational systems (Greenhow & Robelia, 2019). Moreover, there are also respondents who disagreed with the statement that they spend too much time on social media, so they need to rush when reading other academic materials. This aligns with Shehu's (2014) findings that more than 75% stated that social media reduced their time spent reading other items (Shehu, 2014).

To summarise, UiTM Rembau students are fond of social media. This suggests that they spent too much time on social media, which is especially true for non-academics. Furthermore, it was determined that social media had a negative impact on academic work among UiTM Rembau students. As a result, it is apparent that if students do not utilise social media effectively, it has a negative impact on their academic achievement.

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ID0048 – MEDIA LITERACY FACTORS ON MEDIA AWARENESS AND MEDIA EVALUATION AMONG UiTM REMBAU STUDENTS

Ayu Maisara binti Rizan*, Nurfarisah binti Muhammad Farish, Nurul Izzati binti Saiful Amri, Nur Aina Nazirah binti Kamal Bahrin, Nur Amira Sakinah binti Ikhsan

School of Information Science, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, Negeri Sembilan, Malaysia

Corresponding author: 2021485778@student.uitm.edu.my

Abstract

Media literacy includes understanding the function and impact of media in society, which is referred to as the ability to access, analyze, evaluate, and generate messages in diverse media types and forms. In recent times, media literacy has been considered an important tool for students, especially in higher education. Thus, it is significant for them to be media literate and competent in ensuring the use of mass media, gadgets, and information is at its maximum capability. This study aims to identify media awareness and media evaluation factors among UiTM Rembau students, as well as explore their opinions regarding media literacy. Data was collected using the survey questionnaire method. The intended respondents were 30 students from diploma and bachelor's degree levels from the College of Computing, Informatics, and Mathematics, the Faculty of Communication and Media Studies, and the Faculty of Business and Banking. The results showed that UiTM Rembau students exhibit adequate awareness and evaluation capabilities of media in terms of media literacy. These findings suggested that media literacy among most UiTM Rembau students is in a good state. This indicates that UiTM Rembau students are generally competent in accessing, analyzing, and evaluating media through various platforms in their daily lives. Based on these outcomes, it is recommended that UiTM Rembau students keep improving their media literacy skills in this advanced technology era for their future.

Keywords: *media literacy factors, media awareness, media evaluation, undergraduates*

Introduction

Media literacy includes understanding the function and impact of media in society, referred to as the ability to access, analyze, evaluate, and generate messages in diverse media types and forms (Akcayoglu & Daggo, 2019). This was also proven in a study conducted by Potter (2022) which indicates that media literacy also includes the ability to deconstruct messages, discern patterns, determine trustworthiness, counter-argue, and avoid influences. Multiple studies highlighted the importance for students in higher education to be media literate, especially in today's age of rapid technological advancement. (Akcayoglu & Daggol, 2019; Hallaq, 2016). According to Shabani and Keshavarz (2021), students nowadays interact with information regularly which occurs concurrently with a wide range of media, including newspapers, television, the internet, and social media.

A study in India reported that the utmost importance is that students should be media literate to prevail in their studies and everyday life (More, 2021). Students must become media literate by being capable of decoding, evaluating, analyzing, and producing good media products (Akcayoglu & Daggol, 2019).

According to Nahdatul Zahra et al. (2022) and Shabani and Keshavarz (2021), university students highly benefit from a range of factors in media literacy, namely media access and usage, media evaluation, communication, and critical thinking, in evaluating information. Based on the research done by Hallaq (2016), it was stated that basic principles defined as constructs are used for media literacy education in the United States. The factors comprise Media Awareness, Media Access, Ethical Awareness, Media Evaluation, and Media Production.

However, this study focuses only on two factors of media literacy, which are media awareness and media evaluation. Media awareness involves being able to analyze and evaluate media messages critically, understand their intended and implied meanings, and recognize biases. It includes recognizing media bias, evaluating credibility, understanding media manipulation, and being familiar with media literacy tools. Media evaluation involves assessing the purpose, accuracy, relevance, audience, perspective, and ethical considerations of media content. Media literacy factors on Media Awareness and Media Evaluation among UiTM Rembau students require requisite research and necessary actions. Hence, this study investigated the media awareness and media evaluation of the students regarding media literacy.

In the educational setting, media literacy has been considered as a tool of empowerment. This emphasizes the need for young people, especially students in higher education, to be media literate. This is to ensure that they are capable of handling mass media, gadgets, and information in general for everyday usage.

Nowadays, media literacy has been used widely among students, especially university students. However, the problem that this study addresses lies on the fact that not many are fully aware of the fact that most students who are engaged in media literacy are unable to show awareness of the consequences if they do not control the use of media literacy. Apart from that, the use of media literacy may not reach the maximum level of correct use, especially among students. They only know how to use it but do not know the right way and some even have no skills at all (Nahdatul Zahra et al., 2022). According to Shabani and Keshavarz (2021), students pay less attention to content-related criteria on social media, they need to be taught on how to think critically when faced with a lot of information. In specific, media awareness and media evaluation will be the focus of this study. Media awareness involves critically analyzing media messages, understanding their intended and implied meanings, and recognising biases. It involves understanding media manipulation, bias, credibility, and media literacy tools. Media evaluation entails assessing media content's purpose, accuracy, relevance, audience, perspective, and ethical considerations. Thus, to improve media literacy factors on media awareness and media evaluation among UiTM Rembau students, priority should be given to understanding student's perceptions regarding media literacy.

Since the goal of media literacy is to help students become competent, critical, and literate in media forms, the issue of media literacy factors on media awareness and media evaluation among UiTM Rembau students should be a top priority. Thus, the objectives of the study are as follows:

1. To determine media awareness factors among UiTM Rembau students.
2. To determine media evaluation factors among UiTM Rembau students.
3. To explore the opinion regarding media literacy among UiTM Rembau students.

Significantly, this study provided an overview of media literacy factors on media awareness and evaluation among UiTM Rembau students. Students and future researchers could use this study as a guide in obtaining information for students who knew about media literacy factors in media awareness and media evaluation.

Firstly, in highlighting the significance of the research, a study stated that it was very important that students who were media literate were prioritized in studies and daily life (More, 2021). Students in higher education, in particular, had to be media literate with the ability to decode, evaluate, analyze, and produce good media products (Akcayoglu & Daggol, 2019). According to Nahdatul Zahra et al. (2022); Shabani and Keshavarz (2021), UiTM Rembau students highly benefited from a range of factors in media literacy, namely media access and usage, media evaluation, communication, and critical thinking, in evaluating information. To allow students to gain exposure to media literacy factors regarding media awareness and media evaluation, students can attend seminars or search for information on trusted websites. From here students can increase their knowledge about media literacy and not misuse it.

Through this study, future researchers could have planned in more detail how to attract students' interest in media literacy factors on media awareness, and media evaluation and strategic actions could have been worked on. This research would have helped determine the extent to which UiTM Rembau students knew about media awareness and media evaluation in media literacy.

In addition, the study's shortcomings had to be considered too. Focusing on the research goals ensured that the final outcome fulfilled the purpose of the study. Small sample studies restricted the research ability to determine UiTM Rembau students' media literacy expectations. The study's sample of 30 UiTM Rembau students was too small to be representative. Thus, the findings could not apply to all UiTM students. Data collecting was also another issue that had to be noted. Internet connection issues and student idleness could have occurred as the questionnaire was disseminated and conducted online through WhatsApp, Telegram, Instagram, and any other relevant applications. This study took place in a limited period of time, from March 2023 to July 2023. This meant that there were only a few variables to look at.

Methods

The respondents of the study were 30 university students in various education levels, particularly diploma and bachelor's degree levels. The qualifying criteria for the participants were that they were university students enrolled in the Faculty of Information Management, Faculty of Mass Communication, or Faculty of Business and Banking among UiTM Rembau students. The respondents were 5 individuals from each of the diploma and bachelor's degree levels of the three categories of the faculty. The respondents were both males and females, and the age range was between 18 years old and above. As the survey was distributed, consent was taken from the potential participants before they could access the questionnaire section. The data was then only collected from those participants that granted their consent. The data received from the participants was kept confidential to ensure no harm upon their participation in the survey.

The research instrument that was used to collect the data was an online questionnaire. The questionnaire was adopted and adapted from Hallaq (2016) and Akcayoglu and Daggol (2019). Part A of the questionnaire gathered information about the background of the respondents, such as age, gender, level of education, and faculty. Part B of the questionnaire consisted of the first objective regarding media awareness among UiTM Rembau students. There were five items in the Likert scale of 1 to 5 corresponding from strongly disagree to strongly agree. This section was important to ascertain the respondents' general knowledge regarding media awareness. Part C consisted of the second objective, which was to determine the ability of evaluating information in the media among UiTM Rembau students. This section aimed to determine the respondents' ability to evaluate information in the media. There were five items in the Likert scale of 1 to 5 corresponding from strongly disagree to strongly agree. This section was important to ascertain the respondents' ability in evaluating information in the media among UiTM Rembau students. Lastly, Part D consisted of the third objective regarding the opinion on media literacy, which contained one open-ended question. This section aimed to explore the opinion on media literacy among UiTM Rembau students.

In this research, the questionnaires were distributed to the respondents at the Faculty of Information

Management, Faculty of Mass Communication and Faculty of Business and Banking among UiTM Rembau students. This study used descriptive analysis in analyzing the data. The analyzed data were then converted from frequency count into percentages. The analysis was based on research objectives and the results were summarized related to the research objectives.

Result and Discussion

The first section of the questionnaire was on the demographic details which consisted of age, gender, level of education, and course of study. Out of thirty respondents, 19 respondents (63.3%) were between 18 to 20 years old, while 11 respondents (36.7%) were 21 to 23 years old. The respondents are mostly females (73.3%) which were 22 people. Meanwhile, there were 8 male respondents (26.7%). 20 respondents (66.7%) were recorded from Diploma level, while 10 respondents (33.3%) from Degree level. Furthermore, the percentage for each faculty which consisted of Faculty of Information Management, Faculty of Mass Communication, and Faculty of Business and Banking all recorded the same number of respondents and percentage, which was 10 respondents (33.3%) from each faculty.

Media awareness factors among UiTM Rembau students

No	Items	SD	D	N	A	SA
		%	%	%	%	%
1	I am familiar with media file formats such as jpeg, avi, mp3.	0 (0%)	0 (0%)	5 (16.7%)	6 (20%)	19 (63.3%)
2	I am able to learn new things about other cultures from online activities (i.e. surfing the Internet, playing online games, participating in online communities or forums, etc.).	0 (0%)	0 (0%)	3 (10%)	7 (23.3%)	20 (66.7%)
3	I am confident in my ability to evaluate information found online for credibility.	0 (0%)	1 (3.33%)	6 (20%)	12 (40%)	11 (36.7%)
4	I am confident in my ability to personalize the information I receive through online platforms. (websites, news sites, social media, etc.)	0 (0%)	1 (3.33%)	6 (20%)	11 (36.7%)	12 (40%)
5	I feel competent in my ability to not easily purchase things online.	0 (0%)	2 (6.67%)	5 (16.7%)	9 (30%)	14 (46.7%)

Table 1: Media awareness factors among UiTM Rembau students' percentage of each category

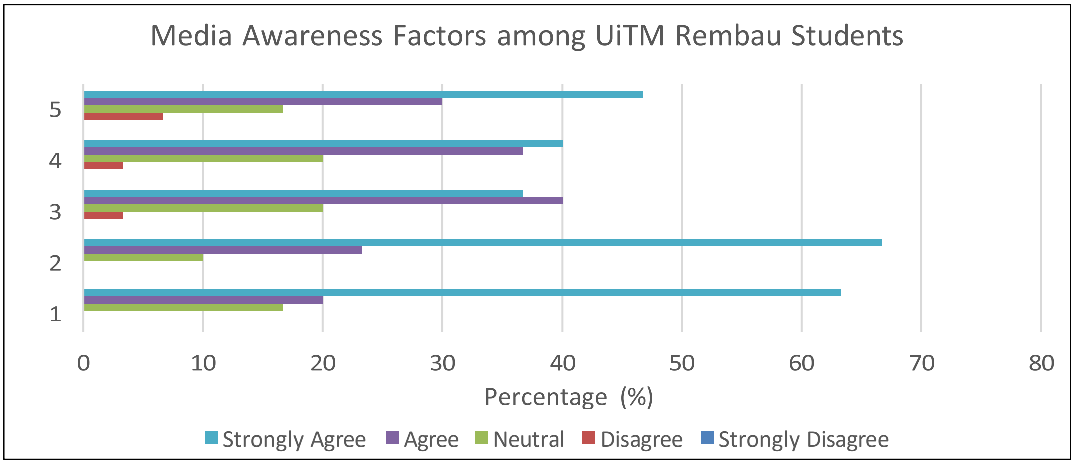

Figure 1: Media awareness factors among UiTM Rembau students' percentage of each category

Table 1 shows the percentage of media awareness factors among UiTM Rembau students. The result from the first item shown above showed that 19 respondents with 63.3 percent strongly agreed, 6 respondents with 20 percent agreed, and 5 respondents were neutral with 16.7 percent.

Based on the result of the second item shown above, 20 respondents with 66.7 percent strongly agreed, 7 respondents with 23.3 percent agreed, and 3 respondents with 10 percent were neutral. The statement from item 3 indicated that 11 respondents with 36.7 percent strongly agreed, 12 respondents with 40 percent agreed, 6 respondents with 20 percent were neutral, and 1 respondent with 3.33 percent disagreed. Next, item 4, a total of 40 percent with 12 respondents strongly agreed, 36.7 percent with 11 respondents agreed, 20 percent with 6 respondents was neutral, and 3.33 percent with 1 respondent disagreed. For the last item, the findings showed that 14 respondents with 46.7 percent strongly agreed, 9 respondents with 30 percent agreed, 5 respondents with 16.7 percent were neutral, and 2 respondents with 6.67 percent disagreed.

Media evaluation factors among UiTM Rembau students

No	Items	SD	D	N	A	SA
		%	%	%	%	%
1	I feel confident in my ability to identify the credibility of an Internet pop-up notice telling me to "click here".	0 (0%)	1 (3.33%)	4 (13.3%)	8 (26.7%)	17 (56.7%)
2	I am aware of the terms of User Agreements for web sites where I post content.	1 (3.33%)	1 (3.33%)	2 (6.67%)	12 (40%)	14 (46.7%)
3	I have the ability to evaluate another person's media skill/competency.	0 (0%)	1 (3.33%)	7 (23.3%)	12 (40%)	10 (33.3%)
4	I feel confident in my ability to determine if on-line information is biased.	0 (0%)	1 (3.33%)	5 (16.7%)	8 (26.7%)	16 (53.3%)
5	I visit social media sites (for example Facebook) to learn information about a specific company I am interested in.	0 (0%)	1 (3.33%)	6 (20%)	8 (26.7%)	15 (50%)

Table 2: Media evaluation factors among UiTM Rembau students' percentage of each category

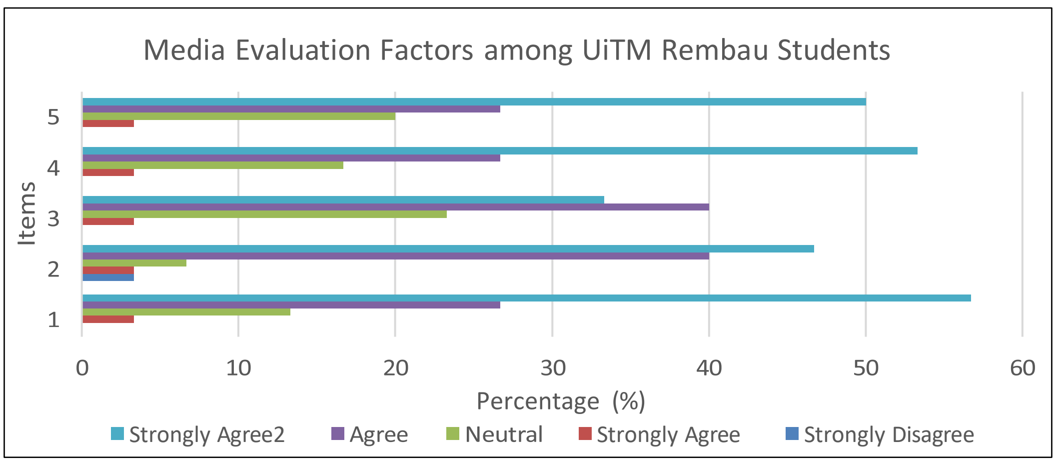

Figure 2: Media evaluation factors among UiTM Rembau students' percentage of each category

Table 2 shows the percentage of media evaluation factors among UiTM Rembau students. The result from the first item shown above reported that 17 respondents with 56.7 percent strongly agreed, 8 respondents with 26.7 percent agreed, 4 respondents with 13.3 percent were neutral, and 1 respondent with 3.33 percent disagreed.

Based on the result of the second item shown above, 14 respondents with 46.7 percent strongly agreed, 12 respondents with 40 percent agreed, 2 respondents with 6.67 percent were neutral, and 1 respondent with 3.33 percent disagreed. The statement from item 3 showed that 10 respondents with 33.3 percent strongly agreed, 12 respondents with 40 percent agreed, 7 respondents with 23.3 percent neutral, and 1 respondent with 3.33 percent disagreed. Next, item 4, a total of 53.3 percent with 16 respondents strongly agreed, 26.7 percent with 8 respondents agreed, 16.7 percent with 5 respondents were neutral, and 3.33 percent with 1 respondent disagreed. For the last item, the findings showed that 15 respondents with 50 percent strongly agreed, 8 respondents with 26.7 percent agreed, 6 respondents with 20 percent were neutral, and 1 respondent with 3.33 percent disagreed.

Opinion regarding media literacy among UiTM Rembau students

Items	Count (N = 30)	Percent (%)
1. Attend a class, workshop or seminar related to media literacy.	6	20
2. Verify the news whether valid or not by checking other sources.	2	6.67
3. Think critically the media's purpose, audience, and techniques to identify any bias or manipulation.	7	23.3
4. Spread awareness and hold a campaign	3	10
5. Spread media literacy function	1	3.33
6. Expose to wider range of sources	1	3.33
7. Develop multimedia skills	2	6.67
8. No suggestion	4	13.3
9. Not relevant	4	13.3

Table 3: Opinion regarding media literacy among UiTM Rembau students

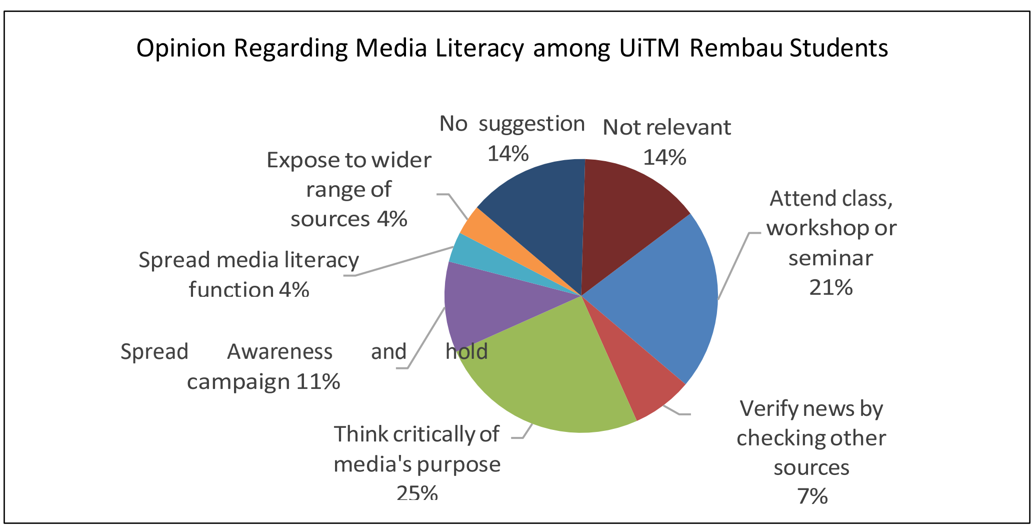

Figure 3: Opinion regarding media literacy among UiTM Rembau students

Table 3 shows the opinion regarding media literacy among UiTM Rembau students. The most popular opinion that has been mentioned by 7 respondents with 23.3 percent, was to think critically about the media's purpose, audience, and techniques to identify any bias or manipulation. The second most popular opinion that has been mentioned by 6 respondents with 20 percent was to attend a class, workshop or seminar related to media literacy. The least popular opinion that has been mentioned by 1 respondent with 3.33 percent, was to spread media literacy function, and another opinion with the same number of respondents was to expose students to a wider range of sources.

Conclusion

Based on the results of the finding, it can be deduced that the majority of the respondents are relatively knowledgeable in media awareness in their daily life. This came as no surprise as the research by Shabani and Keshavarz (2021) claimed that students nowadays regularly interact with information that is presented alongside a variety of media. This finding concurs with the study done by Akcayoglu & Daggol (2019), whereby the habitual use of the internet as a tool to collect information and entertainment resulted in a constant exposure of various media forms to the students. This suggests that students overall have acquired basic knowledge regarding media awareness in media literacy.

Next, the finding also concluded that a predominant number of respondents are confident in their ability of evaluating media. This is significant to ensure the safety and credibility of the information to avoid undesirable situations. The results of this research portray a similar outcome to the study done by Nahdatul Zahra et al. (2022), which highlights that the respondent's ability in using media forms is above average. The similarity suggests that students in higher education are capable of evaluating information through media forms.

Finally, the most popular opinion from respondents is to think critically about the media's purpose, audience, and techniques to identify any bias or manipulation. This finding is in agreement with the research that was conducted by Akcayoglu and Daggol (2019), which concluded that awareness about the true definition of media literacy and the ability to use media in an effective manner are of the utmost importance. Media literacy is not a concept that only pertains to adults, nor is it a skill that is acquired at university. However, there are still many more suggestions that can be used to improve media literacy among students such as attending a class, workshop or seminar related to media literacy which are also given suggestions by respondents. Hence that highlights the vitality of having media literacy awareness specifically for students.

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ID0049 – ONLINE LEARNING EFFECTIVENESS AMONG UiTM REMBAU STUDENTS

Siti Farah Aina Binti Rahman*, Muhammad Firdaus Bin Yunus, Nur Muhamad Mursyid Bin Normizan, Fatin Diyanah Binti Mohd Fauzan, Muhammad Nur Ashwad Bin Musa

Kolej Pengajian Pengkomputeran, Informatik & Matematik, Universiti Teknologi MARA Cawangan Negeri Sembilan Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

Corresponding author: 2021617708@student.uitm.edu.my

Abstract

In early 2020, the learning method shifted from face-to-face to an online learning environment as Malaysia was affected by the COVID-19 virus at the time. To facilitate the online learning process, adaptation to the digital environment is required. The study is important to study the factors that contribute to the effectiveness of online learning among students. The information from this study also can be used by the lecturer and university administrators to improve their method of teaching when using the online platform. The purpose of this study is to examine the effectiveness of online learning among UiTM Rembau Campus students, particularly those enrolled in the College of Computing, Informatic and Mathematics. A questionnaire was used to collect data from 30 respondents about factors contributing to online learning effectiveness, challenges faced during online learning and strategies to make online learning more effective among UiTM Rembau Campus students. The study found that most of the respondents preferred having PowerPoint slides available in front of them to make online learning more effective. The study also found that suitable learning environments contribute to the effectiveness of online learning. This could be confirmed by the responses that suggest interactive online learning environments are making online learning more effective. Thus, it is hoped that this study will be beneficial for students, future researchers, and lecturers in enhancing online learning effectiveness among UiTM Rembau students.

Keywords: *online learning effectiveness, undergraduates*

Introduction

Many educational institutions, particularly those in higher education, have developed an online learning process involving students and lecturers during the Covid-19 epidemic. The government has put in place several measures, such as social and physical isolation, as well as extensive societal restrictions, to stop the virus from spreading (Bahasoan et al., 2020). Malaysia's educational system has gone online because of the Movement Control Order (MCO), and most private and public universities have followed suit. While getting ready for future online learning, this is crucial for instructors and students alike (Azleen Ilias et al., 2020).

The effectiveness of online learning depends on student engagement and their focus on the topic that is discussed in the online platform or medium. According to a study that was conducted by Azleen Ilias et al., (2020), studies have also indicated that students' intentions to participate in online learning may be influenced by e-content, learning's self-efficacy, and perceived usefulness. The four aspects directly affect the adoption of online learning: perceived utility, perceived usability, individual factors, and social factors.

Moreover, there is an external factor that affects the effectiveness of online learning among students. Azleen Ilias et al., (2020) posit when using online learning, students encountered several difficulties, including lack of discipline, faculty disapproval, costly development, and delivery expenses. This could somehow affect the effectiveness of online learning.
Learning effectiveness refers to the point to which students of a distance learning course obtain educations that reflect the distinctive features of the organization. According to Swan (2003) the objective of online learning is to at least be on the same level as other delivery methods used by the school, through its typical in-person, classroom education. The effectiveness of online learning is possible if both parties contribute to the online learning environment. To improve the effectiveness of online learning, both teachers and students must perform their respective roles. According to Sun and Chen (2016), in a study conducted by Keengwe and Kidd (2010), they recommended that online instructors have clear and structured procedures for setting up and managing, getting, and utilizing essential resources, charting the sequence of activities, and organizing deadlines to improve the quality of online teaching and learning.

Sun and Chen (2016) in Brindley, Blaschke, and Walti (2019) reported that learners also contribute to online learning by helping them get ready for group work, supporting them in developing their skills, striking a balance between structure (clear task definition) and learner autonomy (task flexibility), fostering the growth of learner relationships and a sense of community, actively and vigilantly monitoring group activities, and making group tasks relevant.

The effectiveness of online learning among higher education students requires further research as the scope is narrowed to UiTM Rembau students. Thus, the study was focused on the factors that contribute to the effectiveness of online learning, to identify the challenges faced during online learning, and identify strategies to make online learning more effective among UiTM Rembau students.

Ideally, online learning offers benefits such as increased accessibility and flexibility. Students should have access to devices such as computers, laptops, tablets, or smartphones with reliable internet connectivity. Even though, online learning delivers educational content and instruction through the internet, in a single research project, Boling et al. (2012) discovered that most of the participants thought online learning individualized learning and reduced social contact. Students spoke of feeling distant from their teachers, the course material, and others in their class. Some students in the class also found it hard to describe how they interacted with each other online through text-based lectures and performed several reading and writing tasks. Many of these assignments prevented the pupils from reaching higher levels of cognitive function and creative thinking. This is mainly because students frequently feel alone, overshadowed by other classmates, or are hesitant to express their thoughts aloud. Low involvement and engagement, in addition to other issues brought on by a lack of immediacy and non-verbal cues, were of great concern.

Some students believed the medium to be "faceless," and miscommunications may occur. The tone might deteriorate and possibly spark "flame wars." Most students concurred that they experienced internet distortion while listening to lectures which affect the overall online learning effectiveness (Tetteh, D., 2022). Other research also shows that students often feel isolated, struggle with communication, and experience lower levels of engagement and productivity. Factors like lack of social interaction, miscommunications, and decreased teacher-student communication contribute to these challenges. Consequently, many students still prefer traditional classroom education due to these issues and their impact on learning outcomes.

This study was conducted to provide insight for future researchers about the effectiveness of online learning among UiTM Rembau students. The main objective of this research is to study the factors that contribute to the effectiveness of online learning among UiTM Rembau students. The objectives of this study are as followed:

1. To study the factors that contribute to the effectiveness of online learning among UiTM Rembau students.
2. To identify the challenges faced during online learning among UiTM Rembau students.
3. To identify strategies to make online learning more effective among UiTM Rembau students.

Significantly, this study is important to study the factors that contribute to the effectiveness of online learning among students. The information from this study also can be used by the lecturer and university administrators to improve their method of teaching when using the online platform. This era after the COVID-19 Pandemic requires students and lecturers to use online learning during this academic period (Azleen Ilias et al., 2020) So, it is important to ensure that students can study effectively and enable the student to understand what they have learned during their class session. With this study, some strategies to improve the effectiveness of online learning could be retrieved.

Other than that, lecturers also can benefit from this study by identifying the issues that the students faced during online learning in which the lecturer can change the way of teaching or change the type of materials they are using for teaching during online learning. According to Darius et al. (2021), some of the methods like animations, digital collaboration with peers, and video lectures can promote the effectiveness of online learning.

Besides, university administrators can also improve the effectiveness of online learning by identifying the needs of the students and the limitations of students during their online learning. By catering for the student needs, the students will be able to understand better because of the ease in performing their online learning. The limitation of a student who is unable to learn effectively using the online learning platform can be demotivating. Thus, the university administrator needs to be well informed about the limitation the student is having during online learning, so that the students will feel overwhelmed when learning via the online platforms.

It is also important to note that there are some limitations in the study. Due to the small sample size to be representative of all students in UiTM Rembau, the result cannot be generalized to all UiTM Rembau students. Another limitation was the data collection procedure. As the questionnaire was distributed online through WhatsApp and Telegram, there might be internet connection issues.

Methods

The respondents to the study consist of 30 university students from the diploma and bachelor's degree levels. The qualifying criteria for the participants were that they are currently university students enrolled in the College of Computing, Informatics, and Mathematics. The respondents were both males and females, and the age range is between 18 and above. The data were collected from those participants who granted their consent. The data received from the participants is kept confidential to ensure no harm is caused by their participation in the survey.

The research instrument used to collect the data was an online questionnaire. The questionnaire was adapted and adopted from Darius et al. (2021). Part A of the questionnaire gathered information about the background of the respondents, such as age, gender, level of education, and semester. Part B of the questionnaire consisted of the first objective on the effectiveness of online learning. There were five items on the Likert scale of 1 to 5, corresponding from strongly disagree to strongly agree. This section is important to identify the effectiveness of online learning among UiTM Rembau students. Part C consisted of the second objective, which is information regarding the challenges faced during online learning. This section was to identify students’ experiences with online learning from home. This part also contained five items on the Likert scale of 1 to 5, corresponding from strongly disagree to strongly agree. Lastly, Part D consisted of the third objective of identifying strategies to make online learning more effective. This section contained two items on the Likert scale of 1 to 5, corresponding from strongly disagree to strongly agree, and one open-ended question to be answered based on personal thought.

This study used descriptive analysis to analyze the data. The analyzed data was converted from frequency counts into percentages. The analysis was mainly based on research objectives, and the results were summarized in relation to the research objectives.

Result and Discussion

The questionnaire consisted of fourteen questions, including the demographic section, and was distributed to thirty respondents who were enrolled in the College of Computing, Informatics, and Mathematics. The respondents were diploma and degree students from the Information Management Program. The details of the demographic section covered age, gender, semester, and education level. Out of the thirty respondents, 86.7 percent were female, and 13.3 percent were male. The highest percentage for the age group was 86.7 percent, ranging from 21 to 23 years old. Most of the respondents are fourth-semester students (66.7%).

Factors Contributing to Online Learning Effectiveness

The first section analyzed in the survey was on factors contributing to online learning effectiveness. 30 respondents agreed on Item 1 that every student can hear the lecture clearly, contribute to online learning effectiveness. Most of the respondents answered neutral with 14 respondents while 11 students agree that online learning takes place effectively because every student can hear the lecture clearly. Only four students disagreed with that and only one student strongly agreed with this question.

For the second question, most of the respondents agreed with 21 out of 30 students stated that online learning takes place effectively because the PowerPoint (PPTs) are available right in front of every student. Both neutral and strongly agreed have the same number of answers, which is four. And only one student disagreed with this question.

Next, it was evident that students can ask questions without much reservation. Students must choose between five levels of agreement, from strongly disagreeing, indicated with number 1, to strongly agreeing, indicated with number 5. The results showed that 56.7 percent of respondents at diploma and degree levels agreed that students can ask questions without much reservation, which is one of the factors contributing to online learning effectiveness. Meanwhile, no respondents are against the fact that that students can ask questions without much reservation, contributing to the effectiveness of online learning.

Consequently, it was evident in the data collected that students do not have to walk long distances before reaching the class. This part also required respondents to choose from strongly disagree to strongly agree. The results showed that 43.3 percent of respondents strongly agreed that students do not have to walk long distances before reaching the class, which is one of the factors contributing to online learning effectiveness. No respondents disagree that students do not have to walk long distances before reaching the class. However, only 3.3 percent of respondents strongly disagreed that the factor contributing to online learning effectiveness is that students do not have to walk long distances before reaching the class.

Challenges Faced During Online Learning

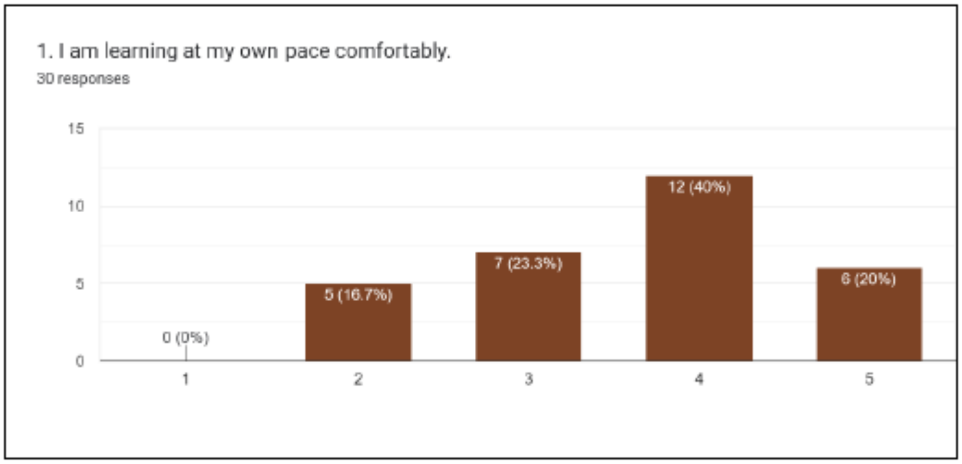

Figure 1 : Students learning at their own pace comfortably.

The second section analyzed in the survey was on challenges faced during online learning. Figure 1 shows that students learned at their own pace comfortably. 16.7 percent of respondents disagreed with the statement; 23.3 percent felt neutral while 40 percent respondents agreed. Meanwhile, 20 percent respondents strongly agreed with the statement.

The next question analyzed was on the learning environment that is suitable for online learning. 16.7 percent respondents disagreed with the statement that learning environment is one of the challenges that they faced during online learning. 23.3 percent respondents felt neutral about the statement while 50 percent agreed. Meanwhile 10 percent strongly agreed with the statement that learning environment is suitable for online learning.

Based on the responses obtained from the survey regarding network connectivity for online classes, the findings revealed that the highest outcome, comprising 14 respondents or 46.7 percent, corresponded to the neutral category. This result suggested that the network stability likely contributed to this outcome. It implies that the network connectivity is generally stable for most individuals during their online classes. Although it may not be deemed exceptional or flawless, it reliably supports their learning experience without notable disruptions.

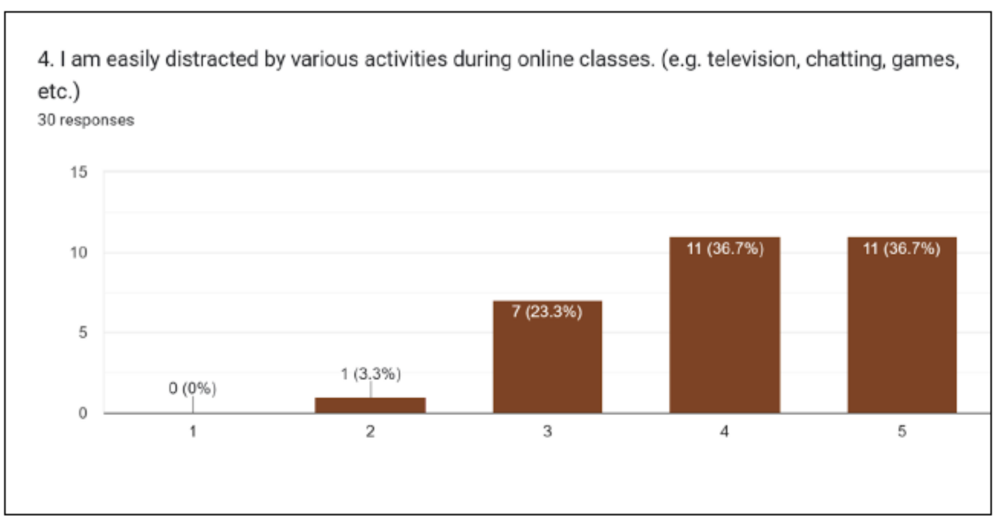

Figure 2 indicated that out of the 30 respondents, 36.7 percent strongly agreed or agreed with the statement that they are easily distracted during online classes, indicating a significant portion of participants acknowledged the presence of distractions during their virtual learning sessions.

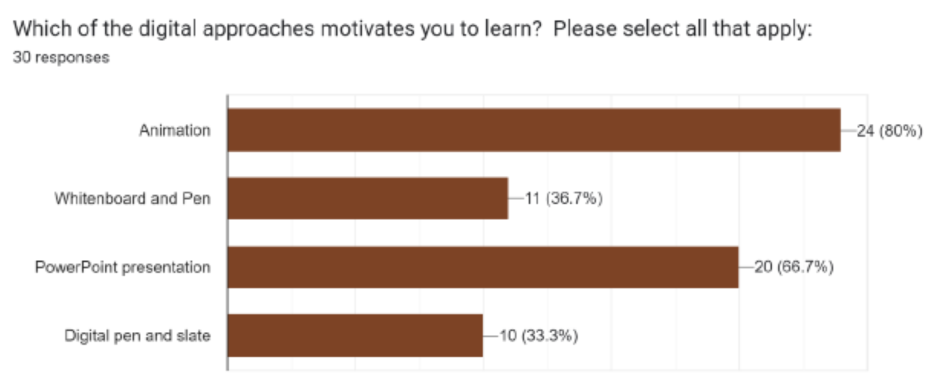

Figure 2 : Students easily distracted by various activities during online classes

Figure 3 : Digital approaches that motivate students to learn

Figure 3 showed digital approaches that motivate UiTM Rembau students to learn online. The majority of them with 24 out of 30 preferred animation approaches that will motivate them to learn online followed by PowerPoint presentation with 20 out of 30 students who have selected it. The least approach that motivates them to learn online is the digital pen and slate approach with 10 out of 30 student response.

Strategies to Make Online Learning More Effective

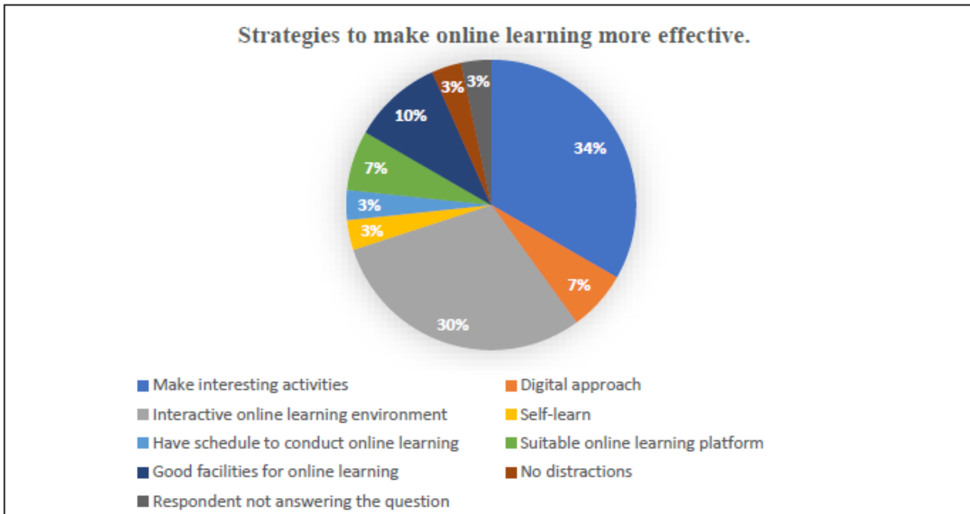

Figure 4 : Strategies to make online learning more effective

Figure 4 shows respondents' suggestion on strategies to make online learning more effective. 34 percent of respondents (10 respondents) suggested that an interesting activity such as online quiz (Quizziz and Kahoot) can make online learning more effective. 30 percent of respondents (nine respondents) suggested that interactive online learning can make online learning more effective. Interactive online learning means that both lecturer and student interact with each other, such as having a question-and-answer section between them, all students participate during online class, and make discussion during class.

10 percent of respondents (three respondents) suggest that good facilities for online learning can make online learning more effective. Seven percent of respondents (two respondents) suggested digital approaches such as animation, motion picture, and video can make online learning more effective. Another seven percent of respondent (two respondents) suggested suitable online learning platform such as Goole meet help to make online learning more effective. Three percent of respondent (one respondent) suggested that self-learn, no distractions while conducting online class and having a schedule to conduct online class can make online learning more effective. The other three percent of respondents (one respondent) chose not to provide any suggestions.

Conclusion

In summary, it can be concluded that most respondents agreed that PowerPoint available during their online learning contributes to the effectiveness of online learning. This finding corresponds with the conclusion reached by Darius et al. (2021), where in his study showed that online classes that are provided with PowerPoint in front of every student makes online learning more effective. The finding also showed that most of the students can have a situation where they are able to hear the lecture clearly and not able to hear the lecture clearly. The reasoning for this finding may be due to the network connection that is being used by the student. Based on the data retrieved, most of the students have a mediocre network connection because most of them choose neutral for the question “I have good a network connectivity to focus on online classes”.

Moreover, most of the respondents agreed that there were no big challenges faced during online learning among the UiTM Rembau students. This has proved that even though learning has shifted from physical to online, students can still learn comfortably on their own. This finding is also aligned with the finding from Darius et al. (2021), who stated as an outcome from the study that online learning helps students learn at their own pace comfortably. The respondent agreed that their environment was suitable for conducting online learning, thus online learning was not a big challenge for them.

In addition, most of the respondents chose animation as the best digital approach among the strategies to make online learning more effective. Based on the study by Darius et al. (2021), animations have been determined to be the most effective digital method for encouraging students to learn. As indicated in the finding, many respondents suggested that instructors should create interesting activities during online learning and not just using the traditional teaching methods that have been used in physical learning. Based on the findings, respondents will get distraught by the various activities around them; hence, instructors should create interesting activities during online classes, such as online quizzes like Quizlet and Kahoot.

However, most of respondents also agreed that they were easily distracted during online learning by various activities such as chatting with friends, gaming, and watching television. This finding is contrary to the study by Darius et al. (2021), whose outcome stated that students do not have any disturbances or distractions that make learning more effective. Furthermore, a lot of respondents felt neutral on the fact that good internet connectivity affected their ability to focus on an online class.

In conclusion, online learning among UiTM Rembau students is effective. This was based on the finding that students found the availability of the teaching materials right in front of them contributed to the effectiveness of online learning. The learning environment also contributed to the effectiveness of online learning among UiTM Rembau students It is hoped that the research conducted will yield significant and valuable insights, proving to be immensely beneficial for the advancement of knowledge and the betterment of students' learning process.

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ID0050 – POSITIVE IMPACTS OF MUSIC ON ACADEMIC PERFORMANCE AMONG UiTM REMBAU STUDENTS

Nur Farhana binti Mohd Johan*, Aqilah Farhana binti Azni, Nurfarah Afrina binti Kamisan, Firzana Najwa binti Mohd Rajak, Syarifah Aisyah binti Syed Mohd Bashirron

School of Information Science, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

Corresponding author: 2022660778@student.uitm.edu.my

Abstract

This study investigates the positive impacts of music on academic performance among UiTM Rembau students. Music has become a joy for the students, and it can improve one's mood, emotions and motivation. Thus, it shows that students can be influenced by music, and it is not unusual for students to be listening to music while they are studying. The objectives of this study are [1] to identify the use of music among UiTM Rembau students; [2] to determine the positive impacts of music on academic performance among UiTM Rembau students; and [3] to suggest ways on using music to improve academic performance. The study used questionnaires which were distributed to 30 students from diploma and degree level from three faculties which are Faculty of Business, Faculty of Mass Communication and Media and College of Computing, Informatics and Media. The research found that music can boost mood and specifically calm music helps students while they study, and it positively contributes to better academic performance. These results suggested that music has the potential to improve academic performance. Further research is encouraged to explore the mechanisms underlying this relationship and to inform educational policies and practices that foster the integration of music in the educational field.

Keywords: *music, positive impact, learning, academic performance, undergraduates*

Introduction

Music is an integral part of our daily lives. Music means vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion, according to (Oxford Languages). It is a form of art that is composed and expressed based on specific emotions and concepts. With its tones, rhythm, harmony, and melody, music has the power to transport us, making us feel as though we are witnessing a live performance or listening through an electronic device. Music is often seen as a universal language that connects people from all around the world. It has the ability to motivate and make individuals feel special, while also helping them relate to real-life situations. Many people turn to music to alleviate boredom, whether it is during a traffic jam or while studying.

According to (Kumar et.al., 2016), in the student population, listening to music while studying has become commonplace. They often use music as a means to enhance their focus and concentration. Different music genres can have a positive impact on students, boosting their confidence and aiding in better concentration. However, some students prefer not to listen to music while studying, as they find it hampers their concentration and leads to distractions. These individuals predominantly rely on their left brain for studying, whereas those who enjoy studying with music tend to engage their right brain. Past studies have shown that music as a background for studying can be beneficial to the students as it uplifts their mood to study, therefore contributing to a good performance in their academics. From a study conducted in 2022, it can be stated that listening to Rock/Pop and Asian music on a daily basis had a beneficial influence on academic performance and that listening to any favourite music while studying had a negative effect (Vilés et al., 2022).

Thus, this study aimed to identify the use of music as well as to determine the positive impact of music on academic performance and to suggest ways to use music to improve academic performance among UiTM Rembau students.

For many years, researchers have dedicated their efforts to understanding why people are drawn to music. Studies conducted over the past 50 years (Gurgen, 2016) have shown that individual musical preferences are influenced by a range of factors. In recent times, music has emerged as a powerful tool with the potential to enhance students' academic performance, offering a unique opportunity for intellectual growth and development. The positive impact of music on cognitive skills, such as memory, attention, problem-solving, and pattern recognition, has been widely recognized. These cognitive benefits contribute to improved academic achievement in subjects like mathematics and language arts. This can be proven by previous study that stated a majority of students believe that listening to music while studying helps to calm their minds and enhance their focus (Meyla Muslimah & Wulan Apriani, 2020). Moreover, music has been found to stimulate creative thinking and expression, nurturing imagination and originality. This aspect of music can greatly enhance students' performance in courses that involve creative problem-solving, such as writing or painting. Additionally, music has a profound impact on emotional well-being, effectively reducing stress, anxiety, and depression. By creating a conducive learning atmosphere, music promotes overall motivation and active engagement in academic tasks. Incorporating music into academic environments can therefore yield significant benefits for students' overall academic performance and personal growth.

While it is widely acknowledged that music can help enhance students' academic performance, it is important to consider the specific genre of music they are listening to. A previous study conducted by (Lutmer, 2018) revealed that college students who participated in the research did not show significant variations in their studying skills when listening to their preferred genre of music. However, when exposed to a genre they disliked, their test performance was notably worse. This highlights the importance of examining and understanding the extent to which music positively impacts students' academic performance. Moreover, it is crucial to explore ways that can allow students to effectively use music in order to improve their academic performance, particularly for those who experience negative effects when studying while listening to music. By addressing these issues, existing information gaps can be filled.

This knowledge can then be applied to inform educational practices and interventions aimed at enhancing students' learning experiences. While the potential benefits of music on academic performance are recognized, it is essential to consider individual preferences and the impact of different music genres. Understanding how students can utilize music to their advantage, and addressing the challenges faced by those who struggle with certain types of music, can lead to improved educational outcomes and inform effective interventions in educational settings.

Since students are the primary focus of this study and their perspectives are crucial, the research objectives aim to enhance understanding and gain insights regarding the focus of this research study. By exploring the reasons and perceptions behind this impact, this study seeks to shed light on how music can impact the academic performance of UiTM Rembau students. The objectives are as such:

1. To identify the use of music among UiTM Rembau students.
2. To determine the positive impact of music on academic performance among UiTM Rembau students.
3. To suggest ways of using music to improve academic performance among UiTM Rembau students.

The study is necessary to identify the use of music among UiTM Rembau students, specifically listening to music while studying. It is because, based on some articles, students feel calmer when listening to music, and they feel what they study is easier to understand and remember. At the same time, this can improve their academic performance too. This study can also be referred to by teachers or lecturers, parents, and even researchers to find out about the influence of music on their students or children's daily work performance.

Significantly, this study is important for any academic students, especially college students, to ensure their academic performance goes well with the help of music. Some of them use music while studying to help them stay focused and efficient without external distractions that can cause them to lose focus. But there are also those who use music to calm themselves rather than to concentrate on their studies.
According to (Meyla Muslimah & Wulan Apriani, 2020), many students prefer listening to music while studying. Listening to soft music while studying can keep their mind calm and improve concentration because it can create a good atmosphere while studying. The students' current mood and the type of music they listen to also affect it. With this information, we can see that music has a more positive than negative impact that students will adapt to.

In addition, teachers and lecturers also get information about students' influences on academic performance. They can use music in their teaching system to increase effectiveness and make learning more fun. However, there are also a few teachers and lecturers who do not like the use of music in their teaching. This is because they also consider this music a mess to focus on learning.

Furthermore, parents can also use music in their teaching to their children. Usually, we see many parents who use singing techniques to memorize something when their children are young. For example, the popular alphabet song has helped them memorize before entering school. The same goes for university students, who use music when they study or do assignments at home or at their college.

Researchers can use this study as a reference when examining the impact of music. They can also use the objective of this study as a view of how the impact of music can influence and impact listeners, especially students. We received many responses from students about their views on music. With this study, they can see the effectiveness of using music for academic performance of students whether it is good or not.

However, there is one significant limitation of this study, which is the small sample size, consisting of only 30 UiTM Rembau students with Diploma and Bachelor's Degrees. This sample size may not adequately represent the entire UiTM student population, limiting the generalizability of the findings. With a larger and more diverse sample, encompassing students from different programs, years, and backgrounds, the study's results would carry greater external validity, enabling broader conclusions to be drawn and applied to a wider range of UiTM students.

Another notable limitation of this study is the time constraints that were imposed on the research project, which impacted both the sample size and the information gathered from respondents. With limited time available, the number of respondents had to be restricted, potentially reducing the study's statistical power and compromising the precision of the findings. Allocating sufficient time to the research process would enable the inclusion of a larger sample size and allow for more extensive data collection, ensuring a more accurate representation of the population and enhancing the reliability and validity of the study's outcomes.

By addressing these limitations through an increased sample size, diversifying data collection methods, and allocating ample time to the research process, the study's results would possess greater external validity, reliability, and generalizability, providing more robust insights into the use of music and its positive impacts on academic performance among UiTM Rembau students.

Methods

The study consisted of 30 diploma and degree students from UiTM Rembau. The participants included both male and female respondents who were 18 years of age or older. Prior to accessing the questionnaire section, participants were asked for their consent, which was obtained as part of the survey dissemination process. Only those participants who provided their consent had their information collected. To ensure the safety and confidentiality of the participants, their information was kept confidential throughout the survey. The approach employed for this study involved approaching the respondents and explaining the purpose of the questionnaire.

An online questionnaire was used as a data collection tool for this study. The surveys were adapted and adopted from (Meyla Muslimah & Wulan Apriani, 2020), (Vilés et al., 2022) and (Kiss & Linnell, 2023). After obtaining prior approval from all participants, the online questionnaire was disseminated. The questionnaire was divided into four parts: A, B, C, and D. Each part contained questions with four options for selecting the most pertinent responses. Part A of the questionnaire aimed to collect demographic information from the respondents, such as their age, gender, and level of education. Part B focused on the first objective, which was to identify the use of music among UiTM Rembau students. Part C comprised the second objective, which aimed to determine the positive impacts of music on academic performance among UiTM Rembau students. Finally, Part D addressed the third objective, which is to suggest ways of using music to improve academic performance among UiTM Rembau Students.

The data collection procedure for this study involved distributing questionnaires to respondents from the three faculties of UiTM Rembau. To facilitate the questionnaire, an online platform was utilised. In order to obtain comprehensive and specific responses, the questionnaire items were thoughtfully designed and reviewed. To disseminate the online questionnaire, messaging services such as Telegram, WhatsApp, and Instagram were used. Regular updates and sharing of the questionnaire link were conducted to ensure maximum visibility among the student population. By actively promoting the questionnaire online, it was anticipated that potential participants would become aware of the study and be motivated to take part in the questionnaire.

Throughout the data collection process, efforts were made to encourage participation and maintain the respondents' interest. We actively shared the questionnaire link through various channels, emphasizing the importance and relevance of the study. Additionally, reminders and follow-up messages were sent to ensure that the questionnaire reached as many potential respondents as possible. The online survey was carefully designed to capture relevant information pertaining to the use of music among UiTM Rembau students, its impact on academic performance, and potential strategies for leveraging music for academic improvement. The questionnaire items were structured to gather both qualitative and quantitative data, allowing for a comprehensive analysis of the research objectives.

The data analysis method for this study involved employing descriptive analysis to examine the collected data. This analytical approach was chosen due to its ability to provide a comprehensive understanding of the data, offering a more holistic picture of the research variables. The analysis included converting frequency counts into percentages to facilitate comparison and interpretation.

Result and Discussion

The first section analyzed the demographic background of the respondents. Out of the thirty respondents, 83.3 percent were females and 16.7 percent were males. The age range of the respondents was between 18 and 23. When considering the distribution of respondents by faculty, the majority (66.7 percent) were from the College of Computing, Informatics and Media, while 20 percent were from the Faculty of Business and 13.3 percent were from the Faculty of Mass Communication and Media.

The first question presents the percentage of students from various faculties at UiTM Rembau who listened to music while studying. The survey included 30 participants who were asked to choose from five options: never, rarely, sometimes, often, and always. The results indicate that 36.7 percent of students reported sometimes listening to music while studying. Additionally, 30 percent of students mentioned often listening to music while studying, while 26.7 percent stated that they always listen to music while studying. Only 6.6 percent of students reported rarely listening to music while studying. These findings provide insights into the music-listening habits of UiTM Rembau students during their study sessions.

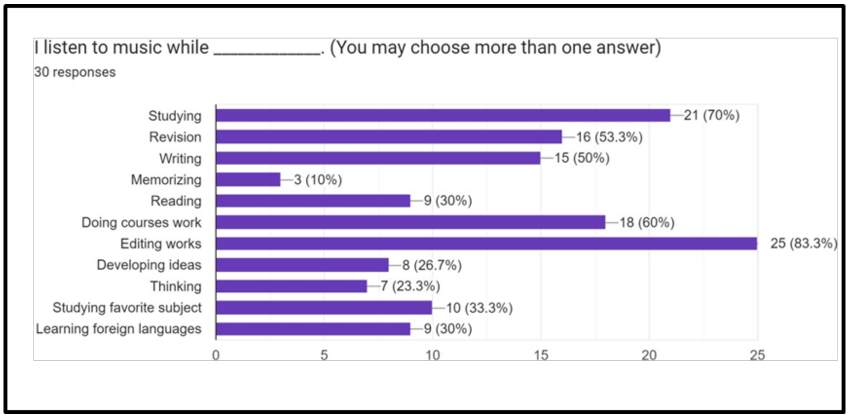
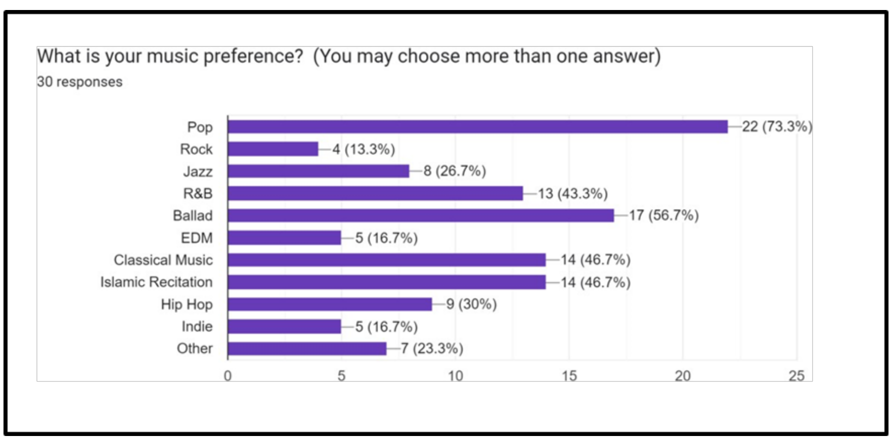


Figure 1 displays the reasons for listening to music among UiTM Rembau students. The majority of students, accounting for 82.3 percent (25 students), indicated that they listen to music while engaging in editing works. The second most common reason among UiTM Rembau students was studying, chosen by 70 percent (21 students). It is worth noting that a minority of students, representing 10 percent, mentioned listening to music while memorizing. These findings shed light on the preferred reasons for listening to music among UiTM Rembau students, with editing works and studying being the primary motivations.



Based on the data presented in the figure above, it can be observed that pop music is the preferred genre among UiTM Rembau students, with 73.3 percent (22 students) selecting it as their music preference. Additionally, 13.3 percent of the students voted for rock genre music as their preferred choice. These findings highlight the popularity of pop music among UiTM Rembau students, followed by a notable

preference for rock music.
Findings also discovered that the background music tempos that students at UiTM Rembau frequently listen to. The options included slow music tempo, medium music tempo, fast music tempo, mixed music tempo, and the choice of not listening to music. The results indicate that 40 percent of the students prefer medium music tempo, while 33.3 percent have a preference for mixed music tempo. Furthermore, 13.3 percent of the students voted for slow music tempo. These findings provide insights into the tempo preferences of students at UiTM Rembau when it comes to background music, with medium and mixed tempos being the most favored choices.

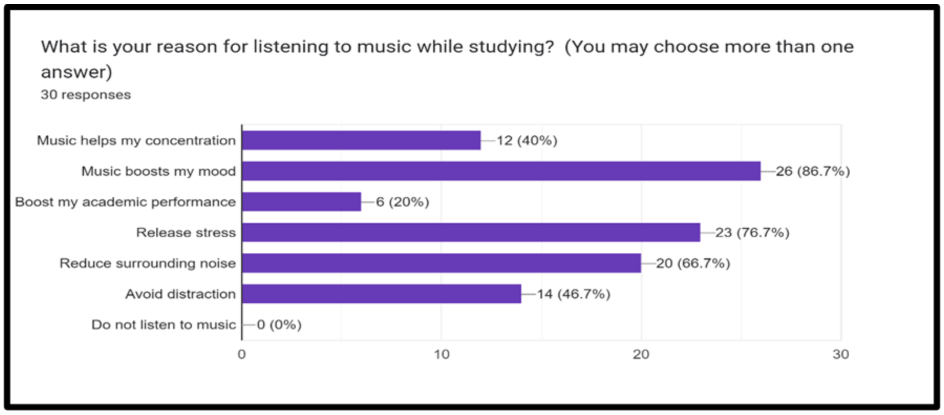


Figure 3 provides insights into the reasons why students listen to music while studying. The highest percentage, representing 86.7 percent (26 respondents), indicated that they choose to listen to music because it boosts their mood. The second most common reason, chosen by 76.7 percent (23 respondents), is to release stress. Additionally, 66.7 percent (20 respondents) selected 'reduce surrounding noise' as their third highest choice answer. These findings demonstrate that students have their own individual reasons for listening to music while studying, including enhancing mood, stress relief, and creating a more conducive study environment.

Among the five types of music presented to respondents, they indicated their preferences with the highest choice answer was calm music, selected by 33.3 percent of the respondents. The second most preferred option was mixed type of music, chosen by 30 percent of the participants. Additionally, 16.7 percent of the respondents expressed a preference for vocal music. These findings shed light on the varying preferences for different types of music among the respondents, with calm and mixed music being the most favoured choices.

Next, the findings provide insights into the scale of focusing while listening to music among the respondents. A significant portion, accounting for 43.3 percent (13 respondents), chose the answer 'neutral' for this question, indicating a neutral stance on the impact of music on their focus while studying. On the other hand, 30 percent of the respondents answered 'agree,' indicating that music can indeed help them focus on their studies. Additionally, 16.7 percent (5 respondents) selected 'strongly agree,' expressing a strong belief that music aids in maintaining their focus while studying. These findings highlight the varying perspectives among the respondents regarding the influence of music on their ability to concentrate, with a considerable number expressing agreement or strong agreement with its positive effects.

Among the respondents, 14 individuals chose the 'neutral' scale (scale 3) as their answer regarding the improvement of academic performance when listening to music while studying. In contrast, 26.7 percent (8 respondents) selected the 'agree' scale, indicating their belief that listening to music can indeed enhance academic performance. Furthermore, there were 5 respondents who strongly agreed that listening to music while studying can significantly improve academic performance. These findings reflect the range of opinions among the participants regarding the potential impact of music on academic achievements, with a notable number expressing agreement or strong agreement with its positive influence.

The findings also managed to capture respondents' suggestions on using music to improve academic achievements, based on a selection of 30 suggestions. The were two prominent categories that received the majority of the suggestions for enhancing student academics. These categories include using instrumental music (13%) and music depending on the subject they study (13%). Additionally, there were several suggestions that garnered the second highest percentage, amounting to ten percent. These suggestions included listening to favourite music, using music to boost mood, and listening to music to boost mood and to calm the mind before studying. On the other hand, the respondents provided the fewest suggestions for using music as a medium to memorize (3%) and listening to motivational songs while studying (3%). Meanwhile others (26%) are respondents who do not give any suggestion and those who do not answer the question.

Conclusion

Based on the research findings and discussions conducted throughout this study, the research findings provided preliminary evidence for the positive impacts of music on the academic performance of UiTM Rembau students. The study revealed three major findings that contribute to understanding of this concern.

Firstly, the result demonstrated that music boosts mood when studying. Music has the ability to evoke emotions and create a positive atmosphere, which can enhance students' motivation and engagement during their study sessions. By creating a more enjoyable and pleasurable experience, music can alleviate stress and boredom, leading to improved focus and concentration. This can be supported and highlighted by the data that indicated 26 respondents which is equivalent to 86.7 percent of respondents agreed that the reason they listen to music while studying is because it boosts their mood. This finding aligns with (Kiss & Linnell, 2023), about the mood-and-arousal hypothesis, cited from (Husain et al., 2002) and (Thompson et al., 2001), suggests that music that enhances mood, particularly enjoyment, also increases arousal. In summary, the results not only confirm the positive impact of music on mood during studying but also demonstrate the widespread recognition of this effect among students, as reflected in the graph. Music serves as an effective tool for creating a conducive study environment and can significantly contribute to academic success.

Secondly, the result highlighted the significance of calm music in helping students during their study sessions. Calm music, characterized by slow tempos, gentle melodies, and soothing tones, has a relaxing effect on the mind and body. This type of music promotes a sense of tranquility, reducing anxiety and tension. As a result, students can better retain information, think critically, and solve problems effectively. This finding is further supported by the data collected in this research, where 33.3 percent of the 30 respondents preferred listening to calm music while studying, as indicated by the findings. The preference for calm music highlights its efficacy in aiding students, aligning with previous studies by (Dolegui, 2013) and (Hallam et al., 2002) cited by (Vilés et al., 2022), which emphasized the positive impact of calming music on cognitive performance. In conclusion, the preference for calm music among students, as evidenced by the research findings and supported by previous studies, reinforces the role of music in enhancing cognitive performance during studying.

Lastly, the research findings emphasized that music positively contributes to better academic performance. By boosting mood and creating a conducive study environment, music can enhance cognitive functions such as memory, attention, and creativity. Students who incorporate music into their study routine are more likely to experience improved academic outcomes, including higher grades and increased productivity. This finding is supported by the data collected in this research, where 13 respondents out of 30 express agreement that listening to music can indeed enhance their academic performance, as shown from the finding in figure 3.10. This aligns with a study conducted where it was stated that "listening to Rock/Pop and Asian music on a daily basis had a beneficial influence on academic performance." (Vilés et al, 2022). Therefore, incorporating music into one's study routine could be a valuable strategy for students aiming to excel academically.

In conclusion, the preliminary findings of this study demonstrate that music has a positive impact on academic performance. The research indicates that music can boost mood during studying, providing a more enjoyable and motivating environment. Additionally, the use of calm music has been shown to aid studying by promoting relaxation and reducing anxiety, leading to improved focus and concentration. Overall, this research could be further extended to gather much more reliable data on the effectiveness of incorporating music into the study routine which could positively influence academic performance by enhancing mood, creating a conducive learning atmosphere, and facilitating cognitive processes.

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ID0051 – COLLABORATIVE TEACHING: STUDENT'S EVALUATION ON HANDS-ON APPROACH TO BASIC BROADCAST NEWS PROCESS

Amirah Hassan @ Asan[1*], Nur Faathinah Mohammad Roshdan[2], Mohd Radzman Basinon[3], Nurul Nisha Mohd Shah[1], Faridah Hanem Ab Rashid[1]

[1]*Faculty of Communication and Media Stuides Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300, Rembau, Negeri Sembilan, Malaysia*
[2] *Academy of Language Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*
[3]*SixtySix Action Academy, Kuala Lumpur, Malaysia*

[*]*Corresponding author: amirah471@uitm.edu.my*

Abstract

Visuals and audio are essential to broadcast journalism and images deliver stories better because broadcast news is multi-sensory as compared to printed news. The audience can see and hear the news being told to them rather than reading it themselves. In a learning environment, it is recommended to expose students to both theory and practical knowledge and skills in order to ensure that they thrive in industry. Collaborative teaching involving industry experts will help to guide students with relevant technical skills that suit the subject requirement. This study opted for a hands-on approach by installing a real newsroom set up to show how broadcast news is produced and ready to be watched by viewers. The participants of this hands-on teaching session involved three classes from the same campus which allows them to be involved in the whole technical process of producing the broadcast news. Therefore, the purpose of this study is to identify students' evaluation on hands-on approach to basic broadcast news process through collaborative teaching session with industry expert and to provide future recommendations on collaborative teaching. Overall, collaborative teaching using the hands-on teaching techniques gets positive feedback from students in which collaborative teaching with a hands-on approach to basic broadcast news processes has proven to be a valuable and effective educational method. It provided an excellent vehicle for practising good teaching and aiding them in having a better understanding of the technical process involved in generating broadcast news.

Keywords: *collaborative teaching, hands-on approach, students' evaluation, broadcast news process*

Introduction

Broadcast journalism offers a clear insight into the world of electronic reporting (Agosto, D., Copeland, A., & Zach, L, 2013) which means it is not just just a practice of journalists, but also involves technological process and techniques which demand transformations in journalism studies (Primo, A., & Zago, G., 2015). The inclusion of the audience in the production process through participatory journalism has altered the dynamics of journalism as reported by (Frazão, S.M., & Brasil, A. 2013). According to Ji, J. (2020), the public is shown news reports via live video, allowing viewers to access information simultaneously. Because of the widespread use of platforms for live broadcasts, everyone can become a communicator. Therefore, in order to adapt with the media divergence in this highly technological era, everyone must adapt with the new concept of news delivery through various media platform. Nowadays, readers and viewers can freely access a significant part of web news (Martens, B., Aguiar, L., Gomez-Herrera, E., & Mueller-Langer, F, 2018).

In a typical classroom setting when theory is the main method of instruction, it can be challenging for students to gain a thorough understanding of technical processes without using any hands-on methods. The world of technology has seen growth since the invention of computers, in the 1970s. This progress has brought about ways of communication, such as hypertext, multimedia and hypermedia which are now widely used by professionals. As a result, schools need to adapt their teaching methods to keep up with these changes (L. Tárcia, S. P. Marinho, 2008). In the realm of journalism, newsrooms have embraced publication to extents. This shift has greatly transformed the way media is created and has an impact, on working environments and routines.

One suggestion to enhance students' academic performance and comprehension of ideas is, through a hands-on approach. This approach involves manipulating objects, which can help make abstract knowledge more tangible and easier to understand. Students are able to engage in real life situation and handle the technical part through hands-on approach. This method is known as learner-centred and enables the students to feel, touch, and manipulate things while learning and simultaneously encourages "do it yourself" projects (Ekwueme, C. O., Ekon, E. E., & Ezenwa-Nebife, D. C., 2015).

In a broadcast journalism class, it is important for students to understand the process involved to produce news. Hence, collaborative teaching came in to become part of the tool that helps students to get exposed with the practical skills through hands-on approach to ensure that they have greater understanding to broadcast news process. Collaborative teaching is an approach or method of educating pupils using two or more teachers in the same classroom for the same subject which sometimes known as team teaching (Robinson, B., & Schaible, R. M. 1995)

The best approach in learning broadcast news process is to use collaborative teaching which include cooperation of both lecturer and industry expertise which might help students perceive the learning processes even better (W. Mohd Apandi, W. N. W. M. A., & Abdul Rahim, M. D., 2020). According to Jennings (2012), the development of new knowledge and abilities will be accelerated by using collaborative teaching approach efficiently which in turn will motivate students to quickly pick up new information and improve their theoretical and practical expertise in parallel with the lecturers.

This study is aimed to identify student's evaluation on hands-on approach to basic broadcast news process through collaborative teaching session with industry expert and to provide future recommendation on collaborative teaching. Even though there are many researchers who conduct research on collaborative teaching, however very few researchers are emphasizing on hands-on approach in collaborative teaching session particularly in topics or subjects that involve technical process in syllabus. Hence, a hands-on approach to the fundamentals of broadcast news was created to be used in a collaborative teaching session in order to discover the students' evaluations and to make future recommendations on how to improvise the hands-on approach in class.

Methods

Study Area

The purpose of this study was to look into UiTM diploma students' evaluation on hands-on approach to basic broadcast news process through collaborative teaching session. In order to accomplish this goal, questionnaires were provided to 43 students from Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau after a collaborative teaching session with the industry expertise which was designed to provide future recommendations that can be used to improvise forthcoming collaborative teaching session. The questionnaires were adopted and adapted from Long Mike (2004). There were three parts and the questionnaires were in English. The first part was the demographic profile of the respondents

(3 items), the second part was the students' evaluations (10 items, 5-point Likert Scale questionnaire) and the third part was the students' recommendations (5 items, 5-point Likert Scale questionnaire on collaborative teaching. The data were collected online through Google Forms and the quantitative data from questionnaires were analyzed descriptively.

Result and Discussion

The results, which are displayed in graphs and tables, were supplied by the 43 participants in the survey that the researchers conducted.

Respondents' Demographic Profile

The demographic profile of respondents is represented in Table 1. There were 43 students who responded, with 76.7 percent of female, 23.3 percent of male respectively. There were 43 students who answered, with 100.00 percent of 18-20 years old respectively. There were three classes invloved in this study. There were 43 students who responded, with 37.2 percent from N5MC1102D, 34.9 percent from N5MC1102F and 27.9 percent from N5MC1102E respectively.

Table 1. Demographic information of the Respondents

Demographic Information (n=43)		Frequency (f)	Percentage (%)
Gender	Male	10	23.3
	Female	33	76.7
Age	18-20	43	100.00
	N5MC1102D	16	37.2
Class	N5MC1102E	12	27.9
	N5MC1102F	15	34.9

Student's Evaluation on Hands-On Approach to Basic Broadcast News Process through Collaborative Teaching

Table 2 indicates students' evaluation on hands-on approach to basic broadcast news process through collaborative teaching. The number of students who indicated a positive response for their preference on hands-on approach was 58.1% of those who strongly agreed for 'Item 1:I prefer hands-on approach to learn about basic process of broadcast news by using real equipment in real newsroom setup'. The same respond was recorded for 'Item 2: Hands-on approach makes me have better understanding on the basic process of broadcast news' and 'Item 3: Different task should be delegated for every group so that students will have more personalized learning experience' with only 62.8% who strongly agreed while 34.9% agreed and the remaining select only neutral for both. Meanwhile, 'Item 4: Students are encouraged to be more creative in delegating the given task during the session' indicated 48.8% agreed to it. As for the efficiency of creating problem solving activities, the number of students who are strongly agreed with 'Item 5: It is more efficient to create problem solving related activities during session' is only 58.1% compared to 'Item 6: Hands-on approach through collaborative teaching is an interesting alternative way of learning which indicated 72.1%. This indicates that students are more interested in hands-on approach application during collaborative teaching. In 'Item 7: I get more exposure on basic broadcast news process through hands-on approach in collaborative teaching, it indicates 62.8% of students who strongly agreed about the exposure they get during the collaborative session. Apart from exposure, students strongly agreed with 'Item 8: I gained new knowledge and great experience from this collaborative teaching session given by the industry expertise with 72.1% followed by 25.6% who agreed and 2.3% who selected neutral. Furthermore, 'Item 9: It is more interesting to learn technical chapter/topic by using hands-on approach shows that students are giving positive response and interest in technical learning method which indicates 74.4% strongly agreed and 25.6% agreed. Finally, 69.8% strongly agreed with 'Item 10: The collaborative teaching encourages students to participate in the hands-on activity provided by the industry expertise and lecturer'. Meanwhile, 27.9% agreed and the remaining 2.3% was on neutral. Thus, it can be said that students agreed that hands-on approach to basic broadcast news process through collaborative teaching as it helps students to have better understanding and also an interesting alternative way of learning.

Table 2. Student's Evaluation on Hands-On Approach to Basic Broadcast News Process through Collaborative Teaching

Items	SD	D	N	A	SA
1. I prefer hands-on approach to learn about basic process of broadcast news by using real equipment in real newsroom setup.	0	0	2	16	25
2. Hands-on approach makes me have better understanding on the basic process of broadcast news	0	0	1	15	27
3. Different task should be delegated for every group so that students will have more personalized learning experience.	0	0	1	15	27
4. Students are encouraged to be more creative in delegating the given task during the session.	0	0	2	21	20
5. It is more efficient to create problem solving related activities during session.	0	0	0	18	25
6. Hands-on approach through collaborative teaching is an interesting alternative way of learning.	0	0	0	12	30
7. I get more exposure on basic broadcast news process through hands-on approach in collaborative teaching.	0	0	0	16	27
8. I gained new knowledge and great experience from this collaborative teaching session given by the industry expertise.	0	0	1	11	31
9. It is more interesting to learn technical chapter/topic by using hands-on approach.	0	0	0	11	32
10.The collaborative teaching encourages students to participate in the hands-on activity provided by the industry expertise and lecturer.	0	0	1	12	30

SD strongly disagree, D disagree, N neutral, A agree, SA strongly agree

Future Recommendations on Collaborative Teaching

Table 3 indicates future recommendations on collaborative teaching which helps to improvise the way of learning in classroom. In 'Item 1: It is more efficient to have a smaller group for each collaborative teaching so that students will be more focused along the learning process, there are a mixture of positive and negative responses from students which indicates 60.5% who strongly agreed followed by 25.6% to agree while 11.6% to neutral and the remaining disagreed. The same pattern of response also can be seen in 'Item 2: Everyone in the group should be assign with suitable roles in the collaborative teaching session with 67.4% strongly agreed, followed by 25.6% who agreed and 4.7% disagreed while the remaining neutral. 'Item 3: Different task should be delegated for every group so that students will have more personalized learning experience' indicates quite similar response with Item 1 and Item 2 whereby 58.1% are strongly agreed which is slightly lower than Item 1 and Item 2 . 27.9% agreed and only 11.6% of respondents for both questions were neutral, meaning they did not respond positively or negatively. However, 2.3% also disagreed. This shown that disagreement is more on task delegation and the implementation of the hands-on approach during collaborative teaching involving smaller group for each session. Finally, the same respond was recorded for 'Item 4: Students are encouraged to be more creative in delegating the given task during the session' and 'Item 5: It is more efficient to create problem solving related activities during session' with only 60.5% who strongly agreed while 32.6% agreed and the remaining selected only neutral for both.

Table 3. Future Recommendations on Collaborative Teaching

Items	SD	D	N	A	SA
1. It is more efficient to have a smaller group for each collaborative teaching so that students will be more focus along the learning process.	0	1	5	11	26
2. Everyone in the group should be assign with suitable roles in the collaborative teaching session.	0	1	2	11	29
3. Different task should be delegated for every group so that students will have more personalized learning experience.	0	1	5	12	25
4.Students are encouraged to be more creative in delegating the given task during the session.	0	0	3	14	26
5. It is more efficient to create problem solving related activities during session.	0	0	3	14	26

SD strongly disagree, D disagree, N neutral, A agree, SA strongly agree

Conclusion

In conclusion, this study identified the student's evaluation on hands-on approach to basic broadcast news process through collaborative teaching session with industry expert. Apart from that this study also provide future recommendation on collaborative teaching. Therefore, the results of this study shed light on the efficacy and benefits of using hands-on approach in collaborative learning to basic broadcast news process.

Additionally, the research highlighted the importance of using hands-on approach in course that include technical process during collaborative teaching session. By providing students with access to handle real equipment and broadcasting facilities, the educational experience was enriched, and students felt better equipped to transition into the professional world. However, it is essential to acknowledge some limitations of the study. The research was conducted within a specific educational institution and class, which may limit the generalizability of the results to other settings. Moreover, the research focused on students' self-evaluation and recommendations, which may introduce some biases in their responses.

Collaborative teaching with a hands-on approach to basic broadcast news processes has proven to be a valuable and effective educational method. These findings have implications, for educators and institutions that aim to enhance the quality of broadcast journalism education. Further research could delve into the long-term impacts of this approach on students understanding in subjects involving technical process and also their future professional paths which explore its relevance in educational settings. In summary the study highlights the significance of integrating hands-on learning and collaborative methods in journalism education to equip students with problem solving skills and being creative at the same time. This will help them to thrive in the changing landscape of broadcast industry.

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ID0052 – ANALISIS PENDEKATAN TERHADAP PENGURUSAN EMOSI REMAJA HAMIL LUAR NIKAH DI PUSAT PERLINDUNGAN WANITA TERPILIH

Adibah Bahori

Academy of Contemporary Islamic Studies (ACIS) Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia

Corresponding author: adibahbahori@uitm.edu.my

Abstract

Remaja diertikan sebagai golongan muda yang berusia di antara 13 sehingga 18 tahun yang masih memerlukan perlindungan, didikan, serta bimbingan daripada individu yang signifikan dalam kehidupan mereka (Bahori & Ismail, 2018). Berdasarkan pandangan Islam, emosi yang dialami oleh remaja hamil luar nikah boleh diinterpretasikan sebagai perasaan kesempitan jiwa, kegelisahan, ketakutan yang melampau, dan kebimbangan yang boleh menimbulkan tekanan perasaan. Kebanyakan daripada remaja yang hamil luar nikah kurang mendapat sokongan daripada persekitaran sosial. Merujuk Akta Kanak-kanak 2001, institusi pemulihan diklasifikasikan sebagai salah satu tempat bernaung yang ditubuhkan bagi tujuan pemeliharaan, perlindungan dan pemulihan kanak-kanak atau remaja bermasalah sosial termasuk hamil luar nikah. Oleh itu, artikel ini bertujuan menjelaskan simptom-simptom tekanan yang dihadapi oleh remaja hamil luar nikah. Selain daripada itu, kajian ini bertujuan mengenalpasti pendekatan yang dilaksanakan untuk menangani tekanan emosi remaja hamil luar nikah di Pusat Perlindungan Wanita Baitul Ehsan dan Rumah Perlindungan dan Pemulihan Wanita Darul Wardah. Untuk mencapai tujuan ini, kaedah analisis kandungan dan kajian kepustakaan telah dilaksanakan daripada kajian-kajian sedia ada berkaitan pengurusan emosi remaja hamil luar nikah di pusat perlindungan wanita terpilih. Hasil kajian menunjukkan bahawa masalah utama yang dialami oleh remaja hamil luar nikah ialah gangguan emosi yang mengakibatkan gangguan tidur yang kronik. Selain itu remaja ini juga berhadapan dengan pelbagai pergolakan emosi antaranya perasaan sedih, takut, rasa tersisih dan berisiko untuk menghadapi kemurungan. Hasil kajian ini turut mendapati pendekatan yang digunakan dalam menyokong emosi remaja melalui dua pendekatan utama iaitu sokongan sosial dan sokongan peribadi. Sokongan sosial seperti melalui bimbingan dan kaunseling dan motivasi. Sokongan peribadi pula melalui tazkiyah al-nafs selari dengan modul yang sedia ada di dua pusat perlindungan tersebut.

***Kata kunci**: Emosi, Remaja, Hamil Luar Nikah, Pusat Perlindungan Wanita, Pemulihan.*

Pengenalan

Secara asasnya, kehamilan luar nikah merupakan antara cabaran yang dilalui oleh sebahagian remaja perempuan dan digolongkan sebagai salah satu dari konflik sosial yang dirujuk sebagai delinkuen iaitu situasi di mana perlakuan seseorang remaja yang melanggar peraturan, undang-undang negara dan agama atau berkelakuan yang tidak boleh diterima oleh norma masyarakat. (Majid, M. A., Azman, N. Z., & Marlon, M. Y. 2020) Statistik Kementerian Kesihatan Malaysia mencatatkan sebanyak 18,465 kes remaja hamil luar nikah didaftarkan di Klinik Kesihatan Malaysia dalam tempoh lima tahun iaitu bermula dari tahun 2014-2018. Menurut Siong, R., & Tharshini, N. K. (2020) kehamilan luar nikah dikatakan antara masalah yang paling ditakuti ketika zaman remaja kerana ia secara tidak langsung mendorong kepada berlakunya pengguguran, pembuangan dan perdagangan bayi yang tidak berdosa.

Dalam konteks Islam, penyaluran kehendak seks yang menyeleweng akan membawa kepada kekacauan keturunan, keruntuhan institusi keluarga dan masyarakat, peningkatan kadar individu yang mengalami tekanan (stress), pergaduhan, tersebarnya penyakit berjangkit (Mohiddin, M. N., et.al., 2022) serta berleluasanya perlakuan tidak bermoral ini dirujuk sebagai perzinaan. Zina dalam Islam bukan sahaja dianggap sebagai satu perbuatan dosa besar, bahkan menjadi titik tolak kepada berlakunya pelbagai perlakuan lain yang lebih serius.

Ahmad dan Dahlan (2017) telah menjalankan satu kajian di Daerah Kubang Pasu, Kedah bagi mengkaji tahap penerimaan ibu mengandung (remaja yang hamil luar nikah) dan ahli keluarga mereka terhadap bayi tidak sah taraf. Hasil kajian menunjukkan bahawa kebanyakan daripada remaja dan ahli keluarga mereka tidak dapat menerima bayi tersebut. Seterusnya, Yahya dan Md. Sham (2019) telah menjalankan satu kajian untuk mengenalpasti corak emosi bagi remaja hamil luar nikah yang berada dalam lingkungan usia 13 sehingga 18 tahun. Hasil kajian mendapati bahawa remaja yang hamil mempamerkan pelbagai emosi negatif seperti mudah keliru dan cepat marah.

Dalam konteks Malaysia, akta yang boleh digunapakai bagi mengendalikan kes kehamilan luar nikah dalam kalangan remaja adalah Akta Kesalahan-Kesalahan Seksual Terhadap Kanak-Kanak 2017 (Akta 792) (Undang-Undang Malaysia, 2017). Bahagian IV, Seksyen 14 dalam Akta Kesalahan-Kesalahan Seksual Terhadap Kanak-Kanak 2017 (Akta 792) menjelaskan bahawa perbuatan menyentuh seseorang kanak-kanak pada bahagian badan dengan menggunakan objek-objek tertentu atau menggunakan bahagian badan pelaku boleh disabitkan hukuman penjara tidak melebihi 20 tahun serta dikenakan hukuman sebat (Undang-Undang Malaysia, 2017). Justeru itu, pelaku yang menghamilkan seorang remaja yang masih berumur di bawah 18 tahun boleh diambil tindakan undang-undang atas kesalahan-kesalahan seksual (UndangUndang Malaysia, 2017).

Kerangka Konseptual

Berdasar kepada kajian-kajian lepas sama ada perspektif Islam mahu pun Barat mendapati terdapat tiga kategori tanda tekanan yang boleh dikenal pasti iaitu tanda-tanda psikologi, fisiologi dan tingkah laku sosial. Berkaitan dengan cara-cara menangani tekanan pula, perspektif dakwah mengandungi banyak pendekatan yang boleh digunakan untuk merawat emosi remaja terlibat kehamilan luar nikah di pusat perlindungan dan pemulihan. Kajian ini mengemukakan hanya dua pendekatan utama iaitu sokongan sosial dan sokongan peribadi. Sokongan sosial seperti melalui bimbingan, kaunseling dan motivasi. Sokongan peribadi pula melalui *tazkiyah al-nafs*.

Walaupun kajian-kajian lepas telah banyak mengkaji tentang fenomena tekanan remaja, namun kajian tersebut adalah kajian dari perspektif psikologi Barat dan huraiannya juga hanya dari perspektif dan teori Barat semata-mata. Perbincangan secara konsep dari kedua-dua perspektif ini membentuk satu kerangka teori tekanan emosi dalam definisi, simptom-simptom emosi yang dilalui remaja dan pendekatan dakwah yang dilaksanakan di pusat perlindungan bagi memulihkan tekanan emosi yang dihadapi remaja hamil luar nikah.

Dalam konteks dakwah Islamiah, tekanan emosi merupakan suatu keadaan jiwa manusia yang berada dalam keadaan tidak tenang seperti resah gelisah, kecewa, sedih, berdukacita, menurut hawa nafsu dan melanggar perintah Allah. Ahli psikologi Islam seperti Imam al-Ghazali, Muhammad Uthman Najati dan Muhammad Izzudin Taufik berpandangan, emosi yang tidak tenang ini adalah kerana manusia tidak mendekatkan atau menghubungkan diri dengan Allah. Sebaliknya mereka banyak menurut hawa nafsu. Oleh itu, emosi yang tertekan ini perlu diubati dengan seruan dakwah Islamiah dengan menggunakan uslub atau pendekatan yang sesuai.

Definisi Hamil Luar Nikah

Hamil luar nikah bermaksud mengandung disebabkan hubungan seks antara lelaki dengan perempuan di luar hubungan yang sah dari segi agama dan undang-undang negara. (Yahya, S.A. & Md. Sham, F. 2019) Menurut Yahya (2019), maksud kehamilan di luar nikah ialah mengandung sebelum berkahwin di mana kewujudan hubungan seks di antara dua pasangan yang tidak mempunyai pertalian nikah yang sah. Remaja hamil luar nikah tergolong umur di antara 13 hingga 18 tahun. Kehamilan luar nikah dalam kalangan remaja pula merujuk kepada remaja yang di bawah umur yang hamil tanpa ikatan yang sah. Malah Majid (2020) menjelaskan remaja yang terlibat dengan aktiviti seksual semasa umur masih muda didapati mempunyai lebih banyak pasangan, lebih kerap melakukan seks, melakukan seks tanpa perlindungan yang mana akhirnya ramai dalam kalangan mereka yang sangat berisiko kepada jangkitan seksual dan kehamilan. Kesalahan ini bermakna, mana-mana perempuan yang didapati telah hamil tanpa pernikahan yang sah di sisi hukum syarak, adalah secara jelas telah melakukan satu kesalahan dengan sendirinya. Namun begitu, tidak dapat dinafikan bahawa kehamilan juga mungkin berlaku akibat dirogol. Dalam keadaan ini, pembuktian terletak di atas bahu wanita yang hamil itu. (Siti Zubaidah Ismail. 2017) Istilah seks luar nikah lebih dikaitkan dengan konteks keagamaan.

Isu dan Cabaran Kehamilan Luar Nikah di Kalangan Remaja

Kajian-kajian yang lepas menunjukkan bahawa usia penglibatan remaja dalam tingkah laku seks berisiko dilihat semakin awal iaitu bermula sejak kanak-kanak. Ramai dalam kalangan kanak-kanak lelaki dan perempuan di negara-negara membangun didapati terlibat dengan hubungan seks sebelum umur mereka 15 tahun. (Mohiddin, 2022) Penglibatan remaja dalam aktiviti seksual pada usia yang muda boleh menyebabkan kemudaratan kepada emosi, fizikal dan sosial kanak-kanak. (Mahamood. S.F. et.al., 2022) Data yang direkodkan daripada Pertubuhan Kesihatan Sedunia (WHO) bermula tahun 2005 hingga 2011 telah menunjukkan bahawa Malaysia menduduki tempat keempat daripada 10 negara berkaitan kehamilan remaja berusia antara 15 hingga 19 tahun.

Pada masa yang sama, Malaysia turut menghadapi dilema sosial yang melibatkan peningkatan kes kelahiran anak tidak sah taraf dan pembuangan bayi. Peningkatan statistik kelahiran anak tidak sah taraf membuktikan bahawa Malaysia sedang mengalami krisis akhlak yang sangat serius (Bakar, A. A. A., & Hamzah, M. I. 2019) dan perlu ditangani segera. Kelahiran anak tidak sah taraf merupakan kesalahan paling serius berhubung akhlak kerana ia telah merosakkan nasab dan bertentangan dengan ajaran Islam dalam proses mengembangkan zuriat. Kelahiran anak tak sah taraf juga turut menyumbang kepada perbuatan jenayah lain seperti buang bayi. Di Malaysia, kes-kes kehamilan luar nikah merupakan punca utama kepada kes pembuangan bayi. (Musa M. M., 2020) Senario ini mewujudkan kebimbangan kepada semua pihak sehingga kerajaan Malaysia bersama NGO iaitu Orphan Care mewujudkan Pusat Perlindungan Bayi yang tidak diingini (Baby Hatch) pada tahun 2010. Walaupun kesilapan sebegini tidak diletakkan kepada kumpulan remaja seratus peratus, namun statistik menunjukkan bahawa kumpulan ini turut sama banyak menyumbang kepada pengguguran janin dan pembuangan bayi.

Nasir et al. (2015) telah menjalankan satu kajian bagi mengenal pasti perkaitan di antara tahap penghayatan kognitif, kesunyian, kemurungan, penghargaan kendiri, dan sokongan sosial dalam kalangan wanita yang hamil luar nikah. Kajian ini melibatkan responden yang berumur di antara 14 hingga 35 tahun. Hasil kajian mendapati bahawa kebanyakan daripada remaja yang hamil luar nikah kurang mendapat sokongan sosial daripada persekitaran sosial. Selain itu, dapatan kajian turut menjelaskan bahawa seseorang remaja yang hamil luar nikah amat memerlukan sokongan sosial daripada individu yang signifikan dalam kehidupan mereka bagi mengekalkan tahap kesihatan mental yang optimum. (Siong, R., & Tharshini, N. K. 2020)

Kehamilan tanpa nikah ini memberikan tekanan emosi kepada remaja akibat perubahan fizikal, risau akan kandungan yang dikandungnya dan risau akan keseluruh kehidupannya jika kandungannya diketahui orang sekeliling (Majid,. M. A., 2020) mengelak dari lingkungan sosial. (Nasir. et.al 2015). Bentuk emosi yang dialami remaja ialah tekanan, perasaan sedih, takut, rasa tersisih dan berisiko untuk menghadapi kemurungan. Emosi remaja yang hamil tanpa nikah selalu berada dalam keadaan tertekan, kemurungan dan tidak bermaya kerana kerap memikirkan masalah yang dihadapi. Tekanan emosi remaja didapati akan bertambah apabila kehamilan remaja ini akibat diperkosa atau dirogol. (Majid,. M. A., 2020) Mangsa pemerkosaan biasanya menghadapi situasi lebih ngeri kerana kejadian berlaku kerana paksa rela.

Selain itu kajian Su Xu Vin et al. (2014) mengemukakan dapatan bahawa masalah paling utama dialami oleh majoriti remaja hamil ialah gangguan emosi sehingga mengakibatkan beberapa remaja mengalami gangguan tidur yang kronik seterusnya menjejaskan perkembangan kognitif mereka. Dapatan ini sejajar dengan kajian Siti Aisyah & Fariza (2019) yang turut mendapati bahawa emosi remaja yang hamil luar nikah ini berada begitu romantik, sensitif, mudah keliru, marah memberontak, ketakutan, kesempitan jiwa, kebimbangan, kebingunan dan ada juga yang setengah gila atau hilang akal akibat ketakutan yang luar biasa. Malah portal rasmi MyHealth oleh Kementerian Kesihatan Malaysia mengemukakan beberapa implikasi kehamilan tanpa nikah dari aspek perubatan seperti mempunyai risiko dijangkiti HIV (1%), herpes genital (30%) dan gonorea (50%) dan kesan negatif terhadap proses perkembangan emosi dan mental remaja. (MyHealth, 2020) Oleh itu, remaja yang terlibat dengan kehamilan ini perlu diberi perhatian serius kerana remaja sedang berhadapan dengan tekanan emosi yang boleh mengakibatkan remaja mengambil tindakan yang membahayakan diri dan bayi.

Latar Belakang Institusi Perlindungan dan Pemulihan Wanita Hamil Luar Nikah

Dalam konteks kajian ini, pusat perlindungan wanita merujuk kepada institusi yang diwujudkan bagi menempatkan sejumlah wanita termasuk remaja hamil luar nikah bagi tujuan pemeliharaan, perlindungan dan pemulihan sama ada kendalian kerajaan atau bukan kerajaan. Pihak kerajaan telah memperuntukkan sejumlah dana untuk menubuhkan pusat perlindungan wanita di bawah kelolaan Jabatan Kebajikan Masyarakat (JKM) dengan mendapat bantuan daripada 14 pertubuhan bukan kerajaan (NGO) yang mempunyai pengalaman dan kepakaran dalam mengendalikan remaja bermasalah dengan aktivitinya dipantau oleh kerajaan.

Institusi pemulihan yang ditubuhkan dikendalikan oleh beberapa pihak seperti kerajaan, bukan kerajaan (NGO) dan persendirian, antaranya ialah Raudhatus Sakinah (JIM), Rumah Perlindungan dan Pemulihan Wanita Darul Wardah (ABIM), Pusat Perlindungan Wanita Baitul Ehsan (MAIS), Taman Seri Puteri (JKMM), Rumah Perlindungan Baitus Solehah, Sekolah Harapan Rumah Harapan (MAIM) dan lain-lain lagi. Menerusi penubuhan institusi pemulihan dan perlindungan ini, modul pemulihan yang mengandungi pengisian dan pendekatan yang pelbagai telah dijalankan.

Secara umumnya, program pemulihan merupakan satu bentuk perkhidmatan sosial yang baik bertujuan memulihkan individu yang menghadapi masalah tingkah laku negatif. Lazimnya, program pemulihan tersebut tertumpu kepada usaha-usaha pembentukan semula akhlak dan tingkah laku pesalah melalui pengisian dan modul pemulihan yang telah dirangka.

Kajian ini menumpukan kepada usaha pemulihan emosi remaja yang terlibat kehamilan luar nikah di dua buah pusat perlindungan wanita terpilih iaitu Baitul Ehsan (BES) dan Rumah perlindungan dan Pemulihan Wanita Darul Wardah. Secara khususnya, BES ditubuhkan oleh Majlis Agama Islam Selangor (MAIS) di bawah peruntukan Seksyen 53 dan Seksyen 54 (2) Enakmen Jenayah Syariah Selangor. Misi BES ialah memberikan perkhidmatan perlindungan, pemulihan, latihan, bimbingan, kaunseling, kemahiran bersepadu dan kemudahan latihan vokasional yang terbaik kepada kumpulan wanita dan gadis yang terlibat dengan gejala sosial. Manakala visi BES pula ialah menerapkan amalan-amalan murni bagi membentuk peribadi ummah yang thiqah dan solehah berlandaskan al-Quran dan al-Sunnah (Watimin, H. N. B. 2020).

Manakala Rumah Perlindungan dan Pemulihan Wanita Darul Wardah yang dirujuk sebagai DARWA berdaftar di alamat 7B Lorong Sanggul 1F, Bandar Puteri, 41200 Klang, Selangor Darul Ehsan. DARWA mula beroperasi sepenuhnya pada **01 September 2008** dan bernaung di bawah Angkatan Belia Islam Malaysia (ABIM) Negeri Selangor. Pada **14 Mac 2013,** DARWA telah berdaftar secara rasminya dengan Jabatan Pendaftaran Petubuhan Malaysia sebagai sebuah badan pertubuhan bukan kerajaan di bawah Akta Pertubuhan, 1966 dengan nama **Pertubuhan Kebajikan Darul Wardah Rumah Perlindungan dan Pemulihan Wanita Darul Wardah (DARWA) (PPM-034-10-14032013). Antara misi penubuhan DARWA adalah** mentarbiah dan mengislahkan golongan yang tersasar daripada cara hidup Islam, memberi perlindungan dan mentarbiah saudara baru (mualaf) yang dilanda krisis akidah dan akhlak dan wanita teraniaya, memberi perlindungan dan pemulihan kepada wanita mengandung tanpa nikah, memberi perlindungan sementara kepada wanita, membantu dan membimbing remaja perempuan yang tersasar daripada cara hidup Islam untuk kembali kepada Islam yang syumul dan memberi bantuan khidmat bimbingan fardhu ain, amalan kerohanian, kaunseling dan nasihat guaman. (Ruzaizol, N. S. B. M., 2021).

Kaedah Kajian

Pada peringkat awal, tajuk kajian dikenalpasti. Secara keseluruhannya, kajian ini bermula dengan kajian literatur bagi mencari kekata kunci untuk digunakan pada peringkat yang seterusnya iaitu analisis kandungan. Tujuan utama analisis kandungan ini adalah untuk mengenalpasti pendekatan yang digunakan di pusat perlindungan wanita untuk menyokong emosi remaja yang telibat kehamilan. Kajian literatur dengan merujuk kepada jurnal-jurnal akademik. Pencarian artikel-artikel kajian ini dilaksanakan melalui sumber-sumber atas talian melalui platform penyelidikan seperti Scopus, Web of Science (WoS), EBSCOhost dan Thomson Reuters (dahulunya dikenali sebagai ISI) Web of Knowledge. Selain itu pencarian artikel-artikel berkaitan juga melalui Google Scholar. Carian ini dijalankan melalui tajuk atau abstrak kertas menggunakan kombinasi serta carian kata-kata kunci seperti “Emosi”, “Remaja”, “Hamil Luar Nikah”, “Pusat Perlindungan Wanita” dan juga “Pemulihan”. Untuk mendapatkan maklumat dua pusat perlindungan iaitu BES dan Darul Wardah, pencarian artikel-artikel dipilih berdasarkan tajuk kajian dan kata kunci yang di jelaskan di atas.

Analisis Program Pemulihan Emosi Remaja Hamil Luar Nikah di Pusat Perlindungan Wanita

Selain undang-undang sekatan di bawah Enakmen Kesalahan Jenayah Syariah di Malaysia, program-program sosial turut sama membantu dalam usaha mencegah kesalahan yang membawa kepada peningkatan kehamilan luar nikah, kelahiran anak tidak sah taraf dan pembuangan bayi. Penyelidikan daripada negara-negara barat tentang implikasi hamil luar nikah dan isu buang bayi jelas menunjukkan betapa undang-undang tidak menawarkan jawapan kepada permasalahan tersebut.

Berdasarkan penelitian terhadap kajian-kajian lepas, secara ringkasnya memperlihatkan program pemulihan akhlak di institusi pemulihan berasaskan keagamaan/kerohanian, pemulihan berasaskan bimbingan, kaunseling Islam dan pemulihan berasaskan pembangunan fizikal dan sosial. Bentuk pemulihan seperti ini penting bagi menyokong emosi remaja yang terlibat dengan isu kehamilan luar nikah di usia remaja.

Jadual 1: Program Pemulihan Remaja Terlibat Kehamilan Luar Nikah di Institusi Pemulihan di Malaysia (Majid, M. A., 2022)

Program/Aktiviti Pemulihan	Institusi Pemulihan
Pemulihan Berasaskan Keagamaan / Kerohanian Pelaksanaan Secara Teori: • Kelas Akidah • Kelas Fekah • Kelas Akhlak • Kelas Jawi dan Tajwid • Kelas Tilawah al-Quran • Kelas Sirah • Kelas Hadith Pelaksanaan Secara Amali: • Solat Fardu dan Sunat • Kelas Pengukuhan "Smart Solat" • Bacaan al-Quran • Zikir, Tahlil dan Doa • Qiamullail • Liqa' Asar • Kelas Tahsin al-Quran • Usrah • Halaqah Zikrullah • Kuliah Maghrib dan Subuh • Bacaan al-Ma'thurat • Bacaan Surah Yaasin • Puasa • Slot Muhasabah Diri • Tazkirah Zuhur • Ceramah Agama • Bengkel Pengurusan Jenazah Program Dakwah: • Program hari kebesaran Islam berbentuk ceramah, forum dan tazkirah seperti: • Majlis Sambutan Maal Hijrah • Majlis Sambutan Maulidur Rasul, • Majlis Sambutan Isra' dan Mikraj • Majlis Penghayatan Ramadan • Nasyid	• Baitul Ehsan • Darul Wardah
Pemulihan Berasaskan Bimbingan dan Kaunseling Islam	• Darul Wardah • Baitul Ehsan
Pemulihan Berasaskan Pembangunan Fizikal dan Sosial • Rekreasi dan Ziarah • Riadah dan Sukan • Seni • Gotong-royong • Kawad Kaki • Kem Motivasi • Program Khidmat Masyarakat • Lawatan Sambil Belajar	• Baitul Ehsan • Darul Wardah

•	Kursus Pra Perkahwinan
•	Ceramah Kesihatan
•	Kaunseling Individu
•	Kaunseling Kelompok

Berdasarkan Jadual 1, proses pemulihan akhlak yang berteraskan kepada proses *tazkiyah al-nafs* dijalankan oleh kedua-dua pusat perlindungan ini melalui beberapa platform yang diwujudkan iaitu penguasaan ilmu agama dan kemahiran, pelaksanaan ibadah, penguatkuasaan peraturan dan beberapa aktiviti berbentuk fizikal. Dari aspek penguasaan ilmu agama, pelatih di BES dan DARWA diwajibkan mempelajari beberapa subjek seperti akidah, ibadah/fiqh, sirah dan adab/akhlak, iqra', tajwid, jawi dan al-Quran. (Mansor, N. H., & Jodi, K. H. M., 2020). Aspek-aspek tersebut mampu membantu proses pemulihan akhlak dan emosi remaja melalui penekanan terhadap kepercayaan rukun iman dan rukun Islam seperti tuntutan menunaikan solat fardu secara berjemaah, berpuasa, membaca al-Quran dan qiamullail. Kenyataan ini turut disokong oleh Fariza Md Sham et al., di dalam kajiannya bahawa modul pendidikan rohani yang diimplementasikan terhadap remaja bermasalah memberi kesan yang positif terhadap psikologi dan kerohanian mereka dari aspek akidah, ibadat dan akhlak (nilai-nilai moral). (Fariza Md Sham et al., 2015)

Selain menumpukan kepada pemulihan berasaskan keagamaan/kerohanian, pemulihan berasaskan sokongan sosial seperti bimbingan dan kaunseling Islam juga telah banyak digunakan di institusi pemulihan sebagai merawat tekanan emosi remaja terlibat kehamilan. Hal ini secara tidak langsung sebagai salah satu metode utama dalam usaha membendung masalah penyelewengan tingkah laku dalam kalangan remaja khususnya yang melibatkan kes salah laku seksual. Bukan itu sahaja, bahkan ia juga telah berjaya mengurangkan masalah kemurungan yang dihadapi oleh remaja tersebut. (Fauziah Mohd Sa'ad et al., 2014) Hal ini turut diperakui oleh Salasiah Hanin Hamjah et al. yang menggalakkan ibu bapa agar mendapatkan perkhidmatan kaunseling dalam mendidik anak-anak remaja terutamanya bagi remaja yang terlibat dengan masalah salah laku seksual. (Salasiah Hanin Hamjah et al., 2014) Hasil penelitian mendapati pendekatan bimbingan dan kaunseling Islam ini telah dijalankan di Darul Wardah dan Baitul Ehsan.

Kajian yang dijalankan oleh Nurdeng Deuraseh (2014), mendapati bahawa pendekatan kaunseling keagamaan amat signifikan dilaksanakan terhadap golongan pesalah seks. Rata-rata pesalah seks yang dijangkiti HIV dan AIDS akibat daripada hubungan seks bebas yang dilakukan mengakui bahawa aspek keagamaan dan kesejahteraan rohani dalam kaunseling mampu mencegah seseorang individu itu daripada terlibat dengan gejala seksual. Bukan itu sahaja, saranan oleh Khairiyah et al. (2017) agar anak-anak remaja diberikan pendedahan awal berkenaan modul kaunseling kesihatan yang mengandungi maklumat tentang pendidikan seksual juga harus disahut. Kajian juga mendapati rata-rata penyelidik daripada bidang sains sosial telah banyak membincangkan tentang pemulihan, psikologi dan pendidikan bagi golongan pesalah seks ini.

Kesimpulan

Golongan remaja yang terjebak dengan gejala kehamilan luar nikah mengalami impak dalam aspek pemikiran, emosi dan tingkahlaku. Tumpuan perlu diberikan oleh pelbagai pihak terutama pusat-pusat pemulihan akhlak kerajaan dan persendirian terhadap usaha pemulihan dan pembangunan diri golongan remaja ini agar mengupayakan mereka mengurus kesan yang dialami.

Proses pemulihan di kedua-dua institusi telah memberikan pengalaman baru yang lebih bermakna kepada pelatih terutamanya melibatkan sokongan emosi pelatih. Pengalaman BES dan Darul Wardah juga telah berupaya membantu memulihkan semangat dan keyakinan diri mereka untuk kembali ke dalam masyarakat. Justeru, pelatih menjadi lebih optimis dan bersedia untuk terus berusaha memperbaiki diri menjadi insan yang lebih baik. Proses pemulihan seumpama ini wajar diteruskan dengan membuat penambahbaikan dari semasa ke semasa. Hal ini kerana, proses pemulihan bukan sahaja dapat membantu pelatih mengenal pasti kelemahan diri, tetapi memanfaatkan kekuatan yang ada pada diri untuk kebaikan masyarakat.

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ID0053 – AHLU AL-SUNNAH WAL-JAMĀ'AH IS THE SUCCESSFUL GROUP

Omar Muḥammad Kalash[1*], Mohd Asyran Safwan Kamaruzaman[2], Mohd Sobri Ellias[3]

[1]Global University, Batrakiyeh Street, Beirut P.O. Box 15-5085 Lebanon
[2]Academy of Islamic Contemporary Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Kuala Pilah, 72000 Kuala Pilah, Negeri Sembilan, Malaysia
[3] Faculty of Quranic and Sunnah, University Sains Islam Malaysia, 71800 Nilai, Negeri Sembilan, Malaysia

[*]Corresponding author: asyransafwan@uitm.edu.my

Abstract

This paper aims to provide an explanation of the term of Ahlu al-Sunnah wa al-Jama'ah and its significance in the Islamic context. The study sheds light on the group of religious practitioners who adhere to the Sunni method and follow the path of Rasulullāh ﷺ and his companions. It explores the historical background of Ahlu al-Sunnah wa al-Jama'ah and their role in preserving the authentic teachings of Islam. The paper also addresses the challenges posed by extremist factions that distort the true understanding of Ahlu al-Sunnah wa al-Jama'ah and exploit the term for their own misguided agendas. By examining the principles, beliefs, and practices of Ahlu al-Sunnah wal-Jamā'ah, this paper aims to provide a comprehensive understanding of this vital aspect of Islamic faith and community. There are several methodologies applied in writing this paper; (i) Inductive methodology: the authors examine primary and secondary reference books to identify available information related to the topic of discussion; (ii) Analytical methodology: the authors examine, extract and filter information from relevant sources to explain and place it in the correct context; and (iii) Critical methodology: the authors present information obtained from its source and analyse it to highlight any errors or flaws present. This study finds that the group of Ahlu al-Sunnah wa al-Jama'ah are al-Ashā'irah and al-Māturīdiyyah, who practice the moderate approach (*al-wasatiyyah*) and distance themselves from extremism in their daily lives. However, there are still groups that misuse the term Ahlu al-Sunnah wa al-Jama'ah to spread their misguided teachings and recruit young people to join them in extremist ideologies.

Keywords*: Ahlu al-Sunnah wal-Jamā'ah, Sunni, al-Ashā'irah, al-Māturīdiyyah*

Introduction

Allāh ﷻ has made this nation a moderate nation (*ummah wasatiyyah*) and sent to them the noble Rasulullāh ﷺ, who always called for justice, goodness, and fulfilling the rights of those deserving them. Rasulullāh ﷺ also taught this nation progress, moderation, and noble character that emerged from the darkness of ignorance filled with oppression, decline and crimes. The companions, the followers of the companions, and the followers of the followers have followed the path of Rasulullāh ﷺ, and they were among those whom Allāh ﷻ endowed upon them guidance, understanding and knowledge. Undoubtedly, the history of Islam is illuminated with the banner of pure justice and moderation, and there is no doubt that the scholars of Ahlu al-Sunnah wa al-Jama'ah are the group that avoids extremism and negligence, whether in speech, action, or beliefs. Indeed, in every era and age, there are those who constantly seek to cause disruptions to the moderate and balanced methodology pioneered by Ahlu al-Sunnah wa al-Jama'ah. Like a tree that bears abundant fruit being targeted with stones, likewise there are groups who envy and harbour ill intentions towards Ahlu al-Sunnah wa al-Jama'ah (Al-Ḥusaynī 2014).

These extremists have, throughout history, divided the Ummah from the path of Ahlu al-Sunnah wa al-Jama'ah. Sometimes, they misuse and hide behind the terminology of Ahlu al-Sunnah wa al-Jama'ah to deceive people, making them believe that moderation is extremism and extremism is moderation (making good appear evil and evil appear good). This confusion among some people facilitates the destructive movements of these deviant groups, allowing them to spread misguided teachings and movements. Sometimes, they fabricate false and repulsive accusations against the scholars of Ahlu al-Sunnah wa al-Jama'ah to distance the common people from these scholars and draw them closer to deviant movements. Furthermore, these corrupt individuals spread fake and baseless news about the methodology of Ahlu al-Sunnah wa al-Jama'ah, going as far as accusing those who are aligned with them as being guilty of *shirk* (associating partners with Allāh ﷻ) and *kufr* (disbelief). It is also found that these corrupt individuals encourage and justify the killing of those who adhere to the path of Ahlu al-Sunnah wa al-Jama'ah under the pretext of purifying the lands from shirk and *bida'ah* (innovation) (Mohd Sobri Ellias 2013)

The occurrence of corruption and misleading voices is due to many people in society today not being illuminated by knowledge and failing to investigate matters thoroughly. As a result, they cannot distinguish between Ahlu al-Sunnah wa al-Jama'ah and those who falsely claim to be associated with this term. This situation worsens, leading some people to have a distorted understanding, mistakenly believing that Ahlu al-Sunnah wa al-Jama'ah is the deviant group while those opposing them are on the right path. This misconception might mislead layman Muslims. Therefore, it becomes essential for Islamic scholars and researchers to clarify the truth and reality of this matter to defend those who are on the right path while promoting a just and moderate approach. They must also expose the lies and deviations of the deceptive groups who spread falsehoods and misrepresentations about Ahlu al-Sunnah wa al-Jama'ah. By shedding light on the truth, they can help protect the authentic teachings and principles of Ahlu al-Sunnah wa al-Jama'ah from the misrepresentations and misinterpretations by those with ill intentions (Mohd Asyran Safwan 2020).

Methods

The research methodology used by the authors is as follows:

1. Inductive Methodology: The authors conduct research by collecting and examining primary and secondary reference books related to the topic of discussion. The purpose of this inductive approach is to identify relevant and available information about the topic being discussed.
2. Analytical Methodology: The authors take the information found from relevant sources and analyse it to provide accurate explanations. This analytical approach allows the authors to organize and present information in a suitable manner, making it easier for readers to understand the study's content.
3. Critical Methodology: The authors evaluate the information obtained from the sources critically. The purpose of this critical methodology is to highlight any errors or shortcomings in the available information. With this approach, the authors can provide objective analysis and present data with caution.

This methodology provides a systematic framework for conducting research and presenting findings in a credible and evidence-based manner. Through the inductive, analytical, and critical approaches, the authors can develop a strong and informative study on the discussed topic.

The Importance of the Study

The importance of this study is to clearly manifest that the current reality of the Ummah is facing threats from all sides, while external enemies are threatening and attempting to divide us to gain control over our resources and manipulate us. Among us, there are those who harbour radical and subversive ideas, aiming to destroy the minds of the youth and transform them into ticking time bombs that will explode, causing devastation and destruction under the claimed banner of Jihad and protecting Islam. However, it is essential to recognize that such actions are not in accordance with the teachings of Islam; in fact, Islam is far from condoning such behaviour. The youth should instead become mature pillars in nation-building, uplift their country, and rise with firm principles and methods to handle the currents of modernity and advances in science and technology. One of the weapons used by the planners of these dangerous movements is to exploit groups that adopt comprehensive *takfir* (claiming a person as blasphemer) as a method and means to gain power and authority. They declare others as blasphemers and deem it permissible to shed the blood and confiscate the property of those who do not follow their ideology or religious beliefs. They have even branded the majority of the Ummah, numbering hundreds of millions, who follow the schools of al-Ashā'irah and al-Māturīdiyyah, as *al-Mubtadi'ah* (innovators of bad teaching) and grave-worshippers, including scholars who have transmitted this religion from generation to generation, from the *salaf* (early generation) to the *khalaf* (later generations). Among these scholars are *Huffaz* (the memorizers of Hadith), *Muhaddith* (Hadith scholars), scholars of Tafsir, linguistics, kalam, sufis, as well as sultans and leaders. The study aims to shed light on these issues and refute the baseless accusations against the followers of al-Ashā'irah and al-Māturīdiyyah and their respected scholars, presenting a more accurate understanding of Islam and safeguarding its true teachings from misinterpretations and distortions.

Research Questions

1. Who are Ahlu al-Sunnah wa al-Jama'ah?
2. Who are the saved group referred to in the Hadith about the division of the Ummah?
3. Who are al-Ashā'irah and al-Māturīdiyyah?
4. What are the contributions of al-Ashā'irah and al-Māturīdiyyah in maintaining the unity of *aqidah* (belief) and the Ummah?

Research Objectives

1. To explain who Ahlu al-Sunnah wa al-Jama'ah truly are.
2. To explain who is referred to as the saved group in the Hadith about the division of the Ummah based on evidence.
3. To describe the excellence of al-Ashā'irah and al-Māturīdiyyah and the validity of their theological *mazhabs* (schools).
4. To describe the contributions of al-Ashā'irah and al-Māturīdiyyah in preserving the unity of *aqidah* (belief) and the Ummah.

The Hadith of Rasulullāh ﷺ About the Division of The Ummah

The writers believe that before discussing the introduction of Ahlu al-Sunnah wa al-Jama'ah, it is essential to start with highlighting the Hadith about the division of the Ummah and matters related to it, based on several chains of narration. The conclusion drawn from this Hadith will be used to determine the saved group, and it serves as an introduction to understanding the term Ahlu al-Sunnah wa al-Jama'ah. Indeed, the Hadith concerning the division of the Ummah has been narrated by Hadith scholars of high standing through various chains of narration in their books (Omar Kalash 2013). Among these narrations is the narration in Sunan Abi Dawud, where he said[1]:

أَلاَ إِنَّ مَنْ قَبْلَكُمْ مِنْ أَهْلِ الْكِتَابِ افْتَرَقُوا عَلَى ثِنْتَيْنِ وَسَبْعِينَ مِلَّةً وَإِنَّ هَذِهِ الْمِلَّةَ سَتَفْتَرِقُ عَلَى ثَلاَثٍ وَسَبْعِينَ ثِنْتَانِ وَسَبْعُونَ فِي النَّارِ وَوَاحِدَةٌ فِي الْجَنَّةِ وَهِيَ الْجَمَاعَةُ

Translation: "Ahmad b. Hanbal narrated to us, and Muḥammad b. Yahya also said: Abu al-Mughirah narrated to us, he said Safwan narrated to us (ح), he said ‘Amr b. ‘Uthman narrated to us, he said Baqiyyah narrated to us, he said Safwan narrated to me, and like him, he said: Azhar b. ‘Abdillah al-Haraziy narrated to us from Abi ‘Amir al-Hawzaniy, from Mu’awiyah b. Abi Sufyan, he said: "Know that Rasulullāh stood among our group and said: ‘Indeed, the people before you from the People of the Book were divided into seventy-two groups. This Ummah will be divided into seventy-three groups: seventy-two of them are in the Hellfire, and one group will be in Paradise, and it is al-Jama’ah."

Verily, al-Hafiz Ibn Hajar classified this narration as *hasan* (good) in his book *al-Kafi al-Syaf* (Ibn Hajr n.d). Al-Tabarani narrated it in *al-Mu’jam al-Kabir* with the wording[2]:

وتختلف هذه الأمة على ثلاث وسبعين فرقة اثنتان وسبعون في النار وواحدة في الجنة. فقلنا: انعتهم لنا قال: السواد الأعظم

Translation: "Indeed, this Ummah will be divided into seventy-three groups: seventy-two of them will enter Hellfire, and one group will enter Paradise." Then they asked him (the Rasulullāh ﷺ), "Describe to us their characteristics." He replied, "The majority *al-sawad al-a’zam* (group)."

Al-Tirmidhi narrated it with the wording[3]:

قالوا: مَن هيَ يا رسولَ اللَّهِ؟ قالَ: ما أَنا علَيهِ وأَصحابي

Translation: "They asked, ‘Who are they, O Messenger of Allāh?’ He answered, ‘Those who follow my way and the way of my companions.’"

Indeed, the meaning of all three narrations does not contradict. It is understood here that the saved group from this Ummah is *al-sawad al-a’zam* (majority) because most of those who claimed themselves as Muslim adhere to the correct *aqidah* (creed), and even though some of them commit sins, they do not deviate from the line of faith based on a consensus among Ahlu al-Sunnah wa al-Jama’ah that no one from this Ummah is declared a disbeliever due to committing a sin unless they believe the lawfulness of the sin committed (al-Harari 2008). In contrast, there is a contradiction in the creed of the Khawarij, who declared those who commit major sins as disbelievers (Al-Ḥusaynī 2016). Among them are the al-Bayhasiyyah group who declared Islamic rulers as disbelievers simply because they enacted a civil law. They incite people to demonstrate against their governments, and if people do not comply with their claims, they consider them complicit with the government in disbelief. Under the pretext of implementing Islamic law and Shariah, we see these extremist groups inflaming the spirits of young people to rebel against their governments, resorting to violence and extremism, which is not accepted by Islamic law. This eventually leads to the destruction and fragmentation of the nation, causing conflicts among different groups within the society.

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[1] Abū Dāwūd, Sulaymān ibn al-Ash‘ath ibn Isḥāq al-Azdī al-Sijistānī. *Sunan Abi Dawud*. Bab Sharh Sunnah. Hadith no.4597.

[2] al-Ṭabarānī, Abū al-Qāsim Sulaymān ibn Aḥmad ibn Ayyūb ibn Muṭayyir al-Lakhmī al-Shāmī. *Mu`jam at-Tabarani al-Kabir*. Bab Abu Ghalib Sahib al-Mihjan. Hadith no.8051.

[3] Al-Tirmidhi, Muḥammad ibn ʿĪsá ibn Sawrah, Sunan al-Tirmidhi, *Bab Ma ja’ fi iftiraq hadhihi al-ummah*, hadith no.2641

Furthermore, it should be realized that if they gain power in a country, they will be far from applying Shariah law. This confirms that their use of slogans and their ignorance about the proper application of Shariah is merely a strategy to garner support from the public to attain power and control. As a result, the comprehensive takfir ideology adopted by these extremist groups is entirely rejected based on the Hadith that clearly identifies the saved group as *al-sawad al-a'zam*. It is peculiar that a small minority group claims that hundreds of millions of other Muslims who disagree with them are deviant. The description of the saved group as the majority refutes their claims and exposes their fallacy. Despite the existence of various groups falsely associating themselves with Islam, their numbers cannot surpass the majority group, which has been the most numerous throughout history, as mentioned in Hadith.

In the present time, if we observe the Muslim countries, we will find that *al-sawad al-a'zam* consists of al-Ashā'irah and al-Māturīdiyyah. This fact does not require an in-depth study through census data. For instance, in countries like Malaysia, Indonesia, Brunei, and Southern Thailand, the population, along with their past and present scholars, follows the path of al-Ashā'irah, a creed spread by the scholars of al-Ashā'irah. To this day, classical Islamic educational centers, commonly known as "pondok," continue to operate, adhering to the teachings of al-Ashā'irah in fields such as theology, including books like *Jawharah al-Tawhid*, *Matn al-Sanusiyyah*, *Sullam al-Mubtadi*, *al-Durr al-Thamin*, *Hidayah al-Salikin*, *Matla' al-Badrayn*, *'Aqidah al-Najin*, and other renowned books in these countries. Prominent Malay scholars too, follow al-Ashā'irah and al-Māturīdiyyah, such as Sheikh Muḥammad Zayn b. Jalal al-Din al-Aceh, author of the book "*Bidayah al-Hidayah*" (born in the 10th century of Hijrah), Sheikh Dawud b. 'Abd Allāh al-Fatani, author of several famous books, including "*Sullam al-Mubtadi*" (born in 1187H), Sheikh 'Abd al-Samad a-Falimbani (d. 1206H), Sheikh 'Abd al-Qadir b. 'Abd al-Rahim, a prominent scholar from Terengganu (d. around 1280H), Sheikh Tuan Minal Zayn al-'Abidin al-Fatani, author of the book "*Aqidah al-Najin*" (a scholar from the 13th century of Hijrah), Sheikh Muḥammad 'Umar b. Nawawi al-Bantani, who explained the book "*Sullam al-Tawfiq*" (d. 1314H), Sheikh Haji Muḥammad Saleh Darat, a great Javanese scholar and a disciple of Sheikh Nawawi al-Bantani, who wrote a commentary on "*Jawharah al-Tawhid*" (d. 1321H), Sheikh Haji 'Abdullah Fahim, a great scholar adherent of al-Ashā'irah and al-Māturīdiyyah (d. 1330H), Sheikh Wan 'Ali b. 'Abd al-Rahman b. 'Abd al-Ghafur Kutan al-Kalantani (d. 1331H), Sheikh Muḥammad b. Isma'il Dawud al-Fatani, author of "*Matla' al-Badrayn*" (d. 1333H), Sheikh Muḥammad Khatib al-Minangkabawi (d. 1334H), Sheikh Husain b. Muḥammad Nasir b. Muḥammad Tayyib al-Mas'udi al-Banjari, author of "*Hidayah al-Mutafakkirin*" (d. 1354H), Sheikh Mukhtar b. 'Atarid al-Betawi al-Bogori, who resided in Makkah and wrote "*Usul al-Din I'tiqad Ahlu al-Sunnah wal-Jamā'ah*" Sheikh Siraj al-Din 'Abbas, author of "*Aqidah Ahlu al-Sunnah wal-Jamā'ah*," Sheikh Wan Isma'il b. 'Abd al-Qadir b. Mustafa al-Fatani, author of "*Bakurah al-Amani*," and al-Musnid Sheikh Yasin al-Fadani (d. 1410H). Indeed, the learned Sultan, Sultan Selangor 'Ala' al-Din Sulayman Syah, authored a book that discusses the creed of al-Ashā'irah. Similarly, Raja Riyau Haji 'Abdullah b. Raja Ja'far (from the 12th century of Hijrah) was a student of both al-Syaikh Dawud al-Fatani and al-Syaikh Ahmad al-Jabarti al-Makki, and he, too, wrote on the same subject.

One can clearly observe the manifestation of the customs and symbols of Ahlu as-Sunnah in these regions. For example, the celebration of *mawlidurrasul* (Prophet's birthday) is carried out in a grand manner, attended by the ruling class, common people, and all Muslims alike (Al-Laḥām 2021). Another distinctive symbol is the recitation of *Tawassul* poems such as *Burdah al-Busiri* and others (Al-Laḥām 2021). Their scholars continue to engage in the same practices up until the present time, and even though there might be some deviant groups, their numbers are insignificant. Indonesia is a prime example, with a population of 270 million, most of their scholars adhere to the creed of al-Ashā'irah. Similar conditions prevail in the majority of Muslim countries throughout history, such as Egypt, Iraq, Syria, Lebanon, Palestine, Jordan, Tunisia, Maghrib, Hijaz, Libya, Algeria, Abyssinia, Africa, Turkey, Pakistan, Bangladesh, and others. In all these countries, the majority of Muslims follow either the al-Ashā'irah or al-Māturīdiyyah creeds. Even in China and India, the majority of Muslims adhere to the al-Māturīdiyyah creed from the perspective of theology and the Hanafi school from the perspective of Islamic *fiqh* (jurisprudence). Based on the observations above and considering the reality of the vast numbers of al-Ashā'irah and al-Māturīdiyyah adherents, who amount to hundreds of millions, they undoubtedly form the majority group, as prophesied by Rasulullāh ﷺ, and they are the saved group.

Result and Discussion

The term Ahlu al-Sunnah wal-Jamā'ah has been used by scholars to refer to the saved group, as intended by Rasulullāh ﷺ in the hadith mentioned earlier. This title for the saved group has been known and used since the time of the *Salaf* (early generations) and has continued to our present time. For example, Imam Abu Ja'far Ahmad b. Salamah al-Tahawi (227H-331H), who was among the prominent scholars of the *Salaf*, stated in the introduction to his famous book on creed *al-'Aqidah al-Tahawiyyah* (al-Tahawi 2004):

هذا ذكر بيان عقيدة أهل السنة والجماعة

Translation: "This is an exposition of the creed of Ahlu al-Sunnah wal-Jamā'ah."

The scholars adopted this term based on the hadiths of Rasulullāh ﷺ. One of the hadiths that served as a source for this name is[4]:

المتمسك بسنتي عند فساد أمتي له أجر شهيد

Translation: "Whoever withhold to my Sunnah (creed and legal judgments) at the time of the corruption of my Ummah will receive the reward similar to the reward of a martyr."

This hadith was narrated by al-Tabarani in *al-Mu'jam al-Awsat*. The term my Sunnah in this hadith refers to the creed and legal judgments that were followed by Rasulullāh ﷺ. Since the saved group adheres firmly to the methodology traced back to Rasulullāh ﷺ and his companions, they are given the appellation "Ahlu al-Sunnah wal-Jamā'ah."

The term "al-jamaah" is taken from several hadiths, one of which is[5]:

عَلَيْكُمْ بِالْجَمَاعَةِ وَإِيَّاكُمْ وَالْفُرْقَةَ فَإِنَّ الشَّيْطَانَ مَعَ الْوَاحِدِ وَهُوَ مِنَ الاِثْنَيْنِ أَبْعَدُ

Translation: "Stay with al-jama'ah, and beware of division, for Satan is with the individual, and he is farther from two."

In this hadith, "al-jama'ah" refers to the group of Muslims who constitute the majority. Based on the hadiths mentioned earlier, it is clear that Ahlu al-Sunnah wal-Jamā'ah is the saved group, the majority of the followers of Rasulullāh ﷺ, including the companions and those who followed them in the fundamental beliefs. These fundamental beliefs are the six pillars of faith mentioned in the hadith of Jibril, where Rasulullāh ﷺ said[6]:

أَنْ تُؤْمِنَ بِاللَّهِ وَمَلاَئِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ وَالْيَوْمِ الآخِرِ وَتُؤْمِنَ بِالْقَدَرِ خَيْرِهِ وَشَرِّهِ

Translation: "Faith is to believe in Allāh ﷻ, His angels, His books, His messengers, the Last Day, and al-Qadr; which believing the good and evil both happen by the will of Allāh ﷻ."

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[4] at-Tabarani, Sulaiman bin Ahmad, *Mu`jam al-Awsat*, Bab Ahmad, hadith no.5415
[5] Al-Tirmidhi, Sunan al-Tirmidhi, b.4. *Bab ma ja' fi luzum al-Jama*'ah, hadith no.465
[6] Muslim, Muslim b. al-Hajjaj, Sahih Muslim, *Bab Ma'rifah al-Iman wa al-Islam wa al-Qadr*, hadith no.01

The best of generations is those who lived in the first three centuries, as mentioned by Rasulullāh ﷺ when he said[7]:

خَيْرُ الْقُرُونِ قَرْنِي ثُمَّ الَّذِينَ يَلُونَهُمْ ثُمَّ الَّذِينَ يَلُونَهُمْ

Translation: "The best century is my century, then those who follow them, then those who follow them."

The word century here means a hundred years, as authenticated by al-Hafiz Abu al-Qasim Ibn 'Asakir and others. In conclusion, "Ahlu al-Sunnah wal-Jamā'ah" refers to the saved group of Muslims, which includes the majority of believers who adhere to the fundamental beliefs and teachings of Rasulullāh ﷺ, including the best generations who lived in the first three centuries of Hijrah. Due to the fact that the al-Ashā'irah and al-Māturīdiyyah groups are the majority and adhere firmly to the methodology of Rasulullāh ﷺ and his companions, al-Hafiz Murtada al-Zabidi stated in his commentary on *Ihya' 'Ulum al-Din*, in the second chapter (al-Zabidi n.d):

إذا أطلق أهل السنة والجماعة فالمراد بهم الأشاعرة والماتريدية

Translation: "If Ahlu al-Sunnah wal-Jamā'ah is mentioned, then it refers to the al-Ashā'irah and al-Māturīdiyyah groups (because these two groups constitute the majority and adhere to the methodology of Rasulullāh ﷺ and his companions)."

Al-Faqih al-Hanafi Ibn 'Abidin stated in his *Hashiyah* (Ibn 'Abidin 1992):

أَهْلُ السُّنَّةِ وَالْجَمَاعَةِ وَهُمْ الأَشَاعِرَةُ وَالْمَاتُرِيْدِيَّةُ

Translation: "Ahlu al-Sunnah wal-Jamā'ah refers to the al-Ashā'irah and al-Māturīdiyyah groups."

Al-Syaikh Taj al-Din al-Subki said (al-Subki 1993):

وهذه المذاهب الأربعة ولله الحمد في العقائد يد واحدة إلا من لحق منها بأهل الاعتزال أو التجسيم، وإلا فجمهورها على الحق، يقرون عقيدة أبي جعفر الطحاوي التي تلقاها العلماء سلفا وخلفا بالقبول، ويدينون الله برأي شيخ السنة أبي الحسن الأشعري، الذي لم يعارضه إلا مبتدع

Translation: "Praise be to Allāh ﷻ, the four *madhahib (schools of thought)* are in agreement in matters of creed, except for those associated with the supporters of Mu'tazilah and Mujassim. The majority of this group adheres to the correct creed. All of them accept the creed of Abu Ja'far al-Tahawi, which has been accepted by the scholars of the past and present. They also follow the path of Sheikh al-Sunnah Abu al-Hasan al-Asy'ari, and no one disputes him except those who are misguided."

This is a clear statement from Ibn al-Subki that al-Ashā'irah are followers of the true *Salaf (early generations of Muslims)*, as they adhere to the creed of al-Tahawiyyah, which is a summary of the beliefs of the *Salaf al-Salih.* Al-Ashā'irah has never innovated a creed that contradicts the beliefs of Salaf. They are not like what some people claim in suggesting that al-Ashā'irah follows only Khalaf (later generations) instead of the Salaf. Furthermore, al-Ashā'irah are not like some people who claimed to be Salaf, but in reality, they reject the many statements mentioned by great author of Salaf such as al-Imam Abu Ja'far al-Tahawi. This can be seen from their criticisms of al-Tahawi, who clearly affirmed that Allāh ﷻ is clear from

[7] Al-Hafiz Ibn Hajar al-'Asqalani, *Talkhis al-Habir*, v. 04, p. 375

being a physical body, or being attributed with limbs, boundaries, and occupying direction. He said (al-Tahawi n.d):

تَعالى (أي الله) عَنِ الْحُدُودِ وَالْغَاياتِ والأَرْكَانِ والأعْضَاءِ والأَدَواتِ لا تَحْوِيهِ الْجِهَاتُ السِّتُّ كَسَائِرِ الْمُبْتَدَعَاتِ

Translation: "Allāh the exalted is clear from being attributed with limits, boundaries, physical dimensions, large or small organs. Six directions do not surround Him as they surround creations."

Based on the above statement, it is evident that al-Tahawi has explicitly cleared Allāh ﷻ from any physical attributes, and this refutes the claims made against him.

Abu Mansur 'Abd al-Qahir bin Tahir al-Tamimi al-Baghdadi, is one of the most renowned scholars who discussed the characteristics of the saved group. He was among the scholars of al-Ashā'irah and is well-known for his book *al-Farq Bayn al-Firaq* (The Distinction Between the Sects). In this book, he provided explanations regarding the hadith of the division of the ummah, where he identified the groups that deviated from the mainstream of the Muslim community. He refuted their opinions and criticized them briefly. He also dedicated a specific chapter to explain who the saved group is. However, we are not able to include all the characteristics mentioned by al-Baghdadi in this concise paper. Among the significant points mentioned by him are (al-Baghdadi 1977):

قَدْ ذَكَرْنَاْ فِيْ الْبَاْبِ الْأَوَّلِ مِنْ هَذَاْ الْكِتَاْبِ أَنَّ النَّبِيَّ عَلَيْهِ السَّلَاْمُ لما ذكر افتراق الأمة بعده ثلاثا وسبعين فرقة، وأخبر أن فرقة واحدة منها ناجية، سُئل عن الفرقة الناجية وعن صفتها، فأشار إلى الذين هم على ما عليه هو وأصحابه. ولسنا نجد اليوم من فرق الأمة من هم على موافقة الصحابة رضي الله عنهم غير أهل السنة والجماعة من فقهاء الأمة ومتكلميهم الصفاتية

Translation: "We have mentioned in the first chapter of this book that when Rasulullāh ﷺ mentioned that his ummah will be divided into seventy-three groups, he also stated that only one group will be saved. Then he was asked about the characteristics of the saved group, and he replied that it is the group that follows the path of the Rasulullāh ﷺ and his companions. Therefore, in our time, we do not find any group among the divided ummah that truly aligns with the methodology of the Prophet's companions except the group known as Ahlu al-Sunnah wal-Jamā'ah. This group consists of scholars of the nation and scholars of al-aqidah who believes in the attributes of Allāh."

After that, Abu Mansur made a chapter under the title: "Explanation regarding the principles that have been unanimously agreed upon by Ahl al-Sunnah." He extensively elaborated on this topic. The writers will attempt to summarize some of these principles into several important points that will later reveal who is considered the saved group in this era. Some of these characteristics are (al-Baghdadi 1977):

1. Ahlu al-Sunnah wa al-Jama'ah unanimously agree on the existence of realities and knowledge, and they disagree with the beliefs of the al-Sufasta'iyyah group.
2. They also believe that the entire universe is created and is not eternal, and they disagree with the beliefs of the followers of philosophy and al-Batiniyyah, including those who adhere to the concept of *Wahdah Mutlaqah*, which has been unanimously rejected by the entire Muslim community, as clarified by the imams of Ahlu as-Sunnah, including the Sufi scholars like al-Junayd al-Baghdadi and al-Sayyid Ahmad al-Rifa'i.
3. They believe that Allāh ﷻ is the creator of everything including slaves and their actions, and they disagree with the beliefs of the Muktazilah group.

4. They believe that there is no beginning to the existence of Allāh ﷻ and they clear Allāh ﷻ from any attributes of creations, such as being a body, having limits, or dimensions, and they disagree with the al-Karramiyyah group.
5. They consistently reject attributing any physical attributes or body parts to Allāh ﷻ, which contradicts the beliefs of Dawud al-Hawwali and his followers.
6. They consistently agree that Allāh ﷻ does not occupy a place nor time passes on Him and they believe that He is clear from being attributed with touching ‘Arsh or sitting on it. They disagree with al-Karramiyyah who believe that Allāh ﷻ is sitting on ‘Arsh and touching it.
7. They believe that Allāh ﷻ is clear from being attributed with movement and stillness. They disagree with the beliefs of the al-Hisyamiyyah group.
8. They consistently agree that Allāh ﷻ does not need His creation, does not benefit from them, and is not in need of them to avoid harm. They disagree with the beliefs of the Majusi group.
9. They consistently agree that Allāh ﷻ is the only God, without any partners. They disagree with the beliefs of the al-Thanawiyyah group from the Majusi.
10. They consistently agree that Allāh’s knowledge, power, life, will, hearing, sight, and speech are eternal and everlasting attributes. They disagree with the beliefs of the Muktazilah group who deny Allāh’s attributes.
11. They consistently agree that in the Hereafter, the believers will see Allāh ﷻ without Allāh ﷻ being a body or in a place or any direction. They disagree with the beliefs of the al-Qadariyyah and al-Jahmiyyah groups.
12. They consistently agree that Allāh’s speech is an eternal attribute and is not created. They disagree with the claims of the al-Qadariyyah who believe that the speech of Allāh ﷻ is created denying the eternal Kalam of Allāh ﷻ . They also disagree with the claims of the al-Karramiyyah who believe that the speech of Allāh ﷻ is same like the speech of creations.
13. They believe that Allāh ﷻ sent messengers to human and jinn, the first prophet among them was Adam, and the last prophet sent was Muḥammad ﷺ (peace and blessings be upon them all). They disagree with the beliefs of the al-Barahimah group.
14. They consistently agree that the rank of prophets is higher than the rank of the *awliya’*. They disagree with the belief of a group that claims some of *awliya’* are better than prophets.
15. They consistently agree that Abu Bakr was the rightful caliph after the death of Rasulullāh ﷺ.
16. They consistently believe that *iman* is not invalidate by committing a sin that does not reach the level of *kufr*. A Muslim who avoid committing blasphemy is not judged as blasphemer even if he commit an enormous sin that make him *fasiq*. They disagree with the belief of al-Khawarij.
17. Ahlu as-Sunnah does not declare each other as disbelievers, and there is no disagreement among them that would make some of them judge the rest of them as disbelievers.

Conclusion

The important conclusions from this study are that the three narrations of the hadith about the *iftiraq al-ummah* (division of the ummah) indicate that *as-sawad ul al-a’zam* (saved group), or the majority of the ummah, is the one who adheres to the teaching of Rasulullāh صلى الله عليه وسلم and his companions, and they are Al-Ashā’irah and Al-Māturīdiyyah also referred to *as-sawad ul al-a’zham* ,who firmly adhere to the teachings of the Rasulullāh ﷺ and his companions. Hence, they are the saved group mentioned in the hadiths. Furthermore, the term “Ahlu al-Sunnah wal-Jamā’ah” which is widely used to refer to the Sunni muslims internationally, is derived from the hadiths of the Rasulullāh ﷺ, which have been mentioned by the followers of Al-Ashā’irah and Al-Māturīdiyyah, upholding specific principles in the aqidah and syari’ah. These principles distinguish them from other groups who claim to be the saved group mentioned by Rasulullāh ﷺ. Abu al-Hasan Al-Asya’ari and Abu Mansur Al-Maturidi are two prominent imams of Ahlu al-Sunnah wal-Jamā’ah whom the Sunni muslims regard as the pioneers of Al-Ashā’irah and Al-Māturīdiyyah methodologies. Throughout history, many well-known scholars belong to Al-Ashā’irah and

Al-Māturīdiyyah, and this is known from their own statements, attributing themselves to the two imams. Many famous and renowned scholars among the Malay communities also were among them. In addition to that, scholars and rulers who follow Al-Ashā'irah and Al-Māturīdiyyah have many virtues and significant contributions in safeguarding the unity of *belief (aqidah*) and the Muslim community. Declaring Al-Ashā'irah and Al-Māturīdiyyah as disbelievers leads to declaring the majority of Muslim communities and Islamic scholars as disbelievers, which is a critical error in understanding the foundation of Islam and its history. Unity of belief and the Muslim community will be realized through the dissemination of the *aqidah* (belief) of Ahlu al-Sunnah wal-Jamā'ah and following a moderate approach, aiming to unite people upon this belief and approach.

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ID0054 – RESEARCH ON THE APPLICATION AND EFFECTS OF CHATGPT IN COLLEGE ENGLISH PEDAGOGICAL REFORMS

Nie Yongwei[1], Norwati Roslim[2*]

[1]*School of Foreign Languages, Chaohu University, Chaohu, Anhui Province of China.*

[2]*Academy of Language Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*

[*]*Corresponding author: norwati@uitm.edu.my*

Abstract

ChatGPT, a landmark product in the history of artificial intelligence, has received widespread attention from industry and academia since its introduction towards the end of 2022. Its powerful arithmetic and massive corpus have overturned the teacher-centered foreign language teaching model and helped to unfetter the limitations of traditional classroom teaching methods. Based on large language AI models, ChatGPT offers a new solution to language teaching and learning deficiencies. This study attempts to present applications of ChatGPT in the context of foreign language teaching in Chinese universities. The study then empirically verifies the feasibility of applying ChatGPT to language teaching. Data are ultimately analyzed with SPSS version 26 to investigate the effect of college English teaching integrated with ChatGPT with a view to providing some reference for front-line teachers in their college English teaching practice and offering students with ChatGPT learning experiences.

Keywords: *ChatGPT; Application; Effects; College English pedagogical reforms*

Introduction

Since Chat GPT (Chat Generative Pre-trained Transformer) was launched on November 30, 2022 by OpenAI, a US Artificial Intelligence (AI) research lab, it immediately triggered widespread attention and heated discussions on generative AI in all walks of life. Bill Gates calls it the greatest "revolutionary" technology since the birth of the personal computer (OpenAI, 2022), and its emergence opens the prelude to a new era of AI. Within the 2 months following its release, ChatGPT hits an all-time high in popularity in the global tech community, with over 100 million active users. The large-scale language model represented by ChatGPT is an AI content generation application program based on natural language processing and machine learning techniques (Georgeas, 2023). ChatGPT is trained by a neural network mechanism called "Transformer" which receives a large amount of textual data and learns linguistic rules and language patterns during its pre-training process, thus capable of providing users with a natural and fluent interactive experience.

ChatGPT's prominent interactive capabilities mark a new epoch of human-computer interaction. As a milestone product in the history of AI, ChatGPT is powerful and competent for chatting, translating, searching, creative writing and code editing. Its application scenarios are all-encompassing, ranging from healthcare, online office, intelligent customer service to education and training. ChatGPT has sparked a new round of heated debates on AI in the academic world, especially around the opportunities and challenges it brings to education (Andres, 2023). Many scholars have expressed contrasting views on the impact of new AI technologies on education. (Hu, 2023; Jiao & Chen, 2023; Qin, 2023; Hu & Qi, 2023; Huang, 2022; Sun & Tang, 2022; Deng & Liu, 2022; Roads & Love, 2020; Chomsky, 2023; Mahmud & Fong, 2022; Fyfe (2022) and Rudolph et al., 2023).

Opponents of ChatGPT are mainly concerned about the series of educational problems it may cause, such as academic integrity, cheating, stagnation of thinking and creativity, dissemination of misinformation and disinformation, linguistic violence, prejudice and discrimination, transmission of undesirable values, violation of morality and ethics, imposition of ideological and political positions, privacy breaches, and the lack of emotional and personalized attention. Even Chomsky (2023) argues that ChatGPT is essentially "high-tech plagiarism" and "a way of avoiding learning". Susnjak (2022) mentions that machine-generated content, if used for academic exams, assignments and essay writing can lead to academic misconduct and integrity issues. Salvagnom, Tacconefs & Gerliag (2023) argue that the use of ChatGPT in academic writing raises ethical issues such as plagiarism and imbalances in accessibility among regions. Ortega-Martin (2023) finds that ChatGPT incorrectly labels certain linguistic structures and gives irrelevant and incorrect answers when encountering syntactic ambiguities. Tan & Pu (2023) investigate the potential for ChatGPT to generate false information and to create work that is uninspiring. Baker (2023) believes that the current stage of ChatGPT is still in the early stages of development at best, and as a result, it tends to be less stable and involves extremely sensitive privacy issues. In general, the current stage of mass opinion from the academic community has released more rejection or hostility towards ChatGPT; opponents have adopted a more conservative defensive or repulsive stance due to the fear of its negative impact. Some opponents even throw out the pessimistic argument that AI will surely outgrow humans and replace teachers while refusing to proactively embrace it.

On the other hand, some scholars fully back up ChatGPT. Personalized learning has emerged as an important area in recent researches on generative AI like ChatGPT (Zhong et al., 2023). Sepasgozar (2020) argues that for students, ChatGPT enhances the simulation degree of real learning situations, realizes personalized learning, immersive learning, and adaptive learning as well as strengthens students' motivation and engagement in learning. Its timely feedback can satisfy students' needs for emotion, dignity and self-actualization, thus improving learning efficiency. Zhang et al. (2019) proposes that for school management, generative AI improves the school's governance ability, provides and analyzes the data from the teaching process, promotes transparency in management, and boosts the scientific and predictive nature of educational decision-making. In addition, the use of ChatGPT not only reduces the burden of teachers in grading assignments and improves the quality of students' writing (Guo et al., 2022), but also helps novice writers to reduce writing anxiety and strengthen writing motivation (Strobl et al., 2019). Liu & Fang (2023) believe that ChatGPT, as the latest AI technology, can effectively promote the digital transformation of higher education. ChatGPT is able to break the bond of space and time and optimize the allocation of educational resources. Overall, as the most advanced AI language model, ChatGPT empowers education through technology, thus benefiting teachers, students, and education administration.

China's State Council issued the "New Generation AI Development Plan" as early as July 2017, calling for the use of AI to accelerate the transformation of talent training model, the reform of teaching methodology and the construction of a new type of education system. In 2022, China's Ministry of Education and other six departments jointly issued the "Guiding Opinions on Accelerating Scenario Innovation to Promote High-Quality Economic Development through High-Level Application of AI". Therefore, the in-depth exploration of how to effectively incorporate ChatGPT into China's education scenarios is a positive response to the top-level design of China's Ministry of Education regarding AI education, which caters to the general trend in the development of foreign language teaching in China. Undoubtedly, the foreign language teaching must keep pace with the development of AI, and teaching reform urgently necessitates the utilization of AI.

However, the issues of how to effectively incorporate AI represented by ChatGPT into China's education environment and how to take this opportunity to integrate AI into the reform of college English teaching are still at the stage of theoretical exploration, and there is a dearth of related applied and empirical research. At present, the academic publications about ChatGPT mostly focus on the challenges and opportunities brought about to education at the theoretical level, and few scholars are involved in the localization of ChatGPT in the Chinese educational setting and the use of AI in the reform of English teaching, and even fewer scholars have carried out empirical research on the use of AI and its effect in college English teaching.

Applications of ChatGPT in Empowering College English Teaching Reforms

As a deep learning-based AI technology, ChatGPT can generate natural language texts, understand contexts and conduct coherent dialogues which will inject vitality to English teaching. Therefore, English teachers and practitioners should positively embrace it and make full use of its advantages.

Empowering students in English study

The language generation capabilities of ChatGPT are mighty enough to assist information retrieval, study planning and collaborative language production. It bears advantages that include immersive learning, personalized guidance, adaptive feedback and learner autonomy. For instance, utilizing ChatGPT to support students' acquisition of the English language via taking the role of a "native-speaker" the student can converse with (Yaacoub et al., 2023).

Empowering teachers in English teaching

As an initial foundation for developing course syllabi, instructional resources, and evaluation activities, ChatGPT might be a useful tool for educators (Gill et al., 2024). ChatGPT empowers English teaching and promotes the innovation of teaching model in the aspects of firstly, provision of teaching resources and technical support, secondly, realization of human-computer collaborative adaptive teaching and thirdly, enabling timely feedback and intelligent evaluation.

Empowering the management efficiency of teaching administration

ChatGPT can also assist in the development of skills such as programming, report writing, project management, decision making and problem-solving (Kasneci et al., 2023). ChatGPT can provide various kinds of help and support to the management departments of foreign language institutions to improve their efficiency of teaching management and promote the communication and cooperation among teachers, students and administrators in the following two aspects, which are, firstly, intelligent customer service and virtual assistant and secondly, intelligent curriculum management and teaching assessment.

Strategies for Integrating ChatGPT into College English Teaching Reforms

ChatGPT represents the advent of a new AI era, and guides the formation of a new language intelligence ecology that will be deeply integrated into the foreign language education ecosystem. Academics should adapt teaching and assessment practices to embrace the new reality of living, working, and studying in a world where AI is freely available (García-Peñalvo, 2023). Hence, English teaching must be inspected from a macroscopic perspective. Teachers should actively seek changes and rationally respond to AI technology, and prepare for strategic reforms in terms of policies and theories, thoughts and actions, techniques and ethics. These require teachers to update teaching content, methods and cultivation goals. The current foreign language disciplines and courses need to be combined with information and data science as well as linguistic intelligence, so as to cultivate more interdisciplinary and composite language talents. College English teaching reforms are supposed to comply with the following strategies. They are (1) Embracing artificial intelligence and reinventing teacher's roles; (2) Brainstorming and enlightening wisdom; (3) Human-AI dialogues for learning autonomy; (4) Optimizing input and enabling output; (5) Reducing anxiety and enabling timely feedback; (6) Individualized and targeted teaching and learning; (7) Creating scenarios to cultivate thinking; and (8) Reducing the burden and increasing the assessment efficiency (Dijkstra et al., 2022).

Reforms of English Teaching Model with the integration of ChatGPT

The advent of generative artificial intelligence (AI) offers transformative potential in the field of education (Cooper, 2023). Therefore, ChatGPT can be applied to the whole process of English teaching, namely throughout the pre-class, in-class and after-class stages. In the pre-class stage, teachers can use AI to design courses and assist in lesson preparation, and students can use ChatGPT to search for learning materials and carry out self-paced active learning (Opara et al., 2023). AI can act as classroom assistants in class; during after-class period, teachers may use AI to issue assignments, conduct homework assessments , and assist students in reviewing their knowledge and_expanding their capabilities as well as sustaining motivation (Kohnke, 2023). The various scenarios of AI application in the reforms of English Teaching Model with the integration of ChatGPT are presented in Table 1.

Table 1. Scenarios and roles of ChatGPT in teaching and learning reforms

Application scenarios	**Role descriptions**
Teaching design	To provide creative ideas for course design, assist in searching and integrating teaching references, and produce relevant course materials (syllabus, lesson plans, reading materials, etc.)
Assistance in lesson preparation	To be used in the teaching preparation process, provide lesson plan prototypes, provide general teaching content, generate teaching content, create situations for online study, and offer language translations, etc.
Classroom assistant	To serve as a in time communication platform for teachers and students, to answer questions any time, provide additional resources to classroom teaching, increase classroom fun and material richness, help students understand complex content and abstract concepts, provide oral practice ,serve as the teacher's AI assistant.
Assignment assessment	To offer academic assessment, generate assignments, quizzes and exams, to assist teachers in assessing the progress, effectiveness and efficiency of students' learning
Learning assistance	To generate abundant learning resources, explanations, methods, and ideas; to promote students' in-depth and comprehensive understanding of what they have learned, and enhance the efficiency and fun of learning in order to ensure autonomous and personalized learning

According to constructivism, knowledge is not taught by teachers, but is acquired by learners through the construction of meaning in a certain context together with the help of other people (including teachers, learning partners, and others). Necessary learning materials should also be adopted in this process. The teacher plays the role of organizer, guide, helper and facilitator while the student relies on the context, collaboration, conversation and other elements of the learning environment to give full play to his initiative before ultimately achieving the purpose of meaning construction. The constructivist theory of learning emphasizes the importance of learners actively exploring and investigating new knowledge (Schunk, 2012), and ChatGPT can facilitate this process (Tareq et al., 2023).

The ChatGPT assisted teaching process based on constructivism is shown in Figure 1, which includes three major parts: foreign language learning input before class, foreign language imitation practice and knowledge internalization during class, and foreign language learning output and evaluation after class, and the specific contents of each part are analyzed as follows.

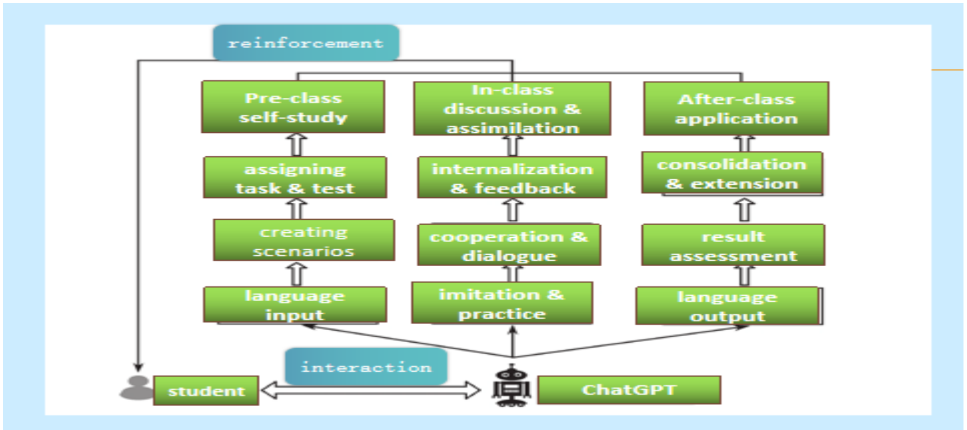

Figure 1 ChatGPT-assisted English teaching process

The foreign language teaching model based on ChatGPT mainly consists of seven major sections, which include: intelligent analysis of learning situation, intelligent task release, intelligent knowledge acquisition, AI assisted creation, intelligent sharing and communication, intelligent evaluation and output, and intelligent application expansion (Figure 2).

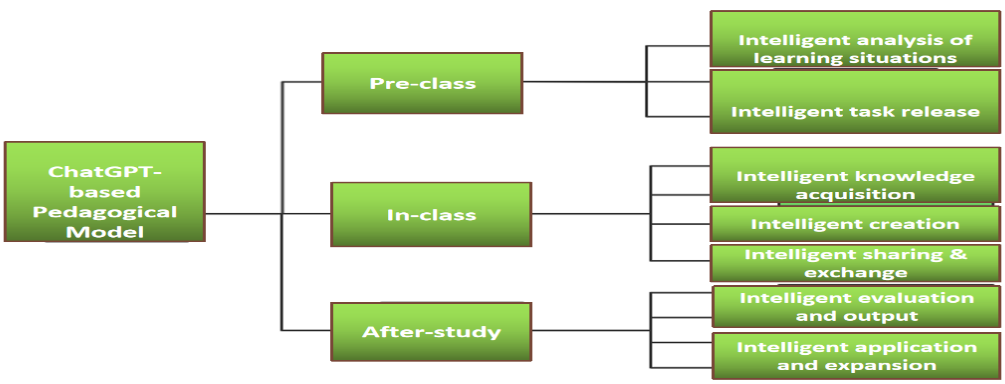

Figure 2. The foreign language teaching model based on ChatGPT

Having briefly described the pedagogical applications, strategies of ChatGPT based on the reality of China's foreign language teaching and teaching models based on AI in the reform of Chinese college English teaching, empirical research was conducted to verify the empowering effect of ChatGPT on college English teaching. The objectives of this study were as follows:

1. To develop a teaching experiment design with the integration of ChatGPT in English language teaching among university students in Anhui, China.
2. To find out students' satisfaction towards the integration of ChatGPT in English language teaching among university students in Anhui, China.

Methodology

In order to meet the objectives of the study, 60 students from a university in Anhui, China became the respondents. The students had passed the College English Test (Band 4) and attended a course delivered by one teacher and observed by one teaching assistant for the study. The textbook "Inspired to Speak" was used as the instrument for the design of teaching integrated with ChatGPT. In order to effectively evaluate the effect of ChatGPT-based teaching, the researcher distributed a questionnaire survey to all respondents after the teaching experiment with four dimensions, namely, satisfaction with ChatGPT, satisfaction with the teacher's teaching, satisfaction with the learning effect, and satisfaction with the intelligent level of ChatGPT. The questionnaire uitilized a structured five-level Likert scale, and the scores of the satisfaction level were set as follows: "very dissatisfied= 1 point, dissatisfied= 2 points, average satisfaction= 3 points, satisfied= 4 points, very satisfied = 5 points" and finally the data were analyzed by SPSS version 26.

Analysis and Discussion

The analysis and discussion are based on the two research objectives as follows:

Objective 1: To develop a teaching experiment design with the integration of ChatGPT in English language teaching among university students in Anhui, China.

Teaching experiment design

This study was conducted in a college English oral class. The teaching activity and research was based on the textbook "Inspired to Speak" for the sophomore students from a university in Anhui, China. ChatGPT was utilized to assist teachers through the 8-week oral classes in three phases: before class stage, during class stage, and after class stage. The total number of students participating in this teaching experiment was 60, and most of them have passed the College English Test (Band 4). The course was delivered by one teacher and observed by one teaching assistant.

During the teaching experiment, the teacher used ChatGPT to analyze the learning situation and tasks before the lesson, and generates personalized and high-quality multi-modal learning resources and then releases targeted learning tasks in conjunction with the teaching objectives. During the in-class stage, the teacher used ChatGPT to create scenarios, introduced pre-class knowledge points, arranged class grouping, assisted in imitation exercises, organized group discussions, provided opportunities for oral communication, and provided feedback on the teaching results. At the end of the lesson, teachers and teaching assistant used ChatGPT to classify and evaluate the data collected during the teaching process, and released post-class assignments based on the feedback of students' classroom learning and their weak points. After the course, teachers used ChatGPT to categorize and evaluate the data collected during in-class stage, and issued after-class assignments, practical exercises and extension application and foster high-order thinking ability.

Objective 2: To find out students' satisfaction towards the integration of ChatGPT in English language teaching among university students in Anhui, China.

The results on the effects of college English teaching integrated with ChatGPT are shown in Table 2.

Table 2. Satisfaction survey questionnaire

Evaluation dimension	Content of the survey	Satisfaction level score	Total satisfaction level score	Satisfaction rate (%)

Satisfaction with ChatGPT	Satisfaction with ChatGPT's ease of use	4.35	5	87
	Satisfaction with the functionality of ChatGPT	4.32	5	86.4
	Satisfaction with ChatGPT's resilience	4.10	5	82
	Satisfaction with the accuracy of ChatGPT's answers	4.06	5	81.2
	Average satisfaction	4.21		**84.15**
Satisfaction with teachers' instruction	Satisfaction with the teacher's explanation	4.32	5	86.4
	Satisfaction with the atmosphere in the classroom?	4.10	5	82
	Satisfaction with the level of interaction	4.12	5	82.4
	Satisfaction with the instructional design	4.08	5	81.6
	Average satisfaction	4.15		**83.1**
Satisfaction with the learning model	Satisfaction with human & AI interactive learning styles	4.13	5	82.6
	Satisfaction with the degree of internalization of knowledge	4.10	5	82
	Satisfaction with the implementation of "student-centeredness"	4.08	5	81.6
	Satisfaction with the effectiveness of self-directed learning	4.12	5	82.4
	Average satisfaction	4.11		**82.15**
Satisfaction with the intelligent level of ChatGPT	Satisfaction with ChatGPT's recommended teaching resources	4.38	5	87.6
	Satisfaction with smart grouping of ChatGPT arrangements	4.21	5	84.2
	Satisfaction with ChatGPT's ability to provide timely feedback	4.09	5	81.8
	Satisfaction with ChatGPT's evaluation of teaching effectiveness	4.12	5	82.4
	Average satisfaction	4.2		**84**
Holistic satisfaction		4.17		**83.35**

The results of the reliability analysis of the questionnaire based on SPSS version 26 show that the Cronbach alpha coefficient is 0.8, indicating that the data of the questionnaire bear high reliability and good internal consistency. At the same time, the correlation analysis of all the evaluation dimensions show that the statistical results are $p<0.01$, which also indicate significant correlation. In addition, the average satisfaction results of the four dimensions are 84.15%, 83.1%, 82.15% and 84% respectively, and the holistic satisfaction rate is 83.35%, which indicates that the experimental subjects are highly satisfied with the foreign language teaching model and teaching activities based on ChatGPT which indicates the feasibility of the model in teaching practice.

Conclusion

The introduction of ChatGPT will bring a new human-machine relationship and guide a new direction of change for foreign language teaching in colleges and universities. It can empower foreign language learners, foreign language teachers and teaching management departments by providing human-machine dialogues, formulating learning plans, generating learning resources, guiding skills training, providing feedback and evaluation, boosting the widespread development of online self-directed learning, and improving the efficiency of teachers' lesson preparation and teaching. The development of social economy and foreign language education needs high-quality foreign language talents with innovative thinking, and the impact of the wave of AI technology like ChatGPT has become an opportunity to accelerate the successful transformation of foreign language education and teaching, which is a proposition of the times that the foreign language academia should pay great attention to and actively seek for. This study has provided both theoretical and empirical findings on the advantages and strategies of integrating ChatGPT into the reform of foreign language teaching in colleges and universities. Additionally, this study has presented a foreign language classroom teaching model based on the use of ChatGPT, verified the feasibility of the ChatGPT teaching model, and provided a reference for promoting the successful transformation of foreign language education and teaching with the help of ChatGPT-based AI technology.

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ID0055 – MINAT, PERSEPSI DAN PENERIMAAN PELAJAR TERHADAP PELAKSANAAN AKTIVITI BAHASA ARAB MENERUSI PROGRAM MUKHAYYAM LUGHAWI

Afifah Binti Azmi[1*], Puteri Faida Alya Binti Zainuddin[2] & Masitah Binti Omar[3]

[1]*Akademi Pengajian Bahasa, UiTM Cawangan Perlis Kampus Arau, 02600 Arau, Perlis, Malaysia*
[2]*Kolej Pengajian Pengkomputeran, Informatik dan Matematik, UiTM Cawangan Sarawak Kampus Mukah, 96400 Mukah, Sarawak, Malaysia*
[3]*Fakulti Pengurusan dan Perniagaan, UiTM Cawangan Johor Kampus Segamat, 85000 Segamat, Johor, Malaysia*

**Corresponding author: afifah169@uitm.edu.my*

Abstrak

Pelaksanaan program Mukhayyam Lughawi merupakan salah satu inisiatif kem pembelajaran Bahasa Arab dalam menerapkan penguasaan dan meningkatkan pemahaman pelajar dengan lebih mudah dan efektif. Program ini tertumpu kepada aktiviti di luar bilik kuliah di mana ia membentuk suatu suasana pembelajaran bahasa yang menarik dan berkesan. Program ini melibatkan para pelajar UiTM Cawangan Sarawak Kampus Mukah yang mengambil kod kursus TAC. Ianya bukan sahaja disertai oleh pelajar Islam, malahan pelajar bukan Islam turut sama menyertainya. Terdapat tiga objektif bagi kajian ini, pertamanya adalah untuk mengenal pasti minat pelajar terhadap pembelajaran Bahasa Arab melalui program Mukhayyam Lughawi. Manakala objektif yang kedua ialah mengenal pasti persepsi pelajar selepas mengikuti aktiviti kem Bahasa Arab ini. Seterusnya objektif yang ketiga ialah mengenal pasti tahap penerimaan pelajar terhadap aktiviti bahasa dalam pembelajaran Bahasa Arab sebagai bahasa ketiga. Terdapat tiga faktor utama yang dinilai bagi mengukurkan tahap keberkesanan program iaitu minat, persepsi dan penerimaan peserta setelah selesai menyertai Program Mukhayyam Lughawi. Borang soal selidik versi Bahasa Melayu telah digunakan sebagai instrumen kajian ini dan statistik deskriptif diguna pakai untuk menganalisis data yang diperolehi. Responden kajian adalah terdiri daripada 65 orang pelajar UiTM Cawangan Sarawak Kampus Mukah yang telah menyertai Program Mukhayyam Lughawi tersebut. Secara keseluruhan, dapatan kajian menunjukkan kesemua faktor berada pada tahap yang positif dengan purata skor min melebihi 3.7. Malah dapatan secara kasar dari penilaian responden secara peribadi turut menunjukkan perubahan yang baik terhadap penguasaan Bahasa Arab setelah mengikuti Program Mukhayyam Lughawi. Harapan untuk masa akan datang, akan lebih banyak aktiviti luaran dilaksanakan bagi memupuk minat dan penerimaan pelajar terhadap pembelajaran Bahasa Arab dengan lebih berkesan.

***Kata kunci**: kem Bahasa, minat, Mukhayyam Lughawi, penerimaan, persepsi.*

Pengenalan

Pembelajaran Bahasa Arab merangkumi empat kemahiran asas; iaitu mendengar, bertutur, membaca dan menulis. Penguasaan kemahiran ini adalah satu aspek penting yang menentukan kejayaan pengajaran dan pembelajaran bahasa kedua atau bahasa asing. Ia berperanan sebagai penanda aras (benchmark) kejayaan penguasaan sesuatu bahasa. Taraf keberkesanan pembelajaran bahasa asing di dalam kelas bergantung pada beberapa faktor utamanya yang berpusat pada guru. Fungsi guru sebagai fasilitator, inspirator, motivator, dan direktor pembelajaran memainkan peranan penting dalam mempersiapkan pembelajaran yang berkesan. Proses PdP bahasa Arab yang berlaku di dalam kelas akan memberikan kontribusi terhadap keberhasilan menguasai bahasa asing apabila diselenggarakan dengan baik dan sempurna. Guru bahasa Arab yang baik seharusnya memiliki banyak ciri. Antaranya ialah suara yang jelas, persediaan psikologi dan pengetahuan, perancangan pengajaran yang rapi, kreatif, bersemangat dan bijak membangkitkan motivasi, penampilan yang menarik dan sebagainya (Mohd Rosdi Ismail & Mat Taib Pa, 2007:12). Strategi pengajaran dan pembelajaran (PdP) perlu dilaksanakan untuk menjadikan pembelajaran lebih berkesan dan menyeronokkan. Ianya adalah cara dan teknik pendidik dalam memastikan para pelajar memahami input yang disampaikan dan dapat diaplikasikan dalam kehidupan sebenar. Pelbagai kaedah telah diusahakan oleh pendidik menggunakan modul, buku, alat bantu mengajar dan alatan media masa kini.

Pernyataan Masalah

Permasalahan dalam pengajaran bahasa Arab yang berlaku dikatakan berpunca daripada kekurangan kemahiran dalam mempelbagaikan teknik pengajaran. Ia juga berpunca daripada kaedah pengajaran yang digunakan oleh guru tidak tepat, kurang sesuai dan kurang berkesan (Ishak Mohd Rejab, 1992).
Proses dalam PdP amat penting kepada pelajar untuk menguasai bahasa Arab. Guru perlu mengetahui masalah yang dihadapi oleh pelajar mereka tidak kira dalam penguasaan kosa kata, tatabahasa, kemahiran lisan, membaca atau menulis. Pengetahuan guru terhadap masalah pelajar akan membentuk tindakan susulan yang sesuai untuk diaplikasikan kepada pelajar yang bermasalah. Ku Fatahiyah et.al (2014) dan Muhammad Ziyad (2012) turut mengkaji berkaitan kemahiran asas ini dalam kalangan pelajar institusi pengajian tinggi. Dapatan kajian mereka mencadangkan agar proses PdP itu berlangsung dengan adanya hubungan baik antara tenaga pengajar, pelajar dan teknik penyampaian yang berkesan.

Kaedah pengajaran sangat perlu dititikberatkan. Kaedah pengajaran merupakan perantara penting dalam mencapai sesuatu objektif pembelajaran. Dalam penyampaian sesuatu pengajaran khususnya pengajaran bahasa Arab, penggunaan kaedah yang sesuai dan menarik dilihat sangat penting. Ini membantu para pelajar untuk menguasai bahasa Arab dengan lebih berkesan (Wan Azura & Lubna Abd Rahman, 2006) dan pengajaran yang berkualiti terhasil daripada guru yang berkeupayaan mengaplikasikan ilmu pedagogi iaitu ilmu mengajar secara saintifik dalam pendidikan formal (Mohammad Abdillah, Miss Asma & Zamri Arifin, 2014).

Menurut Ghazali Yusri et al. (2010) pelajar-pelajar yang mengikuti kursus bahasa Arab di UiTM terdiri daripada pelajar yang pelbagai latar belakang pengalaman pembelajaran bahasa Arab. Sebahagian mereka telah mempelajarinya selama bertahun-tahun dalam sistem pendidikan peringkat sekolah ataupun kolej. Namun terdapat juga pelajar yang baru pertama kali mempelajarinya di UiTM. Tambahan pula, pelajar yang mengambil kursus ini terdiri daripada pelbagai fakulti yang berbeza. Pelajar yang baru mempelajari Bahasa Arab di peringkat permulaan akan mengalami kesukaran untuk memahami tajuk-tajuk yang terdapat dalam silibus TAC101 & TAC151.

Perkara-perkara ini perlulah diambil perhatian kerana, kualiti seorang guru itu memberi kesan terhadap pencapaian pelajarnya. Oleh yang demikian, para guru bahasa Arab perlulah mengubah gaya amalan mereka menjadi lebih efektif dan interaktif dalam menyampaikan dan melaksanakan pengajaran bahasa. Selain itu, kaedah pengajaran bukan sahaja tertumpu di dalam kelas semata-mata, ia juga boleh dilakukan di luar kelas mengikut kesesuaian.

Objektif Kajian

Terdapat tiga objektif bagi kajian ini, antaranya ialah:

1. Mengenal pasti minat pelajar terhadap pembelajaran Bahasa Arab melalui program Mukhayyam Lughawi.
2. Mengenal pasti persepsi pelajar sebelum dan selepas mengikuti aktiviti kem Bahasa Arab ini.
3. Mengenal pasti tahap penerimaan pelajar terhadap aktiviti bahasa dalam pembelajaran Bahasa Arab sebagai bahasa ketiga.

Skop Kajian

Kajian ini mempunyai beberapa kekangan yang membataskan hasil kajian, di antaranya ialah:

i) Kajian ini terhad kepada pelajar program diploma BA111 semester 1 dan 2 serta program diploma BA119 semester 1 dan 2 dari Fakulti Pengurusan dan Perniagaan (FPP) Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Mukah.
ii) Kajian ini memfokuskan kepada dapatan hasil kajian oleh peserta iaitu pelajar-pelajar yang mengambil kursus Bahasa Arab sebagai Bahasa Ketiga sahaja pada semester Mac hingga Julai 2023.
iii) Data kajian adalah dikumpul dari maklum balas pelajar berdasarkan soal selidik.

Kajian Literatur

Tenaga pengajar memainkan peranan yang penting dalam proses pengajaran dan pembelajaran bahasa, kerana proses memperbaiki kemahiran bahasa memerlukan pengetahuan asas dan keyakinan yang tinggi (Muhammad et. al, 2012). Tenaga pengajar tidak hanya berperanan menyediakan bahan pembelajaran, tetapi juga memanfaatkan bahan pembelajaran tersebut secara kreatif. Kreativiti tenaga pengajar mencerminkan kemampuan dirinya untuk menyampaikan maklumat kepada pelajar secara efektif (Perdana, 2020).

Noor, Yusoff, Yasim & Kamarudin, (2016) menegaskan bahawa strategi pembelajaran yang menarik berkonsepkan pembelajaran kendiri (*self-learning*) dan pembelajaran aktif mampu menggalakkan pelajar untuk mempelajari bahasa Arab. Kaedah pembelajaran yang berinovasi dapat memberikan impak positif kepada pelajar serta meningkatkan kemampuan mereka untuk menyelesaikan permasalahan dalam pembelajaran (Universiti Putra Malaysia, 2016). Kaedah pengajaran *chalk and talk* dianggap kurang relevan pada masa kini kerana ciri-ciri pembelajaran abad ke-21 mengetengahkan aspek komunikasi, pemikiran kritis, kolaborasi dan kreativiti.

Kementerian Pelajaran Malaysia (KPM) dan Kementerian Pengajian Tinggi (KPT) menggariskan antara kemahiran abad ke-21 yang perlu dikuasai oleh pendidik dan pelajar ialah kemahiran pembelajaran dan inovasi (*learning and innovation skills*), kemahiran maklumat, media dan teknologi (*information, media and technology skills*), serta kemahiran hidup dan kerjaya (*life and career skills*) (Nor Izzati Mahd Nor, 2019). Justeru, Pembelajaran Berasaskan Projek (PBP) atau lebih dikenali sebagai *Project Based Learning* (PBL) telah diperkenalkan oleh KPM pada 2006, merupakan bentuk pengajaran aktif berpusatkan pelajar di mana ia disokong oleh autonomi pelajar, penyiasatan secara

konstruktif, menentukan matlamat, kerjasama, komunikasi dan refleksi bagi menempuh kehidupan di dunia yang sebenar. PBP telah diimplementasi di pelbagai peringkat pengajian, bermula dari sekolah rendah sehingga institut pendidikan tinggi (Kokotsaki, Menzies & Wiggins, 2016), dan ia adalah bentuk pembelajaran yang melangkaui ruang bilik darjah (Md. Baharuddin Abdul Rahman, 2015).

Beberapa kajian tindakan telah dilaksanakan para penyelidik di peringkat institut pendidikan tinggi bagi menyahut agenda PBP. Wan Azura Wan Ahmad (2007) dalam kajiannya telah menjalankan kaji selidik berbentuk pra dan pacsa temubual telah mendapati bahawa aktiviti ko-kurikulum bahasa Arab seperti Kem Bahasa, Bulan Bahasa, Minggu Bahasa dan program Mentor-mentee berperanan penting dalam meningkatkan penguasaan bahasa Arab di kalangan pelajar Universiti Sains Islam Malaysia (USIM).

Selain itu, Khairuzaman Kadir et. al (2014) melalui kaji selidik terhadap 30 orang pelajar yang mengikuti Kem Bahasa Arab yang diadakan di Taman Malaysia Seremban, Negeri Sembilan telah mendapati bahawa sebanyak 68.4% pelajar bersetuju bahawa Kem Bahasa Arab memberi kesan positif dalam peningkatan minat dan motivasi mereka terhadap kursus kemahiran bahasa Arab. Zawawi Ismail (2011) juga berpendapat bahawa aktiviti program yang dipelbagaikan dalam kem Bahasa Arab mampu menarik minat pelajar dan memberi kesan bahasa yang efektif. Manakala, Anuar bin Sopian (2017) telah menjalankan kaji selidik terhadap 70 pelajar susulan program Jaulah Arabiyah yang diadakan di Taman Seribu Bunga Ayer Keroh Melaka mendapati bahawa program sebegini memberi kesan positif kepada pelajar melalui peningkatan minat dan motivasi mereka terhadap kod kursus Bahasa Arab TAC101 dan TAC151.

Berdasarkan dapatan dari kajian-kajian yang lepas, dapat disimpulkan bahawa pengajaran dan pembelajaran Bahasa Arab perlu dipelbagaikan kepada kaedah yang lebih kreatif seperti aktiviti-aktiviti luar bilik kuliah bagi memberi ruang kepada pelajar untuk meneroka ilmu pengetahuan dan pengalaman sesuai dengan tahap dan cara mereka berfikir, seterusnya dapat menyumbang kearah peningkatan keupayaan berbahasa dengan lebih baik.

Metodologi Kajian

Kajian ini telah menggunakan instrumen Borang Soal Selidik yang diadaptasi daripada kajian Sopian (2017) dan Yahya *et al.* (2022) bagi item-item yang terdapat dalam faktor persepsi, Abdullah dan Abdul Razak (2021) bagi item-item dalam faktor minat, Linsah dan Mahamod (2018) pula bagi item-item faktor penerimaan. Borang Soal Selidik ini diedarkan kepada kesemua peserta selepas sahaja Program Mukhayyam selesai. Seramai 65 orang (98.5%) daripada 66 orang peserta program telah menjawab dan mengisi borang selidik tersebut. Peserta-peserta ini adalah dalam kalangan pelajar program diploma semester 1 dan 2 di Universiti Teknologi MARA (UiTM) Cawangan Sarawak, Kampus Mukah yang mengambil kursus Bahasa Arab sebagai bahasa ketiga pada semester Mac hingga Julai 2023.

Set soal selidik kajian ini telah dibahagikan kepada 4 bahagian iaitu bahagian (1) pertanyaan berkenaan demografi pelajar yang terlibat sebagai responden dalam kajian ini. Pada bahagian (1) juga, terdapat satu pertanyaan tentang tahap penguasaan Bahasa Arab sebelum dan selepas program secara kasar. Manakala bahagian lain adalah berkenaan faktor (2) persepsi, (3) minat dan (4) penerimaan pelajar terhadap Program Mukhayyam. Faktor-faktor ini disoal dengan menggunakan lima skala Likert iaitu bermula dengan Sangat Tidak Setuju sehingga Sangat Setuju dan setiap satu faktor memiliki lima item.

Jadual 1 menunjukkan formula yang digunakan diadaptasi dari Wanjohi dan Syokau (2021) bagi membina julat pengelasan tiga skala bagi ketiga-tiga tahap dalam menilai aktiviti Bahasa Arab melalui Program Mukhayyam dan julat min berserta interpretasinya.

Jadual 1: Interpretasi Skala bagi Pengiraan Tahap Minat, Persepsi dan Penerimaan Pelajar

Formula Julat Pengelasan	Julat Min	Interpretasi
$\frac{5-1}{3} = 1.33$ *5= skala Likert tertinggi kajian *1 = skala Likert terendah kajian *3 = tiga tahap	1.00 - 2.33	Rendah
	2.34 - 3.67	Sederhana
	3.68 - 5.00	Tinggi

Aktiviti Bahasa Melalui Program Mukhayyam Lughawi

Program Mukhayyam Lughawi merupakan program aktiviti Bahasa ataupun disebut kem bahasa. Program ini merupakan salah satu alternatif pembelajaran bahasa Arab di luar kelas yang bertujuan untuk mewujudkan suasana pembelajaran yang berbeza dengan situasi di dalam kelas. Ini bertujuan untuk menarik minat dan meningkatkan motivasi pelajar mempelajari bahasa Arab dengan mudah dan menyeronokkan. Aktiviti hanya dibahagikan kepada dua bahagian, satu aktiviti pada sebelah pagi, manakala satu lagi aktiviti dilakukan pada sebelah petang. Setiap aktiviti dibantu oleh para fasilitator dalam kalangan pelajar semester 4 yang pernah mengambil kursus TAC101 &TAC151 yang lepas. Antara aktiviti yang dijalankan semasa program ini ialah:

1. Treasure Hunt

Pelaksanaan bagi aktiviti ini adalah dilakukan secara berkumpulan. Para pelajar dibahagikan kepada 10 kumpulan secara rawak. Setiap kumpulan perlu melalui 10 *check point* yang ditetapkan dari awal sehingga akhir. Mereka mesti mematuhi peraturan yang ditetapkan oleh fasilitator yang terlibat dan melaksanakan semua aktiviti atau permainan Bahasa yang diberikan. Fasilitator juga berperanan membimbing dan membantu mana-mana kumpulan yang menghadapi masalah. Bagi merealisasikan segala bentuk arahan tersebut, setiap individu dalam kumpulan mestilah berperanan sepenuhnya supaya mereka dapat memahami arahan dengan tepat dan betul seterusnya berjaya melaksanakan aktiviti tersebut. Setiap aktiviti/latihan dalam check point adalah berkaitan dengan tajuk silibus dalam buku TAC yang mana ia merangkumi bahagian tatabahasa *(grammar)* seperti *dhomair*, *isim, feel, harf, mufradat* dan *sifat wa mausuf*. Bagi setiap check point juga para fasilitator dikehendaki melakukan suatu permainan untuk membolehkan ahli Kumpulan melepasi check point tersebut. Seterusnya fasilitator akan memberikan Latihan yang berkaitan silibus bagi subjek TAC ini. Setiap check point akan diberikan markah oleh fasilitator mengikut persembahan dan komitmen kumpulan masing-masing.

2. Kuiz Bahasa Arab

Pelaksanaan kuiz Bahasa Arab dilakukan pada sebelah petang di dalam dewan. Aktiviti ini melibatkan semua kumpulan, ahli setiap kumpulan perlu bekerjasama dan berbincang sesama sendiri untuk menjawab kuiz Bahasa Arab. Kuiz Bahasa ini disediakan oleh pensyarah yang mengajar kod TAC. Aktiviti di sebelah petang turut dibantu oleh para fasilitator sebagai pemudahcara. Dalan aktiviti kuiz ini, dilakukan sebanyak 3 pusingan, yang mana mereka akan dibahagikan Kumpulan lawan masing-masing. Markah tiga Kumpulan teratas akan dipilih sebagai pemenang. Kuiz bahasa ini merangkumi bentuk-bentuk soalan yang sering dikemukakan dalam *assessment* mereka iaitu ujian mendengar dan ujian menulis seperti:

i. susun perkataan
ii. bina soalan dengan menggunakan kata tanya (*al-adāwāt al-Istifhām)*
iii. jawab soalan yang betul
iv. tentukan betul atau salah
v. soalan terjemahan (Bahasa Arab)

Dapatan Kajian

Seramai 39 (60%) orang responden perempuan dan 26 (40%) orang responden lelaki telah terlibat dalam kajian ini. Manakala terdapat 7 responden beragama Kristian (10.8%) dan selebihnya beragama Islam (89.2% atau 58 orang responden). Terdapat 10 (15.4%) orang responden adalah dikalangan pelajar program Diploma semester satu dan selebihnya (55 orang ataupun 84.6%) semester kedua pengajian. Kebanyakan mereka tidak pernah mempelajari Bahasa Arab atau sekurang-kurangnya telah mempelajari Bahasa Arab selama 2 tahun (63.1% atau 41 orang responden). Namun, terdapat sebilangan daripada mereka yakni seramai 4 orang responden (6.2%) sudah mempelajari Bahasa Arab melebihi 10 tahun.

Jadual 2: Demografi Responden Kajian

Demografi	Kekerapan	Peratusan
Jantina		
Lelaki	26	40.0%
Perempuan	39	60.0%
Agama		
Islam	58	89.2%
Kristian	7	10.8%
Semester		
1	10	15.4%
2	55	84.6%
Tempoh Pembelajaran Bahasa Arab		
0 < 2 tahun	41	63.1%
2 < 4 tahun	7	10.8%
4 < 6 tahun	6	9.2%
6 < 8 tahun	7	10.8%
8 < 10 tahun	0	0.0%
10 < 12 tahun	4	6.2%

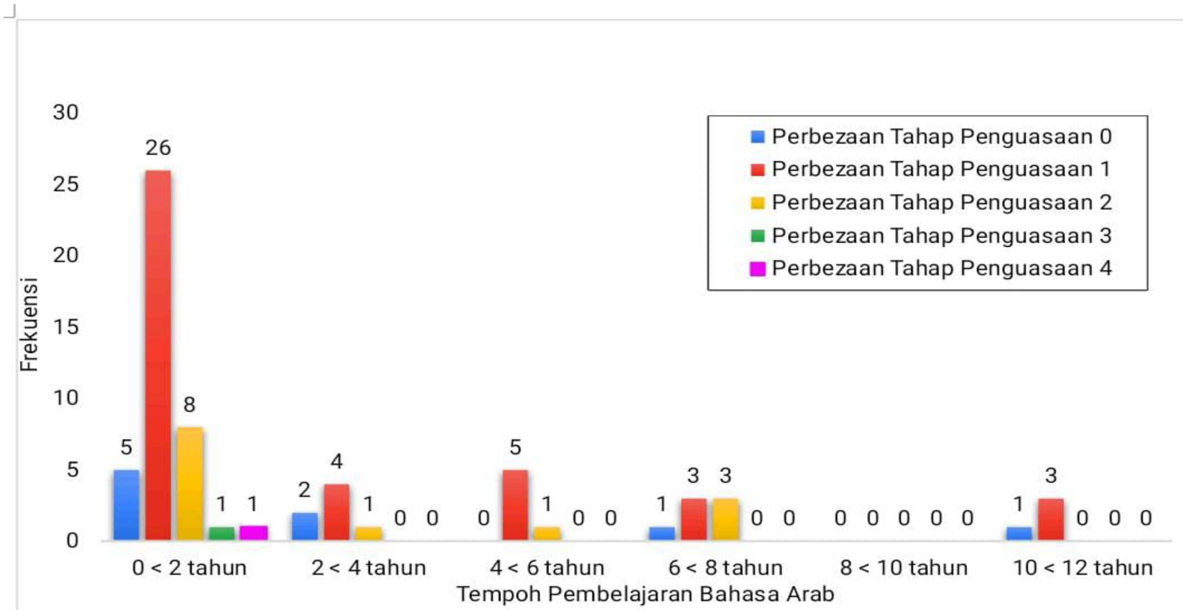
Secara keseluruhan, penilaian peribadi responden dengan menggunakan skala likert setelah mengikut program menunjukkan perubahan terhadap penguasaan Bahasa Arab selepas mengikut program yang diadakan satu hari suntuk. Kekerapan dan peratusan ini dibuktikan dalam Jadual 3.

Jadual 3: Taburan Kekerapan dan Peratusan Tahap Penguasaan Bahasa Arab Sebelum dan Selepas Program

	Sangat Lemah	Lemah	Sederhana	Baik	Sangat Baik
Sebelum	5 (7.7%)	24 (36.9%)	32 (49.2%)	3 (4.6%)	1 (1.5%)
Selepas	0 (0.0%)	3 (4.6%)	19 (19.2%)	38 (58.5%)	5 (7.7%)

Manakala maklumat lanjut berkenaan skala perhitungan perbezaan tahap penguasaan sebelum dan selepas program berdasarkan tempoh pembelajaran Bahasa Arab seumur hidup ditunjukkan di bawah. Berdasarkan Gambar 1, majoriti (26 daripada 65 responden) menunjukkan mereka yang sekurang-kurangnya dua tahun telah mempelajari Bahasa Arab mempunyai perubahan sebanyak satu skala positif. Malah terdapat seorang responden merasakan Program Mukhayyam telah memberi perubahan drastik yang baik terhadap penguasaan bahasa dengan perubahan skala sebanyak 4. Bagi mereka yang mempunyai pengalaman yang lebih lama dalam Bahasa Arab turut menunjukkan perubahan berskala satu iaitu seramai 3 orang responden. Walaubagaimanapun, terdapat sebilangan responden yang merasakan tiada perubahan penguasaan bahasa setelah menyertai program iaitu seramai 9 orang atau 13.85% secara keseluruhan.

Gambar 1: Carta bar berganda tahap perbezaan penguasaan Bahasa Arab dan tempoh pembelajaran Bahasa Arab



Berdasarkan jadual di bawah, kebanyakan responden merasakan program seperti ini amat penting kepada pelajar yang ingin mendalami Bahasa Arab kerana item ini (item 5) telah mendapat min tertinggi dengan nilai 3.89. Bahkan menurut responden, Program Mukhayyam dapat meningkatkan prestasi Bahasa Arab (min = 3.82) mereka yakni item kedua tertinggi bagi faktor persepsi. Diikuti item ketiga tertinggi iaitu dengan nilai min 3.80, terdapat sejumlah 43 orang responden (66.1%) setuju bahawa aktiviti dalam Program Mukhayyam memberi kesan yang baik dalam pembelajaran. Malah min keseluruhan kelima-lima item bagi faktor persepsi adalah 3.80. Ini menunjukkan pelajar mempunyai tahap persepsi yang amat baik terhadap pelaksanaan Program Mukhayyam dalam mempelajari Bahasa Arab yang telah dijalankan.

Jadual 4:Taburan Kekerapan, Peratus dan Min Persepsi terhadap Program Mukhayyam

Item	Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju	Min	Interpretasi
Aktiviti-aktiviti dalam Program Mukhayyam Lughawi membuatkan pembelajaran Bahasa Arab lebih mudah difahami.	0 (0.0%)	2 (3.1%)	23 (35.4%)	31 (47.7%)	9 (13.8%)	3.72	Tinggi
Aktiviti-aktiviti dalam Program Mukhayyam Lughawi boleh meningkatkan prestasi pembelajaran Bahasa Arab saya.	0 (0.0%)	1 (1.5%)	20 (30.8%)	34 (52.3%)	10 (15.4%)	3.82	Tinggi
Saya berpendapat aktiviti-aktiviti dalam Program Mukhayyam Lughawi adalah aktiviti pembelajaran yang berkesan.	0 (0.0%)	2 (3.1%)	20 (30.8%)	32 (49.2%)	11 (16.9%)	3.80	Tinggi

Penggunaan Bahasa Arab saya meningkat apabila saya menyertai aktiviti Program Mukhayyam Lughawi.	0 (0.0%)	1 (1.5%)	20 (30.8%)	38 (58.5%)	6 (9.2%)	3.75	Tinggi
Saya merasakan aktiviti-aktiviti Program Mukhayyam Lughawi ini sangat penting kepada pelajar yang mengambil kursus Bahasa Arab.	0 (0.0%)	1 (1.5%)	18 (27.7%)	33 (50.8%)	13 (20.0%)	3.89	Tinggi
Jumlah Keseluruhan Min						3.80	Tinggi

Terdapat 5 item yang diukur bagi faktor minat dan kesemua item menunjukkan berada pada tahap yang tinggi dengan nilai min keseluruhan sebanyak 3.79. Min tertinggi adalah bagi item pertama iaitu majoriti responden mengakui berminat dengan aktiviti-aktiviti pembelajaran Bahasa Arab yang dijalankan sepanjang Program Mukhayyam berlangsung (min = 3.83). Malah program seperti ini tidak menjemukan (min = 3.82) dan turut dapat merangsang minat pelajar mendalami Bahasa Arab (min = 3.82). Secara umum, Program Mukhayyam telah berjaya menarik minat pelajar untuk memahami Bahasa Arab.

Jadual 5: Taburan Kekerapan, Peratus dan Min Minat terhadap Program Mukhayyam

Item	Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju	Min	Interpretasi
Saya berminat dengan kesemua aktiviti dalam Program Mukhayyam Lughawi sebagai salah satu medium pembelajaran Bahasa Arab.	0 (0.0%)	0 (0.0%)	23 (35.4%)	30 (46.2%)	12 (18.5%)	3.83	Tinggi
Aktiviti-aktiviti dalam Program Mukhayyam Lughawi dapat merangsang minat saya terhadap pembelajaran Bahasa Arab.	0 (0.0%)	0 (0.0%)	19 (29.2%)	39 (60.0%)	7 (10.8%)	3.82	Tinggi
Saya tidak jemu dengan kesemua aktiviti Program Mukhayyam Lughawi sebagai salah satu medium pembelajaran Bahasa Arab.	0 (0.0%)	1 (1.5%)	20 (30.8%)	34 (52.3%)	10 (15.4%)	3.82	Tinggi
Saya sentiasa bersemangat sepanjang Program Mukhayyam Lughawi sebagai salah satu medium pembelajaran Bahasa Arab.	0 (0.0%)	0 (0.0%)	28 (43.1%)	29 (44.6%)	8 (12.3%)	3.69	Tinggi
Saya berasa teruja untuk setiap kali aktiviti selanjutnya yang akan dibuat semasa Program Mukhayyam Lughawi.	0 (0.0%)	1 (1.5%)	23 (35.4%)	29 (44.6%)	12 (18.5%)	3.80	Tinggi
Jumlah Keseluruhan Min						3.79	Tinggi

Hasil analisis data terhadap penerimaan responden dalam kalangan pelajar Diploma UiTM selepas mengikuti Program Mukhayyam sebagai satu medium pembelajaran Bahasa Arab adalah pada tahap tinggi (min keseluruhan item = 3.74). Majoriti responden (43 orang daripada 65 orang responden) berpendapat bahawa program ini amat berguna dalam proses pembelajaran Bahasa Arab (item tertinggi dengan nilai min 3.83). Bukan itu sahaja, ia turut membantu responden dalam memahami sesuatu perkara dalam pembelajaran Bahasa Arab dengan nilai min kedua tertinggi sebanyak 3.75. Malahan dengan nilai min ketiga tertinggi iaitu sebanyak 3.72, Program Mukhayyam telah membuktikan bahawa ia dapat melahirkan keinginan responden untuk belajar Bahasa Arab

Jadual 6: Taburan Kekerapan, Peratus dan Min Penerimaan terhadap Program Mukhayyam

Item	Sangat Tidak Setuju	Tidak Setuju	Neutral	Setuju	Sangat Setuju	Min	Interpretasi
Pembelajaran secara aktiviti seperti Program Mukhayyam Lughawi membuatkan saya ingin belajar Bahasa Arab.	0 (0.0%)	0 (0.0%)	25 (38.5%)	33 (50.8%)	7 (10.8%)	3.72	Tinggi
Aktiviti-aktitviti dalam Program Mukhayyam Lughawi amat berguna dalam proses pembelajaran Bahasa Arab.	0 (0.0%)	1 (1.5%)	21 (32.3%)	31 (47.7%)	12 (18.5%)	3.83	Tinggi
Pembelajaran secara aktiviti dalam Program Mukhayyam Lughawi amat berkesan untuk membantu saya lebih faham mengenai sesuatu perkara dalam pembelajaran Bahasa Arab.	0 (0.0%)	1 (1.5%)	23 (35.4%)	32 (49.2%)	9 (13.8%)	3.75	Tinggi
Kesemua aktiviti Program Mukhayyam Lughawi menjadikan saya lebih mudah mengingati sesuatu fakta dalam pembelajaran Bahasa Arab.	0 (0.0%)	2 (3.1%)	24 (36.9%)	30 (46.2%)	9 (13.8%)	3.71	Tinggi
Aktiviti-aktiviti Program Mukhayyam Lughawi dapat membantu saya untuk mengaitkan satu topik yang lain dalam satu tajuk dalam pembelajaran Bahasa Arab.	0 (0.0%)	1 (1.5%)	26 (40.0%)	31 (47.7%)	7 (10.8%)	3.68	Tinggi
Jumlah Keseluruhan Min						3.74	Tinggi

Kesimpulan

Secara tuntasnya, kajian menunjukkan minat, persepsi dan penerimaan pelajar terhadap program Mukhayyam Lughawi berada dalam tahap tinggi. Ini bermakna program Mukhayyam Lughawi mendapat sambutan yang memberangsangkan daripada para pelajar khususnya di UiTM Kampus Mukah. Melalui program ini, aktiviti yang dijalankan memberi kesan yang positif dan dapat membantu mereka dalam menguasai Bahasa Arab dengan baik. Kepelbagaian aktiviti dalam bidang bahasa ini, perlu diperluaskan dan diadaptasikan secara kreatif dan berkesan supaya pelajar akan lebih fokus jika diberikan tugasan yang menarik minat mereka untuk dilakukan mengikut silibus yang ditetapkan. Pembelajaran sesuatu bidang itu bukanlah tertumpu hanya di dalam kelas semata-mata, sebaliknya boleh dijalankan di luar kelas dengan pemantauan oleh pensyarah. Justeru, diharapkan lebih banyak aktiviti yang menarik perlu diterokai dan seterusnya dilaksanakan dengan sebaik yang mungkin seiring dengan pembelajaran abad ke-21.

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ID0057 – KAJIAN KEBERKESANAN PLATFOM SUKARELAWAN ATAS TALIAN DALAM KALANGAN BELIA DI MALAYSIA

Farah Hazween Binti Amanah[1*], Muhammad Azril Izuan Ramlan[1], Nurliyana Kamilah Khairul Anuar[1], R. Nanthakumar[2]

[1] *Fakulti Komunikasi dan Pengajian Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 713000, Negeri Sembilan, Malaysia*
[2] *Yayasan Era Suria*

[*] *Corresponding author: farahhazween@uitm.edu.my*

Abstrak

Kertas kerja ini bertujuan membincangkan keberkesanan atau impak sukarelawan atas talian dalam kalangan belia di Malaysia, dimana belia dianggap sebagai ikon utama pengguna ‘internet’ atau atas talian khususnya media sosial. Setelah kedatangan COVID-19, penggunaan internet semakin popular, dan hampir semua perkara dilakukan secara atas talian tidak terkecuali aktiviti sukarelawan. Kajian terhadap keberkesanan platfom sukarelawan atas talian mengenal pasti impaknya iaitu menjimatkan masa, megurangkan perbelanjaan dan mudah menjalankan aktiviti sukarelawan. Selain itu juga penerimaan penggunaan platfom sukarelawan atas talian dapat diterima atas dasar fleksibel dan efisien. Seramai 200 orang menjawap kajian tinjaun (survey) dan kebanyakkan daripada mereka sangat bersetuju yang mana platfom sukarelawan atas talian sangat menyenangkan bagi menjalankan aktiviti tidak kira berada dimana sahaja tanpa mengira masa. Selain itu kajian tinjauan (survey) juga bersetuju mengatakan platfom sukarelawan atas talian sangat menjimatkan masa tidak perlu berada di tempat program dijalankan dan menjimatkan kos pengeluaran. Secara keseluruhannya kajian menekankan kepentingan platfom atas talian memudahkan kerja sukarelawan dijalankan dan beroperasi secara global. Seterusnya ia platfom sukarelawan atas talian amat berkesan dimana dapat menembusi lebih luas dan mampu menarik lebih ramai belia yang ingin bergiat aktif di dalam bidang sukarelawan.

Kata kunci: *sukarelawan, atas talian, media sosial, platfom atas talian, belia*

Pengenalan

Sukarelawan adalah satu aktiviti dimana individu bebas membantu dan memberi manfaat kepada orang lain, kumpulan atau organisasi. Ini termasuk memberi bantuan secara tidak langsung seperti bantuan makanan atau sumbagan kewangan (Itamar, Johan & Lesley (2019). Sukarelawan didefinasikan sebagai sebarang aktiviti menyalurkan bantuan secara percuma dimana memberi manfaat kepada orang ramai iaitu individu, kumpulan atau organisasi (Kathrin & Anita, 2018). Tambahan, menurut Iwona (2021), sukarelawanan ialah satu proses yang bertujuan untuk membantu dan memberi manfaat kepada orang lain atau idea, dilakukan atas kehendak bebas dan pilihan, selalunya memenuhi motif, keperluan, dan nilai peribadi. Ia sering dilakukan secara berkumpulan, tanpa mengharapkan sebarang imbuhan. Sukarelawan memberi peluang dan pengalaman kepada individu bagi meningkatkan nilai diri, mengurangkan tingkah laku negatif, mengeratkan hubungan sosial, serta meningkatkan daya tahan emosi, iaitu keupayaan untuk mengawal, menilai, menyatakan dan menggunakan emosi untuk menyelesaikan masalah sambil meningkatkan pemahaman tentang pelbagai isu, konflik dan masalah yang dihadapi (Shamma & Alia, 2021).

Pandemik COVID- 19 telah merubah sistem sukarelawan secara bersemuka. Sukarelawan tidak dapat berkhidmat secara langsung di tempat bantuan diperlukan. Kehidupan norma baru sewaktu pandemik membawa kepada kepentingan “internet” dan kemahiran mengelolakan sukarelawan melalui platfom atas talian (Nurzaimah et al., 2023). Ini disokong oleh Erick (2020), Covid- 19 telah mengancam dan mengacau aktiviti bersemuka sukarelawan, malahan sukarelawan perlu mempelajari sistem sukarelawan atas talian bagi meneruskan misi sukarelawan. Ditambah oleh Seddighi et al. (2020), platfom atas talian memainkan peranan yang sangat penting untuk mengerakkan aktiviti sukarelawan terutamanya sewaktu pandemik.

Petikan daripada Nurzaimah et al. (2023) juga memberi contoh aplikasi yang sering digunakan oleh NGO sepanjang pandemik Covid 19 adalah aplikasi Zoom Meeting, Google Meet dan sebagainya. Aplikasi ini adalah platfom atas talian yang memudahkan sukarelawan untuk melakukan dan menjalankan aktiviti aktiviti sukarelawan secara maya atau atas talian. Seperti kajian terdahulu iaitu persatuan mengadakan Program Latihan Terapi Tele health Services menggunakan Zoom Meeting dan panggilan video call Whatsapp untuk mengumpul kumpulan sasaran secara maya untuk menjalankan aktiviti seperti ceramah dan aktiviti sosial melalui musik. Justeru kajian ini akan membincangkan tentang keberkesanan platfom sukarelawan atas talian dalam kalangan belia di Malaysia. Kajian ini bertujuan untuk mengenal pasti keberkesanan dan penerimaan platfom atas talian dalam menjalankan atau melaksanakan aktiviti sukarelawan.

Metodologi

Responden kajian ini terdiri daripada kalangan belia di Malaysia yang berusia di antara 15 hingga 40 tahun. Krejcie dan Morgan (1970) mencadangkan bahawa saiz sampel yang sesuai untuk populasi 400 orang adalah 196 responden. Oleh itu seramai 200 orang responden telah dipilih secara rawak sebagai sampel kajian keberkesanan platfom sukarelawan atas talian dalam kalangan belia di Malaysia. Responden telah menjawab tinjauan kajian (survey) dengan lengkap. Metodologi kajian ini menggunakan pendekatan kuantitatif dengan kaedah tinjauan atas talian (online survey) yang dikendalikan oleh penyelidik dengan tujuan kajian adalah untuk mengenal pasti keberkesanan platfom sukarelawan atas talian dalam kalangan belia di Malaysia. Data kajian telah dianalisis dengan menggunakan analisis deskriptif (peratusan- %).

Hasil Kajian & Perbincangan

Analisis deskriptif data kajian menunjukkan 60% responden terdiri daripada belia berumur antara 15 tahun sehingga 20 tahun dan 32.5% yang berumur 21 tahun sehingga 30 tahun telah melengkapkan maklum balas bagi kajian ini. Manakala daripada jumlah responden 75% adalah perempuan dan 25% lelaki.

Jadual 1. Keberkesanan Platfom Sukarelawan Atas Talian (n = 200)

	Sangat Tidak Setuju	**Tidak Setuju**	**Setuju**	**Sangat Setuju**
Platfom sukarelawan atas talian memberi pengalaman yang lebih berbanding sukarelawan bersemuka.	7.5%	35%	37.5%	20%
Aktiviti sukarelawan lebih berkesan melalui platfom atas talian.	12.5%	22.5%	42.5%	22.5%
Sukarelawan atas talian menjimatkan masa.	0	2%	52.5%	42.5%
Usaha dan aktiviti sukarelawan lebih efisien dengan menggunakan platfom atas talian.	5%	20%	57..5%	17.5%
Sukarelawan atas talian menjimatkan masa dan memudahkan perkara logistik (cth: perjalanan/ penginapan).	2.5%	10%	42.5%	45%
	0	0	35%	65%

Melaksanakan aktiviti sukarelawan secara atas talian mengurangkan kos pengeluaran.				
Sukarelawan lebih suka menggunakan platfom atas talian bagi melakukan sukarelawan untuk memastikan keselamatan semasa pandemik.	5%	2.5%	22.5%	70%
Sukarelawan atas talian meningkatkan prestasi sukarelawan.	5%	35%	35%	25%
Secara keseluruhannya, penggunaan platform atas talian di dalam sukarelawan adalah sangat berkesan .	2.5%	7.5%	57.5%	32.5%

Berdasarkan Jadual 1, kajian menunjukkan 35% respondent setuju dimana sukarelawan atas talian meningkatkan prestasi sukarelawan mereka. Tambahan, platfom sukarelawan atas talian juga memberi pengalaman yang lebih luas berbanding sukarelawan secara bersemuka dengan peratusan sebanyak 37% responden yang bersetuju. Manakala sebanyak 70% responden sangat setuju, sukarelawan lebih suka menggunakan platfom atas talian bagi melakukan sukarelawan untuk memastikan keselamatan semasa pandemik. 65% juga sangat bersetuju dengan melaksanakan aktiviti sukarelawan atas talian dapat mengurangkan kos pengeluaran. Ini disokong dengan 45% sangat setuju sukarelawan dapat menjimatkan masa dan memudahkan perkara logisitik seperti perjalanan dan penginapan. Secara keseluruhannya sebanyak 57.5 % responden bersetuju dimana penggunaan platform atas talian di dalam sukarelawan adalah sangat berkesan**.**

Dapatan kajian menunjukan responden sangat bersetuju dan bersetuju dengan keberkesanan platfom sukarelawan atas talian di kalangan belia di Malaysia. Ini dapat disimpulkan bahawa platfom sukarelawan atas talian berkesan dari segi menjimatkan masa, mengurangkan kos dan juga memberi pengalaman yang lebih luas disamping memudahkan sukarelawan. Dapatan kajian ini juga disokong oleh kajian yang dijalankan oleh Comhlamh (2014), akses secara atas talian yang digunakan oleh sukarelawan mudah diakses pada waktu dan lokasi yang berbeza. Aktiviti sukarelawan tidak terbatas dan terhad oleh masa perjalanan, kos pengeluaran dan aktiviti dapat dilakukan dengan lebih banyak dan kerap.

Jadual 2. Penerimaan Penggunaan Platfom Sukarelawan Atas Talian (n = 200)

	Sangat Tidak Setuju	**Tidak Setuju**	**Setuju**	**Sangat Setuju**
Sukarelawan menjalankan activiti sukarela dengan baik secara atas talian dengan kemudahan perisian komputer yang lengkap.	7.5%	10%	57.5%	25%
Rutin harian sukarelawan menjadi lebih fleksibel bila mana aktiviti sukarelawan dilakukan secara atas talian.	2.5%	12.5%	40%	45%
Platfom sukarelawan atas talian dapat diterima oleh sukarelawan dan memudahkan	2.5%	15%	65%	17.5%
Sukarelawan atas talian memberikan keselesaan kepada sukarelawan.	10%	15%	57.5%	17.5%
Sukarelawan atas talian mudah diakses dan dapat menjalankan lebih banyak aktiviti sukarela.	5%	2.5%	47.5%	45%

Penggunaan platfom atas talian melancarkan aktiviti sukarelawan melalui alam maya (cth: Zoom, Google Meet)	5%	0	57.5%	37.5%
Penggunaan platfom sukarelawan atas talian meningkatkan usaha sukarela dan mengurangkan tekanan.	7.5%	35%	40%	17.5%
Pasukan sokongan sentiasa ada dan mudah dihubungi semasa sukarelawan atas talian dijalankan.	10%	17.5%	45%	27.5%
Secara keseluruhanya penerimaan penggunaan platfom sukarelawan atas talian adalah sangat fleksibel dan efisen.	2.5%	7.5%	57.5%	32.5%

Penerimaan Penggunaan Platfom Sukarelawan Atas Talian

Jadual 2, menunjukkan sebanyak 57.5% responden bersetuju yang sukarelawan menjalankan aktiviti sukarela dengan lebih baik secara atas talian dengan kemudahan perisian komputer yang lengkap. Ini dapat dilihat sebanyak 57.5% bersetuju penggunaan platfom atas talian melancarkan aktiviti sukarelawan melalui alam maya (cth: Zoom, Google Meet).Disokong juga dengan 47.5% sangat bersetuju sukarelawan atas talian ini adalah mudah diakses dan dapat menjalankan lebih banyak aktiviti sukarelawan. 45% responden bersetuju rutin harian sukarelawan menjadi lebih fleksibel bila mana aktiviti sukarelawan dilakukan secara atas talian. 65% respondent bersetuju platfom sukarelawan atas talian dapat diterima oleh sukarelawan kerana ia memudahkan dan 57.5% juga bersetuju sukarelawan atas talian memberikan keselesaan kepada sukarelawan. Secara keseluruhanya penerimaan penggunaan platfom sukarelawan atas talian adalah sangat fleksibel dan efisien (57.5/%).

Hasil kajian mendapati platfom sukarelawan atas talian dalam kalangan belia diterima pakai dimana responden sangat bersetuju dan bersetuju penggunaan platfom sukarelawan atas talian yang dikatakan fleksibel dan efisien. Menurut Norzaila Mohamad Nor *et al.* (2019), platfom sukarelawan atas talian memudahkan kerja dan aktiviti sukarelawan mengikut corak kerja masing masing tanpa memikirkan komitmen masa dan tidak menjejaskan keseimbangan kerja- kehidupan. Platfom atas talian mudah di akses dan fleksibel kepada indivdu, kumpulan mahupun organisasi dimana sukarelawan menerima ilmu dan pengalaman baru seperti kemahiran penggunaan teknologi.

Kesimpulan

Hasil kajian menunjukkan bahawa sukarelawan secara maya melalui platfom atas talian memudahan dan penting sewaktu pandemik. Kebanyakkan responden menunjukkan sikap positif dan menyokong sukarelawan atas talian dengan menekankan kelebihan dan keberkesanan menggunakan sukarelawan atas talian. Melihat kepada keberkesanan platfom sukarelawan atas talian, responden sangat bersetuju dimana menggunakan platfom atas talian adalah cara yang terbaik yang dapat berhubung dan menjalankan aktiviti sukarelawan kepada golongan yang memerlukan, selain memberi peluang dan memudahkan belia yang ingin menjadi sukarelawan. Tambahan, responden juga bersetuju platfom atas talian bagi tujuan sukarelawan menjimatkan kos dan tidak membuang masa.

Seterusnya, penerimaan platfom sukarelawan atas talian juga diterima baik oleh responden. Responden bersetuju berkongsi maklumat dan menjalankan aktiviti melalui platfom atas talian adalah fleksibel dan mudah. Keselesaan dan fleksibiliti ini membolehkan belia menyumbang atau melakukan aktiviti sukarelawan di mana mana dan pada bila bila masa sahaja. Keseluruhannya, kajian ini menyokong platfom sukarelawan atas talian adalah pendekatan yang sangat berkesan dan cekap sepanjang pandemik yang meningkatkan tingkah laku sosial, fleksibiliti dan tanpa melibatkan komitmen masa dan kewangan.

Masa hadapan kajian ini merangkumi pelbagai potensi yang baik. Dengan perkembangan teknologi yang berterusan membolehkan sukarelawan meneroka dan memahami lebih mendalam lagi tentang sukarelawan atas talian. Kajian seterusnya mungkin boleh melihat bagaimana platfom- platfom atas talian atau digital yang lebih canggih dan interaktif dapat membentuk lebih ramai penglibatan belia dalam memberikan sumbangan dan bantuan yang lebih efektif kepada masyarakat.

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ID0058 – STRUCTURAL EMPOWERMENT AND CO-OPERATIVE PERFORMANCE AMONG WOMEN CO-OPERATIVES IN MALAYSIA: A CONCEPTUAL PAPER

Leviana Andrew[1*], Jati Kasuma Ali[1,2], Yusman Yacob[1,2]

[1]*Faculty of Business and Management*
[2] *Sustainability Co-operative Business Group (RIG)*
Universiti Teknologi MARA (UiTM), Cawangan Sarawak, Kampus Samarahan, Jalan Meranek, 94300 Kota Samarahan, Sarawak, Malaysia

[*]*Corresponding author: leviana141@uitm.edu.my*

Abstract

The study on women's empowerment has gained more interest among researchers in the past decade. In the recent context of Malaysia, the government is focusing on enhancing inclusiveness and equitable opportunities for all Malaysians including women, echoed in the Twelfth Plan from 2021 to 2025 and in the National Entrepreneurship Plan 2030. Both plans mirrored the multi-dimensional spirit of the Sustainable Development Goals (SDGs) in keeping women at the center of development efforts. Women joined co-operatives as their purposes are to provide access to resources, training, and markets and create a supportive environment for members to build their skills, confidence, knowledge, and networks. However, despite the potential benefits of women co-operatives, they face numerous challenges that hinder their performance and sustainability. Furthermore, past studies revealed that there were many factors of women's empowerment, but few studies were done to identify the factors of women's empowerment from the resource-based point of view and further explain the co-operatives' performance from the perspective of board members in women co-operatives. Therefore, this study aims to examine the relationship between empowerment and women co-operatives. Quantitative research will be conducted which covers experts' validated questionnaires to be distributed to the purposely selected 7 board members from 256 women's co-operatives in Malaysia. Further analysis will be conducted to examine the influence of structural empowerment and co-operatives' performance. This paper also explores the mediating effect of the government effectiveness on the relationship between structural empowerment and women co-operatives' performance which will be the novelty of this study. The findings of this study shed light on the challenges that women face in accessing economic resources, opportunities, and decision-making. It highlights the importance of addressing these challenges and creating an enabling environment for women's empowerment.

***Keywords**: women's empowerment, government effectiveness, co-operatives, performance*

Introduction

Women's empowerment involves enhancing their capacity to participate fully in economic, social, and political life (United Nations, 2015). It even made Goal Five *"achieve gender equality and empower all women and girls"* in the United Nations' Sustainable Development Goals (SDGs) (United Nations, 2015). This means that apart from reducing gender-based violence, increasing social protection, and promoting equal representation of women in managerial and political posts, the goal also aims to encourage countries to provide economic stimulus packages specifically for women and girls (United Nations, 2023). Structural empowerment refers to the process of providing women with the necessary resources, opportunities, and support to enable them to participate fully in economic, social, and political aspects of their life (Pathania, 2017). Recently, Malaysia has pledged to include women's empowerment agenda into their economy plan and National Entrepreneurship Plan 2030 (Ministry of

Entrepreneur Development and Cooperatives, 2021). The government of Malaysia, through initiatives such as DANANITA under the Majlis Amanah Rakyat (MARA), TEKUNITA under TEKUN Nasional, MyKasih Kapita, and the ASEAN-JAPAN Women Entrepreneurs' Linkage Program (AJWELP), has committed significant resources to women's economic empowerment (Economic Plan Unit, 2020). However, the effectiveness of these programs in promoting women's entrepreneurship and cooperative performance is influenced by various factors. One critical element that requires closer examination is the role of government effectiveness as a mediating factor. While these empowerment programs have been instrumental in providing initial support to women entrepreneurs, their ability to facilitate long-term success and sustainability remains a challenge. Government effectiveness, as a mediating factor, can significantly influence the outcomes of empowerment programs. The effectiveness of government agencies in implementing and monitoring these initiatives, as well as their ability to adapt to the unique needs and challenges faced by women entrepreneurs, plays a pivotal role in shaping the success or limitations of these programs. Consequently, a comprehensive analysis of the role of government effectiveness in mediating the relationship between empowerment programs and women's cooperative performance is essential to develop targeted strategies for sustainable empowerment.

Structural empowerment is an important aspect of women's empowerment that needs to be considered in the co-operative movements, especially women co-operatives. In the context of co-operatives, structural empowerment involves providing women co-operatives with access to credit, markets, and training (Rohaya, Idris & Kunci, 2019; Saha & Sangwan, 2019; Waithera Kiaritha, 2015). Co-operatives are an effective means of empowering women economically as they are democratically owned and run by the members, with profits being returned by the business or the members. Co-operatives have been acknowledged as a valuable tool to achieve both, changing the socio-economic role of women and fostering the economic development of a country (Latini, 2020; Karaphillis & Duguid, 2017; Lecoutere, 2017; Duguid, 2016; Majid et al., n.d.) Co-operatives are people-centric businesses that are democratically owned and run by the members (one person, one vote), with profits being returned by the business or the members (International Co-operative Alliance, 2021). In Malaysia, co-operatives are formed to help businesses sustain the economy and survive in the long run (Jelani, Shafiai & Mohd Noor, 2021). It was reported that as of 31 December 2022, out of the 15,315 co-operatives registered, 256 of them were women co-operatives which equivalent to 29,455 membership and RM17 million in turnover, which is only 0.03% of the overall turnover of RM45 billion for co-operatives in Malaysia (Utusan Malaysia, 2023). Therefore, promoting co-operatives is an effective way of achieving women's economic empowerment, which is a key driver of sustainable development, poverty reduction, and economic growth (Pathania, 2017).

Problem Statement

Structural empowerment is a crucial women's empowerment tool. It is the systematic facilitation of women's access to essential resources, opportunities, and support, empowering them to actively engage in economic activities. Structural empowerment is crucial for achieving sustainable development and sustainability, which cannot exist without equity in the distributional process (Pathania, 2017). Various women's economic empowerment programs have been introduced by the government of Malaysia for women which uses millions of funds such as DANANITA under the Majlis Amanah Rakyat (MARA), TEKUNITA under TEKUN Nasional, MyKasih Kapita, and ASEAN-JAPAN Women Entrepreneurs' Linkage Program (AJWELP) (Economic Plan Unit, 2020). Despite efforts to foster women's participation in entrepreneurship, these programs have predominantly concentrated on the startup phase, offering limited support for women to thrive and sustain their presence in the industry. A study by International Labour Organization in 2021 identified a critical gap in providing targeted support or empowerment effort by the government for women to progress into higher value-added sectors and to facilitate business expansion, despite equal access to government support services and training programs. This raised the question as whether these efforts were effective or inadequate to support women. Structural empowerment can help ensure that women have equal opportunities to engage in higher value-added sectors and expand their businesses, but the current lack of structural empowerment may lead to unequal opportunities for women entrepreneurs compared to their male counterparts.

Furthermore, gender-specific challenges and priorities set women entrepreneurs apart from their male counterparts, exacerbating the constraints faced by women in entrepreneurship (Isa, Jaganathan & Ibrahim, 2019)) There was also gender inequality in terms of representation of women in entrepreneurship or business owners in Malaysia as pointed out by (Isa et al., 2019). This gender disparity is mirrored in the underperformance of women's cooperatives, as demonstrated by a study conducted by Jelani et al. (2021), revealing that 61% of single mother cooperatives in Peninsular Malaysia are inactive, compared to 39% that are active. Recent statistics from Utusan Malaysia (2023) indicate that, out of the 256 registered women's cooperatives in Malaysia last year, 30% were inactive. The contribution of women's cooperatives as of December 31, 2020, amounted to only RM5.6 million, representing a mere 0.03 percent of the total turnover of cooperatives, which stood at RM21.2 billion (Bernama, 2021). This underscores not only the scarcity of women-owned enterprises but also the deficiency in the establishment of women's cooperatives, resulting in a negligible contribution to the economy. Therefore, this study aims to investigate the relationship between structural empowerment and the performance of women's cooperatives in Malaysia and to identify the specific structural factors that contribute to the challenges faced by women co-operatives.

Literature Review

Underpinning Theories

The theory of women's empowerment was introduced in 1999 by Naila Kabeer which defined as "the expansion of women's assets, agency, and achievements, and the transformation of gender relations, in ways that promote social and economic justice." In other words, women's empowerment is about increasing women's access to resources and opportunities, as well as challenging and changing the inequal power relations between men and women in society. Empowerment comes when women can access to certain resources and make strategic decisions about them. Raudeliuniene, Dzemdya and Kimpah (2014) suggested that the study of women's empowerment should be done on a case-by-case basis in different societies, at organizational and individual levels, and with different measurement instruments across different countries because no instrument will fit every organization, community, or nation. Another theory explains further the organizational level of member's empowerment in a collective group. Kanter (1977) developed the structural empowerment theory which proposed that the perceived level of empowerment is determined by the organization's structure and the ways in which power is distributed within it. This theory identifies four (4) factors of structural empowerment: access to information, access to resources, support from leaders and colleagues, and learning and growth opportunities which will be explained further in the next section. Access to these structural empowerments helps improve the overall effectiveness of organizational functioning and positive employee attitudes (Kanter, 1977, 1993; Sharma & Kaur, 2008). To support further Kanter (1977) claims that the internal capacity of any organization could be factors of empowerment and contribute to organizational performance, resource-based view (RBV) theory by Barney (1991) classified resources as physical capital, human capital and organizational and have been extended to include other resources such as financial capital, technological and reputational capital (Grant, 1991). Scholars in areas of big data predictive analysis explained organizational capability can be created by combining strategic resources such information sharing and human skills which if leveraged well enough can increase operational performance and competitive advantages (Srinivasan & Swink, 2018; Gunasekaran et al., 2016). On the contrary, Aydiner, Tatoglu, Bayraktar, Zaim, and Delen (2019) argued that organisations that fail to adequately respond to relevant external forces and environmental demand cannot reach the necessary degree of performance. Since the co-operatives' establishment were bounded by the Co-operative Societies Act 1993 and any laws existed in Malaysia, all co-operatives are to operate within the authority of the Malaysian government's laws and policies. Therefore, institutional theory by Meyer and Rowan (1970) which focuses on how organizations fit into, relate to, and were shaped by their local, regional, national, and international environment deemed fit the best to explain the involvement of government as exterior forces that shape the co-operatives operation. Institutional theory looks at the external factors that shape and constrain organizations or society. This includes laws, regulations, norms, and values that influence organizational behaviour and shape the broader sociocultural context in which organizations operate. Therefore, this study will integrate all four different perspectives to examine the relationship between structural empowerment and co-operatives performance under the mediating effect of government effectiveness (see Figure 1).

Co-operatives' Performance

Co-operatives have traditionally been seen as an economic entity with significant social duty to its members and society. As a result, its performance is measured in their success or failure to contribute to society. According to Ishak, Omar, Sum, Othman and Jaafar (2020), there are two (2) dimensions of performance in a business setting which are effectiveness and efficiency. Effectiveness determines how well a company achieves its goals (i.e., doing the right things), while efficiency is determined by a company's ability to use its resources to achieve its goals (i.e., doing the right things) (Mayo, 2011; Omar et al., 2022). While effectiveness focuses on the outcomes and impact of the cooperative's decisions and actions, efficiency involves evaluating the cooperative's ability to minimize wasted resources, reduce operating costs and improve productivity (Ishak et al., 2020). A co-operative is considered effective when it can efficiently allocate resources, implement strategic plans, and deliver quality products or services that meet the expectations of its members and the wider community (Ishak et al., 2020). On the other hand, a co-operative is considered efficient when it can deliver the expected output using the least number of resources, time, and effort (Safiyuddin, Wahab & Maamor, 2019).

Financial ratios, liquidity and profitability are often used by co-operatives to assess their performance because they are straightforward and can be computed using financial data included in financial statements (Ariffin & Zakaria, 2021; Hadzrami & Rasit, 2021). A study by Kenye & Kumar (2022) measures financial performance of co-operative bank in terms of owned funds, working fund, deposits, invetments, loans issued, growth in business, net worth, and capital to risk assets ratio. Sudheer (2020) did a comparative study on the performance of commercial and co-operative banks in India using financial performance indicator such as leverage ratio, cash inflow ratio, debt coverage ratio derived from primary data (annual reports) for the last five years. It was found that unlike commercial banks who profiting each year, although co-operative banks have net loss and zero investment activities, yet they have stable income and expenditure with less fluctuations. This study suggested that co-operative banks emphasize more on short-term loans while commercial banks emphasize more on long-term loans and therefore high profit generation. Uwaramutse, Towo and Machimu (2022) found that leverage, liquidity, the number of employees and the value of total assets and share capital are important factors to financial performance. In short, key factors affecting co-operative performance include financial ratios, liquidity, and profitability.

Huang, Zazale, Othman, Aris and Mohd Ariff (2015) suggested that co-operatives may also be assessed by their capacity to fulfil non-financial goals such as serving members' social needs and practising good governance. To achieve these performance, regular education and training program are essential (Azmi & Yacob, 2015). A study by Lajuni, Ali, Yacob and Tarip (2019) found that co-operative's performance, both financial and non-financial were influenced by the board members' finance and planning competency. They suggested that each member elected as a board member has a vital role to play in ensuring that their competencies are aligned with the aims of the co-operative. This includes providing them with the necessary resources, information, training, support, and opportunity to grow as all of these will enhance their competencies and capacities to run the co-operatives. In Malaysia, the INDEX 100 Best Co-operatives of Malaysia is provided by the Malaysia Co-operative Societies Commission (MCSC). A successful co-operative is on the list of the 100 Best Co-operatives in Malaysia if it attains satisfactory financial performance, business, management, and legal compliance by the MCSC standards and the criteria used by the International Co-operative Alliance (ICA) (Morshidi, Hilman & Yusoff, 2021). Additionally, the Malaysia Co-operative Societies Commission uses INDEX 100 as a method of performance measurement to recognise the best Malaysian co-operatives through an annual quantitative and qualitative evaluation process. Duguid (2016) argued that as non-financial performance is as important as financial performance when it comes to demonstrating co-operatives' specific value proposition. Although there are not standardized tools for measuring non-financial performance, there seemed to be an emphasis on the social component of sustainability such as members' participation, impact on environment and governance (Duguid, 2017). Hadiani, Ihsan, Surjowardojo and Nugroho (2022) found that co-operative partnership and farmer participation a significant effect on the co-operative performance in which measured in terms of quality improvement, environmentally friendly practice, adoption of science and technology, and sustainable community empowerment implementation. In conclusion, non-financial co-operative performance can be measured in terms of members' participation, good governance, board members' competency, quality improvement and maintaining sustainable practices which can be achieved through empowerment programs such as regular training and education programs.

The Performance of Women Co-operatives

In Malaysia, women's participation in co-operatives is still low compared to the total number of cooperatives. Table 1 shows the number and performance of women's co-operatives in Malaysia from 2018 to 2022. The number of members fluctuated slightly over the years, ranging between 243 and 256. The membership shares or subscriptions remained relatively stable with minor fluctuations between RM17.93 million and RM19.12 million over the years. Assets have increased steadily, from 60.62 in 2018 to 75.75 in 2022. Turnover has fluctuated over time, reaching a high of RM16.67 million in 2021 and a low of RM11.28 million in 2019. Even though there were more co-operatives founded were 256 in 2022, the turnover is considered lower than it was in 2021. This demonstrates that women's participation in co-operatives is still uninspiring, since the range of growth was only between 4 and 10 new co-operatives per year, and the turnover is only 4.5%, or less than RM17 million, as opposed to the average total co-operative turnover of RM40 billion per year. While the number of members and membership share/subscriptions have fluctuated without a clear linear pattern, the data overall reveals a upward general tendency in assets and turnover.

	Number	Membership	RM (Million)		
			Share/Subscriptions	Assets	Turnover
2018	247	19,049	18.33	60.62	12.51
2019	252	18,984	17.93	60.63	11.28
2020	243	27,071	18.36	75.55	12.18
2021	247	28,216	18.15	77.41	16.67
2022	256	29,455	19.12	75.75	13.53

Table 1. Performance of Women Co-operatives in Malaysia (Suruhanjaya Koperasi Malaysia, 2018-2023)

Structural Empowerment

Structural empowerment, as initially conceptualized by Kanter (1977), is a multifaceted framework that highlights the significance of organizational structures and resources in enhancing employees' abilities to make meaningful contributions to their work and the organization as a whole. This empowerment occurs when employees have access to four key dimensions: information, resources, learning and development opportunities, and support. These dimensions create a supportive environment in which employees can thrive and contribute effectively (Echebiri et al., 2020).

Access to Information

Access to information entails the privilege of accessing pertinent data and technical knowledge to facilitate efficient functioning within an organization (Kanter, 1993; Taibah & Ho, 2023). As mentioned by Laschinger (2012) and Kanter (1977, 1993), open communication systems are crucial for providing employees with the knowledge they need to understand their roles, responsibilities, and organizational goals. When employees have access to relevant and timely information, they can make informed decisions and take ownership of their work (Kagucia, 2023). This access to information not only fosters a sense of empowerment but also contributes to transparency and trust within the organization (Tyagi & Shah, 2018).

Access to Resources

Resources encompass materials, equipment, time, and financial support necessary for achieving organizational goals (Kanter, 1977). In cooperative environments, such as co-operatives, the availability of resources becomes even more critical. Access to these resources empowers employees to accomplish their personal and organizational objectives efficiently (Cayaban et al., 2022a). It is essential for organizations to ensure that employees have the tools and resources they need to excel in their roles, thereby contributing to their sense of empowerment (Ahandani, Shakibaei, Ashouri, 2023).

Access to Opportunities (Learning and Development)

Another vital dimension of structural empowerment is providing employees with opportunities for learning and development. As Kanter (1977) emphasized, these opportunities enable employees to enhance their skills and knowledge, which in turn promotes career advancement within the organization. When employees feel that they have access to training and developmental programs, they become more confident in their abilities, leading to increased self-efficacy and motivation (Aggarwal et al., 2022).

Access to Support

Support, which includes feedback and guidance from colleagues, subordinates, and supervisors, plays a pivotal role in structural empowerment (Kanter, 1993). When employees receive constructive feedback and guidance, they are more likely to develop their skills, make informed decisions, and feel empowered in their roles (Aggarwal et al., 2022). Supportive relationships within the organization contribute to a positive work environment, reducing burnout levels and increasing job satisfaction (Nwachukwu et al., n.d.).

Outcomes of Structural Empowerment

Previous findings in this area, as highlighted by Pedro, Koentjoro & Meiyanto (2020), Kim & Kim (2019), and Laschinger (2012), suggest that structural empowerment leads to a range of positive outcomes for both individuals and organizations. These outcomes include:

1. Increased Self-Efficacy
   Members who have access to information, resources, and support tend to have higher confidence in their abilities to accomplish tasks and overcome challenges.
2. High Motivation
   Empowered members are often more motivated to excel in their roles, as they feel a sense of ownership and responsibility for their work.
3. Increased Organizational Commitment
   Access to resources and opportunities for growth fosters a sense of loyalty and commitment to the organization.
4. Lowered Burnout Levels
   Supportive environments and access to resources can mitigate burnout, as members feel more equipped to handle the demands of their jobs.
5. Increased Autonomy
   Empowerment allows employees to take initiative and make decisions independently, leading to greater autonomy in their roles.
6. Decreased Occupational Stress
   When members are empowered, they can better manage stressors and challenges in the workplace.
7. Increased Job Satisfaction
   Empowered members tend to be more satisfied with their work, leading to improved overall well-being.

In summary, structural empowerment is a comprehensive framework that encompasses access to information, resources, learning and development opportunities, and support. It is a key driver of positive outcomes for both individuals and organizations. By fostering an environment that prioritizes these dimensions, organizations can empower their employees or members, leading to increased job satisfaction, motivation, and overall well-being, while also benefiting from enhanced productivity and commitment. Future research in this area should continue to explore the intricate mechanisms through which structural empowerment influences various aspects of organizational life.

Government Effectiveness

According to management literature, effectiveness includes the capacity to produce desired results despite resource constraints (Duho, Amankwa & Musah-Surugu, 2020). Recent literature defines government effectiveness as the government's ability to design and implement concrete policies effectively (Dubey, Bryde, Dwivedi, Graham, Foropon & Papadopoulus, 2023). Kaufmann, Kraay, and Zoido-Lobaton (1999) used survey-based data on the "perceptions of the quality of public service provision, the quality of the bureaucracy, the competence of civil servants, the independence of the civil service from political pressures, and the credibility of the government's commitment to policies" (Kaufmann et al., 1999, p. 8). The result of a highly effective government is high economic growth, foreign direct investment, social infrastructure, public investment, a quality procurement system, decreased corruption, and decreased infant mortality (Garcia-Sanchez, Cuadrado-Ballesteros & Frias-Aceituno, 2013). It was suggested that the government should outline a more detailed plan or develop various tools available to encourage private participation to achieve any objectives the policies introduced effectively (Taghipour, Akkalatham, Eaknarajindawat & Stefanakis (2022)). This includes promoting research, tax-incentives, and infrastructure to those supporting the policies (Taghipour et al., 2022). Markus (2016) argued that government should be more responsive to co-operatives by having excellent understanding of co-operative challenges before introducing any assistance programs as their ignorance would affect to the ineffectiveness of any programs launched. As co-operatives depend on external stakeholders such as government (Markus, 2016), this can be done by conducting focus groups interviews and town halls for co-operatives to get into what co-operatives really need at the moment. For this study, it will refer to the perceived government effectiveness in implementing co-operatives-related policies and entrepreneurship policies by the board members of the women co-operatives.

Structural Empowerment and Co-operative Performance

Aggarwal, Dhaliwal and Nobi (2018) found that structural empowerment has positive effect towards organizational commitment which confirmed Kanter's theory about the importance of structural factors in any organizations. In a study conducted by Mundia, Nkonde, Simui, and Imasiku (2022), they found that the poor performance of agriculture co-operatives was due to lack of trainings, lack of monitoring from their government, shortage of staff, lack of logistical support, and limited assistance of resources in the form of money. Omar, Ishak, Othman and Md. Sum (2022) suggested members' support, internal commitment and co-operation, legal obligation fulfilment, and maintaining good reputation with the responsible authority, team's integrity and management's determination towards their objectives to be the catalyst factors for co-operative performance while high-risk avoidance amongst co-operative board members, disagreement amongst board members, market competition and uncertainty of production were listed as the constraint factors for co-operative performance. On the other hand, Buthelezi (2020) suggested that members commitment, teamwork, technical skills are determinants of operational performance of co-operatives. Additionally, while Proenca, Torres and Sampaio (2016) found that structural empowerment results in higher levels of perceived customer satisfaction, Fragkos, Makrykosta and Frangos (2021) found that structural empowerment has a strong relationship with firm performance. In conclusion, strong empowerment results in better organizational performance.

Laschinger (2012) developed an instrument "Conditions of Work Effectiveness Questionnaire (CWEQ) I and II based on Kanter's theory to measure the level of empowerment each employee or member of an organization received. Past studies revealed that this questionnaire has been widely used in nursing (Agarwal, Daliwal & Nobi, 2018; Gholami, Saki, & Hossein Pour, 2019; Fath-Elbab, 2020; Cayaban, Valedz, Leocadio, Tuppal, Labrague, Maniago, & Francis, 2022), education (Ahadi & Suandi, 2014), and banking (Jaffery & Farooq, 2015) but rarely in the co-operative sector. Only one study used the instrument in a comparative study among urban and rural cooperatives in Indonesia, which found that despite urban cooperatives providing more empowerment support to their members as compared to rural cooperatives, the level of structural empowerment felt by the members in rural areas was higher than that of members in urban areas (Pedro, Koentjoro, & Meiyanto, 2020). These findings show that there is a lack of clarity due to the limited number of studies using the CEWQ-II in the context of co-operatives. This study addresses this gap by exploring different factors of empowerment among board members in women's co-operatives operating in different economic sectors in Malaysia and its relation to co-operative performance. The aim is to gain a better understanding of the process of empowerment facilitated by co-operatives and the mediating effect of government effectiveness on the relationship between structural empowerment and co-operative performance.

Based on the problems and gaps mentioned above, there are three (3) research questions of this study:
RQ1: Is there any relationship between structural empowerment and co-operative performance among women co-operatives in Malaysia?
RQ2: Does structural empowerment influence co-operatives performance among women co-operatives in Malaysia?
RQ3: Is there any relationship between structural empowerment and government effectiveness among women co-operatives in Malaysia?
RQ4: Does government effectiveness mediates the relationship between structural empowerment and co-operative performance among women co-operatives in Malaysia?

Based on the research questions, this study aims to achieve the following research objectives:

RO1: To investigate the relationship between structural empowerment and co-operative performance among women co-operatives in Malaysia.
RO2: To study the influence of structural empowerment and co-operative performance among women co-operatives in Malaysia.
RO3: To investigate the relationship between structural empowerment and government effectiveness among women co-operatives in Malaysia.
RO4: To study the mediating effect of government effectiveness on the relationship between structural empowerment and co-operative performance among women co-operatives in Malaysia.

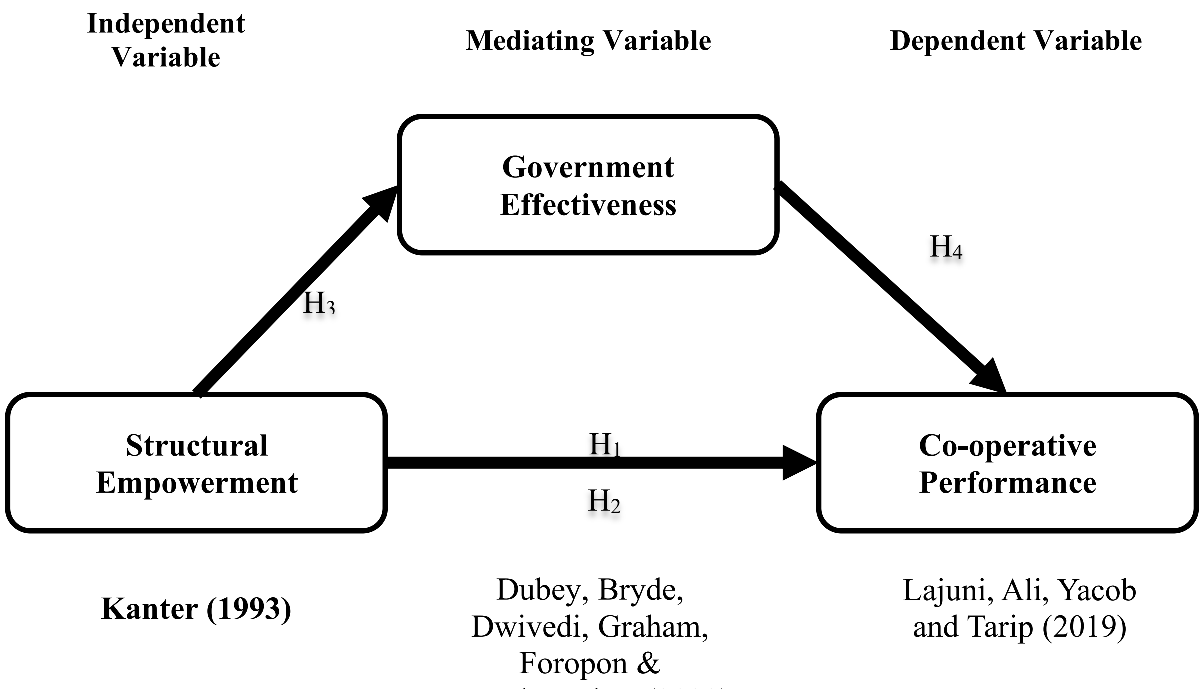

Figure 1: Conceptual Framework adapted from Kanter (1993), Dubey, Bryde, Dwivedi, Graham, Foropon & Papadopoulus, 2023, and Lajuni, Ali, Yacob and Tarip (2019)

From the framework illustrated in Figure 1, the independent variables were the factors of structural empowerment's concept adapted from Kanter (1993). These factors were access to information, access to opportunities and access to resources. Access to information represents the degree to which the board members of women co-operatives have access to relevant and timely information about their roles, responsibilities, and organizational goals. Access to opportunities signifies the presence of learning and development opportunities provided to board members within women co-operatives. It captures the extent to which employees have access to training and development programs, allowing them to enhance their capabilities and skills. Access to resources measures the availability of essential resources, such as materials, equipment, time, and financial support, necessary for co-operatives to achieve their organizational goals. The dependent variable is co-operative performance which reflect the performance and success of women co-operatives. It encompasses indicators such as members' satisfaction and member's competency which are adapted from Lajuni et al. (2019) in the context of women co-operatives. The mediating variable is government effectiveness which is adapted from Dubey et al. (2023) in the context of organizational performance. It represents the effectiveness of government policies, regulations, and support systems in facilitating or hindering the performance of co-operatives. Based on the literature reviews, the following hypotheses were developed:

H_1: There is a relationship between structural empowerment and co-operative performance among women co-operatives in Malaysia.
H_2: Structural empowerment influences the co-operative performance among women co-operatives in Malaysia.
H_3: There is a relationship between structural empowerment and government effectiveness among women co-operatives in Malaysia.
H_4: Government effectiveness has a mediation effect on the relationship between structural empowerment and co-operative performance among women co-operatives in Malaysia.

This framework is expected to contribute to the body of knowledge by confirming the relationship between structural empowerment and co-operative performance gathering insights specifically from the women co-operatives in Malaysia. Currently, although co-operative performance has been extensively studied by previous studies, the literature review on structural empowerment in the co-operative context has not been extensively researched. Structural empowerment was repeatedly proven to have positive effects on job satisfaction, employee motivation and employee performance but little was proven on its effect towards co-operative performance. This study will also help to address those gaps by examining the relationship between structural empowerment and co-operative performance and the mediating effect of government effectiveness towards the relationship. Understanding these relationships can offer valuable insight into how women co-operatives can enhance their performance by empowering their members and the role of government policies in facilitating or impeding their success. Ultimately, this research can inform strategies for co-operatives to thrive in diverse regulatory environments.

Methods

This study will embark on quantitative approach and correlational in nature. Data will be collected through questionnaire distribution. The questionnaire on Structural Empowerment would be adapted from Laschinger (2012), Government Effectiveness would be from Dubey et al., (2023), and Co-operative Performance would be from Lajuni et al., (2019). A 7-point Likert scale indicating "strongly disagree" (1) to "strongly agree" (7) is used as the measurement of all variables. The population of this study will be the board members of the 256 women co-operatives in Malaysia. For each co-operative, the researchers will ask the chairperson to choose 7 board members (actively involved in co-operative's management activities) and the co-operative's managers could also be selected as respondents for this study. The minimum sample suggestion will be done through G-Power analysis software. Statistical Package for the Social Sciences Version 27 and Smart Partial Least Square Version 4 for Windows will be used as primary tools for data analyses. The analyses include descriptive analysis, factor analysis, correlation analysis, standard regression analysis, and hierarchical multiple regression analysis.

Conclusion

In conclusion, this research examines the factors of structural empowerment and cooperative performance among women's cooperatives in Malaysia. It serves as a bridge, integrating women's empowerment theory, structural empowerment theory, resource-based view theory, and institutional theory, offering practical insights into the challenges and opportunities that women's cooperatives will face in the real world. Our investigation acts as a bridge, connecting various theoretical perspectives and offering valuable practical insights. It not only contributes to scholarly discourse but also furnishes practical insights into how cooperatives can serve as potent tools for advancing women's economic empowerment. A central focus of this research is to uncover the intricate dynamics of empowerment efforts undertaken by cooperatives and their impact on the lives of their members in Malaysia. We explore how these efforts will result in enhanced income levels and greater control over life choices for women involved. Additionally, we gauge the perceived effectiveness of government policies and initiatives as perceived by our respondents, shedding light on the satisfaction levels of women cooperative board members regarding the government's role in their empowerment journey. In practical terms, the findings of this study unveil the formidable challenges women will face when seeking access to economic resources, opportunities, and decision-making power. Importantly, it underscores the pressing need for creating an enabling environment that fosters women's empowerment. Co-operatives, as we demonstrate, occupy a pivotal position in this endeavour, facilitating access to resources, networking opportunities, and knowledge sharing for women. Furthermore, our research underscores the paramount significance of gender equality in the context of sustainable development. By elucidating how cooperatives can act as catalysts for gender parity and empowerment, we emphasize the pivotal role that women's participation will play in the broader spectrum of sustainable development. In essence, this study resonates beyond academia; it resonates with the very fabric of women's co-operatives in Malaysia and their aspirations for a more equitable and empowered future. By shining a light on the practical challenges, they will face and the potential solutions that cooperatives can offer, we pave the way for actionable steps towards a brighter, more inclusive, and sustainable future.

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ID0059 – ENHANCING ENGLISH LANGUAGE TEACHING AND LEARNING IN STEM EDUCATION USING BLENDED LEARNING STRATEGIES

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Mazira binti Mohd Zain[1*], Norwati Roslim[2], Anealka Aziz Hussin[3]

[1]*Open University Malaysia, 47301 Kelana Jaya, Selangor, Malaysia*
[2]*Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia*
[3]*Universiti Teknologi MARA (UiTM), 40450 Shah Alam, Selangor, Malaysia*

[*]*Corresponding author: maziramz72@gmail.com*

Abstract

Blended learning strategies have been said to be effective for the teaching and learning of English language. The study has been done at SMK Putrajaya Presint 16(1), Putrajaya, Malaysia. It is located at Presint 16, Putrajaya. The total of the students was 1,256 students. It is a morning session only. The school has been recognized and selected among 32 schools in Malaysia as Science, Technology, Engineering and Mathematics (STEM) school since 2022. The purpose of the study is to evaluate the effect of using blended learning strategies in enhancing teaching and learning of integrated language skills in English in STEM Education. The samples involved 35 of form 1 students from Dual Language'Programme (DLP) class. Majority of them are having a good English proficiency background since primary school by referring to their level of proficiency, band 5 and 6 in English based on Final Exam or *Ujian Akhir Sesi Akademik (UASA)*. Even though it should not be a problem for all DLP classes but they still need a support and motivation in terms of strategies and techniques to develop their four main skills in English, Speaking, Listening, reading and writing. There were gaps in the study which it was identified in their proficiency test early of the year before they were started as DLP students. It was found only 14 students (40%) only achieved level of proficiency as DLP students. Research Objectives (RQ) are RQ 1:What are the blended learning strategies implemented in English lesson for the learners in the ESL classroom in enhancing teaching and learning in STEM Education? RQ2: What is the student's perception regarding blended learning strategies in teaching and learning English in ESL classrooms in enhancing teaching and learning in STEM Education? The methodology used in the study was blended learning strategies.in Enhancing English Language teaching and learning in STEM Education on the four integrated skills of English Language. The results revealed that blended learning strategies is among the best strategy to enhance student's performance in four integrated skills; listening, speaking, reading and writing. In the discussion it was stated the suggested that using blended learning strategies as one of the 21st-century skills needs to be taken seriously in the teaching and learning of English language. As a conclusion, blended learning strategies must be highlighted among the best strategy to be applied in teaching and learning especially in STEM Education.

Keywords: *Blended learning, blended learning strategies, STEM education, English language skills*

Introduction

The rapid global technological progression has contributed to increasing the utilization of English as the language of communication on the Internet (Mohammed, 2018). At a time when modern technology appears to monopolize people's time, whether it is being utilized for shopping, leisure, or work, it is vital to recognize the opportunities that it presents for those learning the English language. Blended Learning improves learners' active learning strategies, multi-technology learning processes, and learner-centered learning experiences (Feng. X., Wang, R., and Wu,Y., 2018; Han and Ellis, 2021; Liu, 2021). Furthermore, students are increasingly requesting BL courses due to the inability to on-campus attendance (Brown Davis, N., Sotardi, V., and Vidal, W., 2018). In addition, researchers have examined the positive effects of BL on engaging students, improving their academic performance and raising student satisfaction (Alducin-Ochoa and Vázquez-Martínez, 2016; Manwaring K. C., Larsen, R., Graham, C. R., Henrie, C. R., and Halverson, L. R., 2017. The use of electronic educational technology allows for adjusting learning programs and courses to individual learners' needs, wants, and capabilities, which positively affects their performance and academic achievement. In the last few decades, blended learning has become a significant educational trend. Research on blended learning is relatively new and is linked with other educational fields such as English teaching methodology, educational technology, computer-assisted language learning (CALL), and distance education (Picciano, Dziuban & Graham, 2013). Blended learning has been defined to differentiate between this teaching and learning mode and traditional or online learning. To illustrate, Bonk and Graham (2012) defined blended learning as the combination of traditional face-to-face instruction with computer-assisted instruction. In another definition, Garrison and Vaughan (2008) indicated that blended learning was developed from the strengths of face-to-face and distance learning. It combines both types of learning as traditional classroom lectures and online learning are used in the teaching and learning process.

When describing blended learning, Neumeier (2005) stated that "the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives." (p. 164). Significantly, blended learning can be used instead of traditional or online learning because it promotes a stronger sense of engagement and community than traditional face-to-face or fully online teaching and learning methods (Tayebinik & Puteh, 2013). In other words, blended learning allows for more learning opportunities that motivate students to participate in and outside of the class settings Senffner and Kepler (2015) pointed out that blended learning is a flexible, scalable, and meaningful way of teaching and learning. That is, the online component of blended learning allows students to learn anytime in anywhere they prefer without being limited to groups or partners. According to Riel, Lawless, and Brown (2016), "Blended learning environments provide students with online and face-to-face places to meet, collaborate, and work on meaningful projects. Each of these spaces has particular benefits to successful learning" (p. 189). Rhem (2012) mentioned that one of the unique characteristics of blended learning is that it allows teachers to provide classroom activities in two different settings: in person and online. In addition, Zhang and Zhu (2018) noted that finding a suitable environment for all students is a difficult task, but the blended learning approach facilitates an "accessible, flexible, active, interactive, encouraging, and inspiring" teaching and learning environment (p. 268). In the language teaching and learning context, Neumeier (2005) provided a framework for designing a blended learning environment. This framework consists of six parameters that identify the key factors in designing a blended learning environment for language learning and teaching. These parameters are: (1) mode, (2) model of integration, (3) distribution of learning content and objectives, (4) language teaching methods, (5) involvement of learning subjects, and (6) location. Each one of these parameters is significant for language teachers to determine whether to integrate blended learning into their teaching practices. The appropriate use of a mix of theories, methods and technologies to optimise learning in a given context, Cronje, J. C., (2020).

The study has been done at SMK Putrajaya Presint 16(1), Putrajaya, Malaysia. It is located at Presint 16, Putrajaya. The total of the students was 1,256 students. It is a morning session only. The school has been recognized and selected among 32 schools in Malaysia as Science, Technology, Engineering and Mathematics (STEM) school since 2021. The purpose of the study is to evaluate the effect of using blended learning strategies in enhancing teaching and learning of integrated language skills in English in STEM Education. The samples involved 35 of form 1 students from Dual Language Programme (DLP) class. Majority of them are having a good English proficiency background since primary school by referring to their level of proficiency, band 5 and 6 in English based on Final Exam or *Ujian Akhir Sesi Akademik (UASA)*. The results found that majority of the students did not achieve the level of proficiency as required. There were only five of them managed to achieve A (85-100%), nine students got B (70-84%), ten students managed to get C (60-74%), seven of them got D (50-59%), three of them got E (40-49%) and one was failed (0-39%). The results based on their reading and writing skills tests. It was almost the same results to Speaking and listening skills tests, which majority of them,65% still in the average achievement in their proficiency level of English Language. Even though it should not be a problem for all DLP classes but they still need a support and motivation in terms of strategies and techniques to develop their four main skills in English, Speaking, Listening, reading and writing. All of the classes are having SMARTBOARD TV Imago to support their teaching and learning. There were gaps in the study which it was identified in their proficiency test early of the year before they were started as DLP students.

The results are based on four integrated skills involved as stated above. This study is very significant to curriculum planners, teachers and students. Firstly, curriculum planners would benefit from this study as they would be able to determine the contents of the English language syllabus for STEM schools in Malaysia. They would be able to consider pedagogical approaches need to be introduced and retained in schools. They can further check whether the present curriculum is at a level appropriate to the needs of STEM Malaysian students with respect to blended learning strategies specifically, this study would provide teachers with additional knowledge on the blended learning strategies with regard to the teaching of integrated skills and thirdly, this study would be beneficial for DLP students. Students will make significant gains in their development irrespective of their background. Students will study in conducive learning environments and feel stretched and nurtured by their school experience. STEM programs encourage and support students to become critical thinkers, problem solvers and creative individuals. These and various other benefits of the STEM programs are well documented by the studies of several researchers (Baber, 2015; Basile & Lopez, 2015; Daugherty, 2013; Gough, 2015; McNally, 2012; Riegle-Crumb & King, 2010). Blended learning, as an instructional methodology, is also becoming an interest to a number of researchers (Bidarra & Russman, 2015; Brown, 2012; Owens, 2009; Sanders, 2009). STEM education is based heavily upon hands-on learning or experiential learning. Furthermore, the current trends towards blended learning and their impact on STEM education and achievement need to be investigated more. The Experiential Learning Theory (ELT) of Kolb (1984) describes a series of learning steps that take place when students are engaged with hands-on learning experiences, such as those in STEM programs. Kolb's ELT is viewed as the backbone of STEM learning (Brown, 2012; Sanders, 2009). It is necessary to investigate the impact blended learning may have on STEM achievement, with some portion of instructional time being given to experiential learning.

The findings of this study on enhancing English Language Teaching and Learning in STEM Education Using Blended Learning Strategies will eventually serve as a source of information to curriculum planners, teachers and students. The study was conducted a year to see the effectiveness of using blended learning strategies in teaching and learning four integrated skills involved based on their performance during the classroom assessment, formative and summative assessment which will be compared on their achievements.

RQ 1: What are the blended learning strategies implemented in English lesson for the learners in the ESL classroom in enhancing teaching and learning in STEM Education?
RQ2: What is the student's perception regarding blended learning strategies in teaching and learning English in ESL classrooms in enhancing teaching and learning in STEM Education?
H0: All strategies (class overview, Learning objectives, assessments, class activities, class resources, and technology support) contribute to BL model
H1: There is an association between BL strategies and student's performance.

Methods

The study adopted a mixed-method research design, allowing the researcher to collect and analyse quantitative and qualitative data within the same research. The study used the focused group-interview method and Pre-test and Post-Test assessment. The focused-group interview method was used to determine the perception of the STEM school students regarding the blended learning strategies used to teach English with integrated skills in the classroom. The focus group interview was used because it allowed the researcher to collect in-depth information about how students perceived the learning of four skills using the blended learning strategies suggested by the researcher. A t-test was used to compare the mean difference in the student's performance in their assessment, Classroom assessment (PBD), UASA and quizzes from blended learning strategies activities. The methodology used in the study were Group work presentations by using Padlet and Canva or Powerpoint presentation and Quizzes by using Quizzy or Kahoot for individual work.

Result and Discussion

To answer Research Question (i) What are the blended learning strategies implemented in English lessons for the learners in the ESL classroom in enhancing teaching and learning in STEM Education? The information on the approach used by the class teachers is gathered from the observation of the researcher with the help of the teachers teaching the classes. The Kurikulum Standard Sekolah Menengah (KSSM) or the Standards-Based Curriculum for Secondary Schools for English Language in Form 2 has outlined the English Language Curriculum Framework for secondary school, which has the content and learning standards to be used as a reference by English Language teachers. It is required to be taught to students. These Module Content and Learning Standards will be a guideline to every teacher to understand that content standards and learning standards will be achieved by the students based on the descriptors given in the Common European Framework of Reference for Languages (CEFR). It is presented in the Form 2 textbook, Pulse 2 (2017) prescribed by the Ministry of Education. The blended learning materials were prepared according to the KSSM and the prescribed textbook for Form 2. The teaching of vocabulary was analyzed in the skills of listening, reading, and writing components presented in each unit of the Frog VLE. Hence, the student's performance was analyzed based on the English Language Curriculum Framework for secondary and CEFR, a structured overview of all CEFR. scales.

Table 1: Performance PPT and PAT

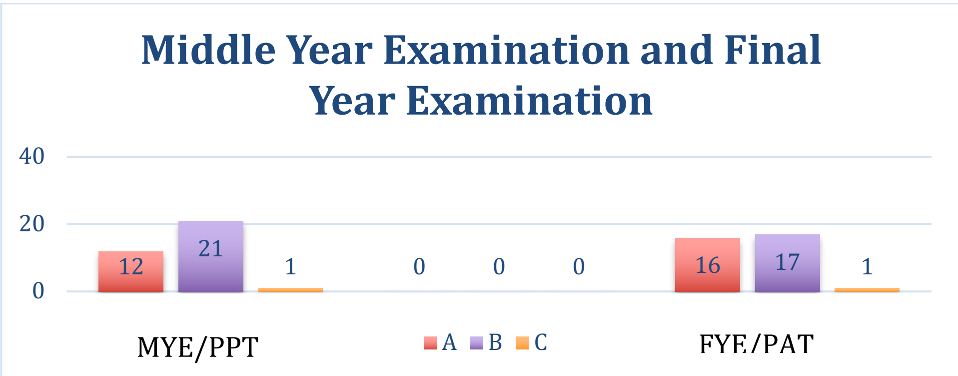

Table 1 shows students' performance during Middle Year examination (PPT) and Final Year Examination (PAT or UASA). Based on the results, it has shown an improvement in students' performance in their results. During the PPT, there were 12 students who got an A compared to 16 students managed to get A during PAT, It is almost the same with grade B, there were 21 students who got B compared to 17 students during PAT, it keeps decreasing because the quality of the students were improved.

Table 2: Classroom Assessment in October

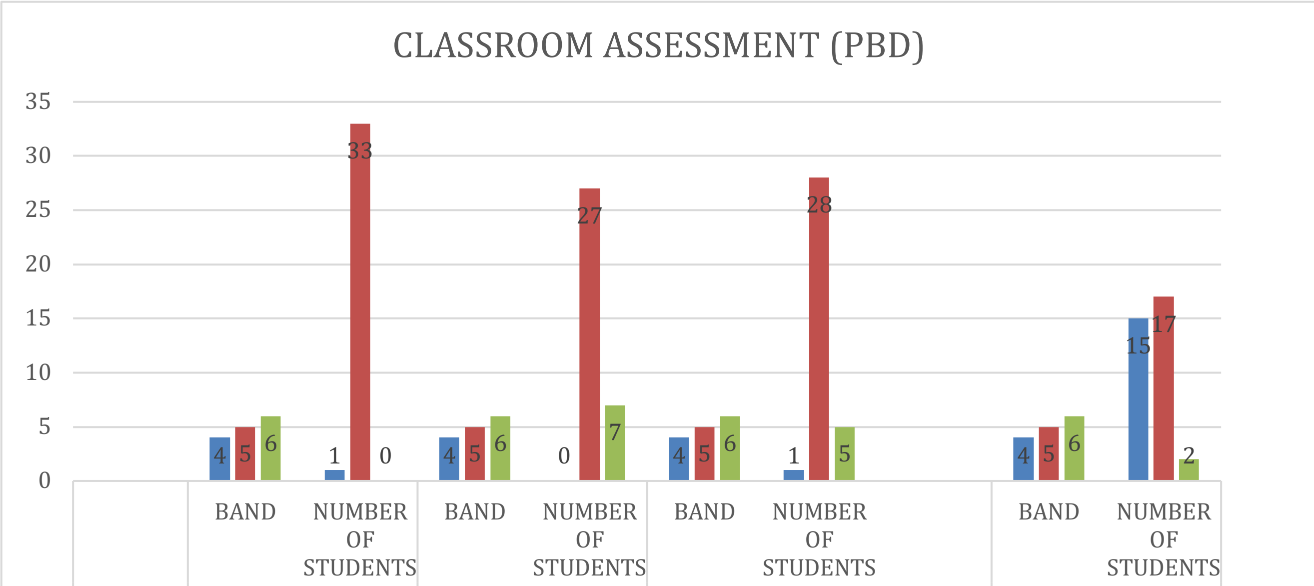

Table 2 shows students' performance in October. Classroom assessment was recorded during the activities by using blended learning strategies. Speaking skill shows one of them managed to get band 4, 33 of the students band 5 and nobody managed to get band 6. Whilst, listening skills, 27 of them band 5 and 7 of them band 6, reading skills, one of them managed to get band 4, 28 of them bans 5 and 5 of them band 6 and writing skills, 4 of them managed to get band 4, It has shown the majority of the students put an afford to improve themselves in four integrated skills in English lesson aligned with CEFR.

Table 3: Classroom Assessment in November

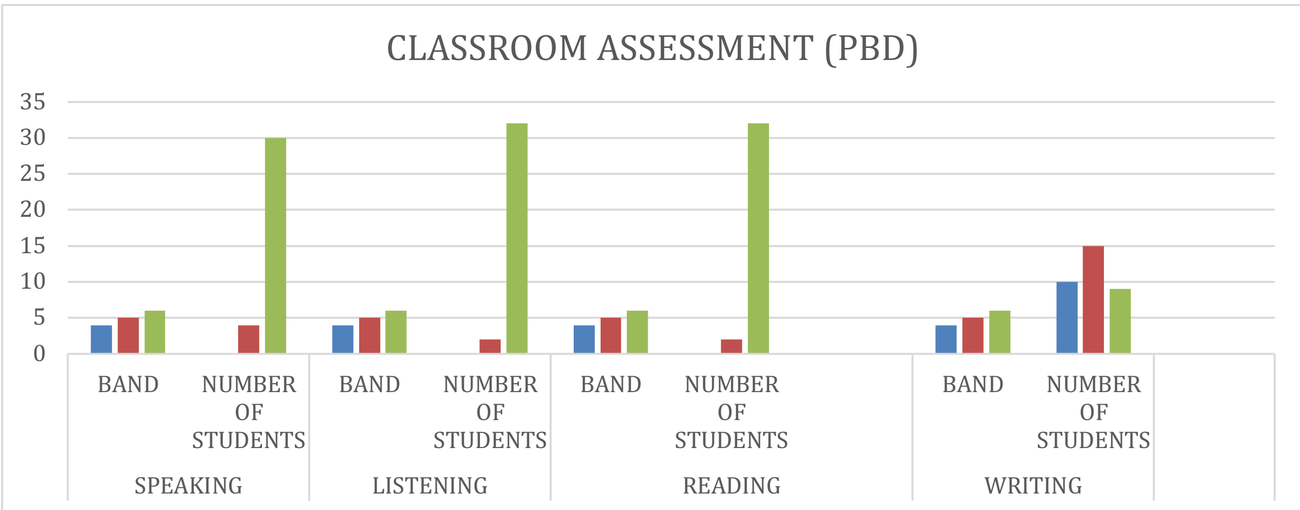

Table 3 shows classroom Assessment (PBD) achieved by the students from DLP Class in November. All of the integrated skills (Speaking, Listening, reading and writing) have shown a good improvement compared to October performance achievement in every skill (Speaking, Listening Reading & Writing), in speaking skill 4 of the students managed to get band 4 and 30 of them managed to get band 6. Whilst, in listening and reading skills, they managed to get band 5, only 2 of them and 32 of them managed to get band 6. However, in writing skills, one of them managed to get band 4 are 10 of them, 15 of them managed to get band 5 and 9 of them managed to get band 6. It is a very impressive performance after the researcher applied blended learning strategies in enhancing the teaching and learning approach instead of having a variety of activities for them to have fun learning activities. The result can be compared to their achievement in October.

To answer RQ (ii) What is the student's perception regarding blended learning strategies in teaching and learning English in ESL classrooms in enhancing teaching and learning in STEM Education? This is based on group's interview, they have given a positive feedback regarding the activities that have been done during English lesson. They did mention, *It's so fun and interesting. I enjoyed with all the activities prepared and it is not enough time to do all of the activities but I have shared a lot with my friends. The activities boost my confident level to do other activities*. Only 5 questions were asked to them. There are 98% showed a good attitude and positive feedback regarding the use of blended learning activities in the classroom to enhance teaching and learning more effective.

Conclusion

BL is a combination of face-to-face interactions and online learning, where the teacher manages students in a technological learning environment. BL courses are widely used and accepted by teachers, educators, students, and universities. However, the validity of BL remains controversial. The lack of an accurate BL strategies was considered as one of the big concerns. The study developed BL strategies to enhance English Language Teaching and Learning in STEM education. BL strategies were focusing on four integrated skills like Speaking, listening, reading and writing based on CEFR scales as a guideline in teaching and learning in the classroom. BL strategies used were audio visual for listening skill, powerpoint/canva for presentation (speaking, reading and writing skills), padlet for reading and writing skills, quizzes/kahoot for speaking and writing skills. Later, related literature indicated the importance of adding technology and resources as essential components. BL strategies have given a good opportunity to the students to improve their performance in four integrated skills, Speaking, Listening, Reading and Writing skills. Instead of their performance, the research questions underlying this contribution address the factor to be taken into account when developing this intervention. How do stakeholders experienced the current curriculum, ecosystem and project-based learning framework/ What thoughts and expectations do stakeholders have for ICT education over the next few years focus on STEM Education. Hence, It is also hoped there are lots of strategies that will be applied to enhance students' motivation, boost their confidence level and embrace their creativity and innovation to enhance STEM Education.

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ID0061 – PERSEPSI PELAJAR UiTM ZON SELATAN TERHADAP LATAR BUDAYA BERBEZA YANG DIBAWA OLEH *INFLUENCER* (PEMPENGARUH DAKWAH)

Suhaila Sharil[1*], Prof Madya Dr. Hj Muhammad Hakimi Tew Abdullah[2], Ahmad Faiz Hj Ahmad Ubaidah[3]
Wan Ahsani Fadhilah Binti Wan Mahmud Khairi[4]

[1]*Akademi Pengajian Islam Kontemporari, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau 71300 Rembau, Negeri Sembilan, Malaysia*
[2]*Fakulti Komunikasi dan Pengajian Media, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau 71300 Rembau, Negeri Sembilan, Malaysia*
[3]*Akademi Pengajian Islam Kontemporari, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Seremban, 70300 Seremban, Negeri Sembilan, Malaysia*
[4]*Tutor Islamic Studies, No 24C, Block 3 Chestwood Court, Tin Shui Wai, 00000 Hong Kong*

[*]*Corresponding author: suhaila.sharil@uitm.edu.my*

Abstrak

Komunikasi dan dakwah merupakan dua medium yang penting bagi semua umat manusia dalam setiap lapangan kehidupan. Selari dengan peredaran zaman dan keadaan masyarakat pada masa kini, perkembangan dakwah menuntut kepada pendekatan penyampaian yang pelbagai. Penyampaian dakwah tidak lagi terikat dengan cara berceramah atau bersandarkan kepada pendekatan lama semata - mata bahkan perlu kepada pendekatan kontemporari yang dapat memenuhi keinginan sasaran dakwah. Justeru itu, objektif kajian ini adalah untuk mengenalpasti persepsi pelajar UiTM Zon Selatan terhadap latar budaya berbeza yang dibawa oleh pempengaruh dakwah. Kajian ini juga memfokuskan kepada pelajar UiTM yang mengambil kursus CTU271 (Islam dan Komunikasi) di Melaka, Negeri Sembilan dan Johor. Metodologi kajian adalah menggunakan pendekatan kuantitatif dan data dianalisa secara descriptif dengan menggunakan perisian SPSS. Seramai 125 sampel telah terlibat dalam kajian ini. Hasil kajian yang diperoleh jelas menunjukkan bahawa pempengaruh dakwah terhadap pelajar berada pada tahap yang sangat besar bukan sahaja dalam mempengaruhi dari sudut sahsiah malahan turut mempengaruhi para pelajar dalam membuat keputusan.

Kata kunci: *Persepsi, pelajar, latar budaya, influencer*

Pendahuluan

Pada zaman moden ini kemunculan program-program realiti berkonsepkan agama Islam di televisyen telah menyebabkan para pendakwah "tumbuh bagaikan cendawan selepas hujan". Di Malaysia sendiri terdapat banyak pendakwah-pendakwah muda keluaran dari rancangan-rancangan seperti Imam Muda hasil kerjasama antara Astro Oasis dan Jabatan Agama Islam Wilayah Persekutuan (JAWI), Da'i Pendakwah Nusantara terbitan TV3, Pencetus Ummah dan Ustazah Pilihan terbitan Astro serta Solehah terbitan TV al-Hijrah. Tujuan program-program ini adalah untuk melahirkan para pendakwah muda dan belia yang mempunyai perwatakan yang menarik, kreatif, pandai bercakap, berkarisma dan pengetahuan ilmu yang meluas. Hasilnya banyak personaliti keagamaan yang berkarisma dilahirkan dan menjadi ikutan masyarakat. Kesannya berlaku gelombang kemunculan golongan pendakwah-pendakwah muda dan sektor dakwah mula mendapat permintaan yang tinggi. Oleh yang demikian ia memberi kesan langsung terhadap perkembangan agama Islam di kalangan masyarakat umum. Daya tarikan daripada pendakwah-pendakwah ini ditambah dengan kemahiran mereka menggunakan saluran media-media sosial sebagai medium panyampai adalah suatu kelebihan yang tidak dapat dinafikan berbanding pendekatan pendakwah lama. Program ini ternyata berjaya menarik minat masyarakat dan melahirkan ramai pendakwah muda yang berkaliber dan popular seperti Imam Muda Asyraf, Imam muda Azhar, Da'i Ammar, PU Hafiz dan sebagainya (Aisyah, Ahmad Sabri & Fairuzah, 2023).

Menurut laporan Digital Berita Harian (2023) purata pengguna internet di Malaysia berusia antara 16 hingga 64 tahun, menghabiskan masa selama dua jam 47 minit menggunakan media sosial setiap hari, lebih tinggi berbanding purata global iaitu dua jam 31 minit. Laporan tahunan yang dikeluarkan oleh Meltwater, pemimpin global dalam maklumat media dan sosial serta We Are Social, sebuah agensi kreatif sosial itu mendapati, pengguna Internet di Malaysia secara purata menggunakan tujuh media sosial dan majoriti atau 58.7 peratus menggunakannya untuk mendapatkan maklumat mengenai jenama (Berita Harian 2023). Antara penemuan penting lain laporan yang mengkaji trend media sosial dan digital di seluruh dunia itu adalah, 40.9 pengguna internet di Malaysia menggunakan laman web atau aplikasi perbankan, pelaburan dan insurans setiap bulan, mengatasi penanda aras global pada 27.7 peratus manakala 94.7 peratus pengguna internet di Malaysia menonton kandungan televisyen melalui perkhidmatan penstriman (seperti Netflix) setiap bulan berbanding penanda aras global 90.9 peratus.

Pelbagai latar hidup telah masuk ke negara kita dan setiap latar hidup tersebut akan memberi persepsi yang berbeza begitu juga dengan persepsi pelajar terhadap latar budaya berbeza yang dibawa oleh pempengaruh dakwah. Ini kerana setiap persepsi pelajar tersebut juga boleh dipengaruhi oleh beberapa faktor yang dapat mengubah jati diri mereka. Menurut Alin Bazilah, Nur Atikah & Jamilah (2019) pempengaruh dakwah adalah orang yang mempunyai status yang tinggi, mempunyai ramai pengikut, dan berperanan penting dalam masyarakat. Selain itu menurut Nursyamimi dan Nurul Jamilah (2017) menyatakan dalam kajiannya bahawa setiap orang boleh menjadi terkenal dalam masa 15 minit melalui media sosial kerana ia terbukti apabila wujud satu kelompok individu berpengaruh atau lebih dikenali sebagai pempengaruh dakwah yang menggunakan segala kelebihan untuk mengenali siapa sasaran mereka melalui akaun laman media sosial bagi mengekalkan pengikut (followers) agar kekal relevan di dalam industri (Liyana, Mohd Azul, Mohd Nur Shahizan 2021).

Golongan pempengaruh dakwah lahir dalam pelbagai bidang yang berbeza contohnya bidang lakonan, nyanyian, perniagaan, sukan, masakan dan pelbagai lagi. Golongan ini sememangnya mempunyai daya pengaruh dan tarikannya tersendiri dan tidak lagi bergantung pada media arus perdana semata-mata. Platform laman sosial sememangnya cukup besar untuk dimanfaatkan oleh golongan ini untuk membina dan meraih populariti mereka tersendiri . Paparan gaya hidup pempengaruh dakwah di laman sosial dilihat semakin memberi pengaruh yang besar kepada masyarakat khususnya belia sehingga pempengaruh dakwah dikategorikan sebagai *Opinion Leader* atau pemimpin pendapat kerana mereka mempunyai pengaruh tertentu kepada peminat dan pengikut mereka (Mustaqim, Maizatul 2017). Sememangnya peranan media yang luas tidak kira sama ada media arus perdana mahupun alternatif memberikan kesan yang besar kepada masyarakat dan pengaruh ini dilihat semakin menonjol dengan adanya media sosial yang membolehkan interaksi antara pempengaruh dakwah dengan masyarakat melalui akses akaun media sosial masing-masing (Rizky, Fuziah 2011). Akibatnya, dengan kehadiran media baharu terutamanya media sosial melalui rangkaian internet telah memberi perubahan yang ketara kepada nilai-nilai masyarakat seperti aspek moral, akhlak, adab dan perilaku dalam sesebuah masyarakat khususnya masyarakat Malaysia sehingga menyebabkan pelajar mudah dipengaruhi oleh persekitaran mereka yang selalu dikelilingi oleh isu laman media sosial (Chew, Shahlan 2021). Situasi ini mengakibatkan golongan belia mengikuti percakapan serta kelakuan pengguna di laman media sosial terutamanya pempengaruh dakwah. Pemaparan pempengaruh dakwah di laman sosial kebanyakannya menonjolkan imej yang berbentuk publisiti dan glamor seperti bergaya dengan pakaian dan aksesori berjenama.

Impaknya, persepsi pelajar terhadap latar hidup berbeza yang dibawa oleh pempengaruh dakwah berbeza-beza bergantung kepada beberapa faktor, termasuk personaliti dan pandangan individu, pengalaman hidup, serta pengaruh media dan budaya popular masa kini (Felicia, Chandra, Chen Lu, Graciela 2021). Justeru, tujuan kajian ini dikemukakan adalah untuk mengenalpasti persepsi pelajar UiTM Zon Selatan terhadap latar budaya berbeza yang dibawa oleh pempengaruh dakwah

Metodologi

Pengkhususan Kajian

Metodologi kajian adalah menggunakan pendekatan kuantitatif melalui kaedah borang soal selidik secara dalam talian dan data dianalisa secara descriptif dengan menggunakan perisian SPSS. Sebelum mengedar soal selidik, penyelidik telah melakukan kajian rintis terhadap 46 orang responden dengan nilai Crobach Alpha 0.83. Seramai 125 sampel terdiri daripada pelajar UiTM Zon Selatan yang mengambil kod subjek Islam dan Komunikasi (CTU271) telah dipilih untuk menjawab soal selidik secara dalam talian di mana mereka terdiri daripada 60 orang pelajar Universiti Teknologi MARA (UiTM) Cawangan Melaka Kampus Alor Gajah, 47 orang pelajar Universiti Teknologi MARA (UiTM) Cawangan Negeri Sembilan Kampus Rembau dan 18 orang pelajar daripada Universiti Teknologi MARA Cawangan Johor Kampus Segamat. Selain itu, makalah bercetak turut digunakan untuk mendapatkan hasil dari bahan bercetak seperti jurnal, artikel dan kertas kerja. Item-item soalan dibina berdasarkan kajian literatur yang dikumpul hasil daripada rujukan- rujukan bersifat primer dan sekunder. Item tersebut dianalisis menggunakan skala likert pengukuran tahap kekerapan seperti jadual di bawah:

Jadual 1: Skala Pengukuran Tahap Kekerapan

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

Sumber: Ahmad Sunawari 2014

Skala pengukuran skor min dirujuk berdasarkan interpretasi skor min bagi Skala Likert bagi jadual di bawah

Jadual 2: Tahap kecenderungan skor min

Skor min	**Skala**
1.00-2.33	Rendah
2.34-3.67	Sederhana
3.68-5.00	Tinggi

Sumber: Ahmad Sunawari 2014

Dapatan Kajian

Dapatan kajian Bahagian A menunjukkan seramai 125 responden telah menjawab soal selidik ini di mana 70% (n=88) adalah pelajar perempuan manakala 30% (n=37) adalah pelajar lelaki. Semua responden ini mempunyai 7 program yang terdiri daripada 21%(n=26) responden program N5MC1103B, 17% (n=21) responden program N5MC1103A, 16% (n=20) responden program MLG1203A, 14% (n=18) responden program JLG1203A, 11% (n=14) responden masing-masing dari

MMC1103A dan MMC1103B serta 10% (n=12) responden adalah dari MMC1113A. Menerusi jumlah tersebut 70% (n=87) daripada responden adalah daripada Fakulti Komunikasi dan Pengajian Media manakala 30% (n=38) lagi daripada Akademi Pengajian Bahasa. Sebanyak 48% (n=60) responden daripada UiTM Cawangan Negeri Melaka Kampus Alor Gajah, 38% (n=47) responden daripada UiTM Cawangan Negeri Sembilan Kampus Rembau dan 14% (n=18) repsonden adalah daripada UiTM Cawangan Johor Kampus Segamat. Ini menunjukkan responden yang paling ramai adalah dalam kalangan pelajar perempuan dan kebanyakannya adalah daripada Fakulti Komunikasi dan Pengajian Media. Berikut adalah jadual demografi responden;

Jadual 3: Demografi Responden

ITEM: Demografi Responden	kekerapan	Peratus %
Jantina		
Lelaki	37	30
Perempuan	88	70
Program		
MMC1103A	14	11
MMC1103B	14	11
MMC1113A	12	10
MLG1203A	20	16
JLG1203A	18	14
N5MC1103A	21	17
N5MC1103B	26	21
Fakulti		
Komunikasi dan Pengajian Media	87	70
Akademi Pengajian Bahasa	38	30
UiTM Cawangan		
Melaka	60	48
Negeri Sembilan	47	38
Johor	18	14

Sumber: Soal selidik 2023

Selain itu, dapatan kajian bahagian B menunjukkan persepsi pelajar UiTM Zon Selatan terhadap latar hidup berbeza yang dibawa oleh pempengaruh dakwah. Hasil kajian mendapati terdapat 2 item yang mempunyai nilai min tertinggi 4.62 iaitu pempengaruh dakwah terhadap pelajar berada pada tahap yang sangat besar bukan sahaja dalam mempengaruhi dari sudut sahsiah malahan turut mempengaruhi para pelajar dalam membuat keputusan. Dapatan kajian ini disokong oleh kajian Aisyah, Ahmad Sabri dan Fairuzah (2023) yang menunjukkan bahawa pendekatan secara santai yang dibawa oleh pendakwah tidak memaksa akan tetapi mendorong masyarakat untuk meninggalkan ajaran animisme dan agama Hindu-Budha yang mendominasi kepercayaan masyarakat Melayu hingga hasilnya personaliti yang baik menjadi ikutan akhlak kepada masyarakat. Di samping itu menurut kajian Felicia et al (2021) yang menyatakan bahawa kanak-kanak di bawah umur 12 tahun dipengaruhi oleh ibu bapanya dalam mebuat keputusan namun setelah meningkat remaja dan belia mereka akan dipengaruhi oleh persekitaran terutamanya pempengaruh dakwah di media sosial ini kerana perkembangan kehidupannya adalah menggunakan twitter, facebook, instagram dan populariti pempengaruh dakwah akan memberi pengaruh yang besar kepada remaja dan belia untuk membuat keputusan. Selain itu, dapatan ini turut disokong oleh Liyana, Mohd Azul, Mohd Nur Shahizan (2021) yang menemukan hasil kajiannya iaitu selebriti menggunakan platform instagram untuk menyebarkan berita dan informasi tentang amal kebajikan sama ada yang dilakukan sendiri mahupun dilakukan oleh orang lain dan kesannya pengikut atau pengguna dapat meneladani sifat baik yang ditunjukkan.

Di Malaysia, aktiviti-aktiviti dakwah Islamiah yang dipelopori oleh individu atau kumpulan serta institusi melalui penggunaan media telah dipraktikkan sejak dari dahulu lagi. Penggunaan media elektronik terutama televisyen dan radio dalam menyampaikan dakwah telah dipelopori oleh kerajaan dan institusi swasta. Sebagai contoh, stesyen televisyen berbayar, Astro menggunakan saluran TV Oasis dalam mengetengahkan program bercorak keagamaan. Siri drama bersiri 'Tanah Kubur' dan program realiti 'Imam Muda' adalah antara program yang popular yang disiarkan melalui saluran tersebut. Manakala Jabatan Perdana Menteri melalui Jabatan Kemajuan Islam Malaysia (JAKIM) telah memperkenalkan saluran TV al-Hijrah untuk menyampaikan mesej dakwah. Selain daripada itu, Media Prima, sebuah stesyen televisyen swasta yang terkemuka pula menggunakan saluran TV9 untuk berdakwah. Manakala stesyen radio berbentuk kegamaan yang begitu popular dalam kalangan umat Islam di Malaysia digunakan oleh kerajaan untuk menyampaikan mesej dakwah. Antara bentuk program-program dakwah yang menggunakan media elektronik adalah ceramah, forum, realiti Islam, kuiz, drama, dan sebagainya (Ain Maznina 2019)

Menurut Zulkefli Aini et al. (2014) dalam tulisannya yang lain juga menekankan bahawa memahami aspek sosiologi dan antropologi atau dengan istilah lebih mudah iaitu budaya sasaran dakwah adalah salah satu proses komunikasi dakwah yang perlu difahami oleh pendakwah. Hal ini terbukti melalui kajiannya yang dijalankan di Sabah menunjukkan hubungan peribadi dan pendekatan berhikmah antara pendakwah dan sasaran dakwah adalah antara faktor tertinggi penerimaan agama Islam oleh saudara baru di sana. Pendakwah perlu bijak menyesuaikan topik, masa, pendekatan dan laras bahasa dengan budaya sasaran dakwahnya. Teknik komunikasi seperti informatif, persuasif dan dialog interaktif juga boleh digunakan untuk menjayakan dakwah antara pelbagai bangsa dan budaya dalam kalangan masyarakat majmuk seperti di Malaysia.

Hal ini juga disokong oleh Alin, Nur Atikah dan Jamilah (2019) yang menyatakan dalam kajiannya individu yang berpengaruh adalah individu yang memberikan aspirasi contohnya Vivy Yusof yang memaparkan hubungan yang rapat dengan anak-anaknya sehingga pengikutnya teruja membeli produk dUCK kosmetik tanpa berfikir panjang dalam membuat keputusan serta menjadikannya sebagai idola. Di samping itu, dapatan kajian berkenaan pempengaruh dakwah dari sudut sahsiah turut berlaku di luar negara di mana kajian disokong oleh Rizky, Fuziah (2011) yang mengkaji berkaitan budaya popular dan komunikasi impak kumpulan Slank terhadap slankers Indonesia menegaskan Slank banyak memberikan kesan positif terhadap budaya anak muda dengan menciptakan ideologi seperti peace (damai), love (cinta), unity (kebersamaan), respect (menghargai) dan mengubah bentuk hidup sosial rakyat Indonesia kepada masa depan yang lebih baik. Terdapat kajian daripada Muhammad Mustaqim dan Nurus Silmi (2022) yang menyokong dapatan ini menyatakan kesan daripada Drama Winter Sonata yang menyajikan unsur kekeluargaan, nilai kesetiaan telah membuatkan ia diterima baik dan menarik hati rakyat Malaysia terutamanya para remaja sehingga nilai baik tersebut tersebar dalam kalangan mereka.

Menurut Nursyamimi, Nurul Jamilah (2017) yang menegaskan bahawa selebriti dilihat sebagai orang yang dipercayai, berpengaruh dan mudah disukai sehingga menyebabkan pengguna khususnya remaja dan belia mempunyai keyakinan untuk membuat keputusan sama ada membeli produk mahupun makanan berjenama yang tinggi nilainya. Hasil dapatan kajian, faktor, sikap serta kawalan tingkah laku daripada norma sosial *influencer* (pempengaruh dakwah) dapat mengubah tingkah laku seseorang di samping menambah tahap estim kendiri (Chew, Shahlan 2021). Berikut disertakan Jadual 4 mengenai persepsi pelajar UiTM Zon Selatan terhadap latar budaya berbeza yang dibawa oleh pempengaruh dakwah

Jadual 4: Persepsi pelajar UiTM Zon Selatan terhadap latar budaya bebrbeza yang dibawa oleh *influencer* (pempengaruh dakwah)

	Persepsi pelajar UiTM Zon Selatan terhadap latar budaya bebrbeza yang dibawa oleh influencer (pempengaruh dakwah)	**STS**	**TS**	**KS**	**S**	**SS**	**Min**
1	Saya mempelajari sesuatu yang baru daripada (pempengaruh dakwah)	5 4%	8 6.4%	10 8%	24 19.2%	78 62.4%	4.29
2	Saya suka meniru trend semasa gaya pemakaian (pempengaruh dakwah)	4 3.2%	1 0.8%	5 4%	28 22.4%	87 69.6%	4.54
3	Saya mempercayai *influencer* (pempengaruh dakwah) berdasarkan populariti	17 13.6%	14 11.2%	8 6.4%	16 12.8%	70 56%	3.86
4	Saya mampu mengubah persepsi latar budaya berbeza *influencer* (pempengaruh dakwah)	24 19.2%	17 13.6%	10 8%	37 29.6%	37 29.6%	3.36
5	Saya yakin *influencer* (pempengaruh dakwah) mampu mempengaruhi saya dari sudut sahsiah	3 2.4%	4 3.2%	1 0.8%	21 16.8%	96 76.8%	4.62
6	Saya terpengaruh dengan gaya hidup materialistik *influencer* (pempengaruh dakwah)	8 6.4%	13 10.4%	25 20%	52 41.6%	27 21.6%	3.61
7	Saya cuba meniru gaya percakapan *influencer*(pempengaruh dakwah)	6 4.8%	9 7.2%	16 12.8%	45 36%	49 39.2%	3.42
8	Saya melihat terlebih dahulu kandungan yang dibawa oleh *influencer* (pempengaruh dakwah)	10 8%	18 14.4%	9 7.2%	32 25.6%	56 44.8%	3.84
9	Saya terpengaruh dengan latar Pendidikan *influencer* (pempengaruh dakwah)	10 8%	11 8.8%	14 11.2%	24 19.2%	66 52.8%	4
10	Saya terpengaruh dengan kepakaran influncer (pempengaruh dakwah) yang mampu mengubah keputusan saya	3 2.4%	1 0.8%	1 0.8%	30 24%	90 72%	4.62
11	Saya beranggapan *influencer* (pempengaruh dakwah) adalah idola sepertimana ibu bapa	8 6.4%	10 8%	15 12%	34 27.2%	58 46.4%	3.92
12	Saya suka melayari internet untuk melihat aset dan kehidupan *influencer*(pempengaruh dakwah)	7 5.6%	12 9.6%	7 5.6%	42 33.6%	57 45.6%	4.04

STS-Sangat Tidak Setuju, TS-Sangat Setuju, KS-Kurang setuju, S-Setuju, SS-Sangat Setuju
Sumber: Soal selidik 2023

Berdasarkan jadual 4, maka dapatlah dilihat persepsi pelajar UiTM Zon Selatan terhadap latar budaya berbeza oleh *influencer* (pempengaruh dakwah) adalah pada tahap yang tinggi iaitu dengan skala min 4.62 di mana pengaruh *influencer* (pempengaruh dakwah) mampu mempengaruhi pelajar dari sudut sahsiah dan membuat keputusan. Justeru, pelajar UiTM Zon Selatan juga dapat menerima pengaruh yang baik daripada *influencer* (pempengaruh dakwah) walaupun latar budaya berbeza sama ada di dalam negara mahupun di luar negara. Selain itu, dalam laporan tahunan UiTM 2021, pelajar UiTM juga akan dilatih menjadi Edu Young Influencer (EYI) dengan pendekatan *influencer* (pempengaruh dakwah) di media sosial untuk menjadi *content creator* secara tidak langsung *Influencer* (pempengaruh dakwah) sebenarnya sangat dekat dengan diri pelajar terutamanya pelajar khususnya pelajar Komunikasi dan Pengajian Media.

Kesimpulan

Kesimpulannya, dapatan daripada kajian ini melalui hasil daripada soal selidik berkenaan persepsi pelajar UiTM Zon Selatan terhadap latar budaya berbeza oleh *influencer* (pempengaruh dakwah) adalah besar pengaruhnya kepada pelajar Komunikasi dan Pengajian Media serta Akademi Pengajian Bahasa yang mengambil subjek CTU271 (Islam dan Komunikasi) dalam mempengaruhi mereka dari sudut sahsiah dan memberi keyakinan kepada pelajar dalam membuat sesuatu keputusan. Justeru, pengaruh sosial daripada *influencer* daripada latar budaya berbeza sama ada tingkah laku, pendidikan, kepakaran, populariti, pluraslime memberi impak yang besar di dalam diri pelajar. Justeru, *influencer* (pempengaruh dakwah) perlu menujukkan contoh ikutan yang baik dan berdakwah kepada masyarakat dengan norma dan nilai kebaikan agar budaya pelajar ke arah yang lebih positif.

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ID0062 – AN ANALYSIS OF THE PERCEIVED IMPACT OF TOURISM AND TOURISTS REVISIT INTENTION TOWARDS TUNKU ABDUL RAHMAN MARINE PARK, SABAH

Tang Howe Eng[1]*, Leong Siow Hoo[2], Voon Li Li[2], Imelia Laura Anak Daneil[3], Jacqueline Susan Anak Rijeng[4], Mohd Hafizz Bin Wondi[5]

[1,]College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Mukah, 96400 Mukah, Sarawak, Malaysia
[,2]College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Samarahan, 94300 Kota Samarahan, Sarawak, Malaysia
[3]Academy of Language Studies, Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Mukah, 96400 Mukah, Sarawak, Malaysia
[4]Academy of Language Studies, Universiti Teknologi MARA (UiTM) Cawangan Sarawak Kampus Kampus Samarahan, 94300 Kota Samarahan, Sarawak, Malaysia
[5]Faculty of Plantation and Agrotechnology, Universiti Teknologi MARA (UiTM), Cawangan Sarawak Kampus Mukah, 96400 Mukah, Sarawak, Malaysia

**Corresponding author: lily@uitm.edu.my*

Abstract

Tunku Abdul Rahman Marine Park which covers five islands, namely Gaya, Sapi, Mamutik, Manukan, and Sulug is one of the popular destinations that must be visited for its beautiful nature and wildlife attraction in Sabah. The important mode of transport between Jesselton Point and the islands is speed boat. There is a lack of knowledge concerning the links between economic, tourism and social variables related to Tunku Abdul Rahman Marine Park. This study aims to explore the impact of tourism on Tunku Abdul Rahman Marine Park and examine the relationship between variables, naming the number of islands visited, economic impact, revisit intention and boat service quality. The findings of this descriptive study reviewed in terms of economic impact; the statistics showed that Tunku Abdul Rahman Marine Park has great potential to attract tourists. In terms of the other impact to Sabah Tourism, new boat services are believed to attract more tourists to visit Tunku Abdul Rahman Marine Park. The number of visitors to Tunku Abdul Rahman Marine Park has great potential to increase in the future. As for the relationship, the respondents who rate high in the economic impact tend to rate high also in the revisit intention, boat service quality and number of islands visited. Additionally, the respondents who rate high in revisit intention tend to rate high also in the boat service quality.

Keywords: *impact, tourism, revisit intention, Tunku Abdul Rahman Marine Park*

Introduction

Tunku Abdul Rahman Marine Park (TARMP), gazetted in year 1974 as Sabah's second national park, is a state park located in Gaya Bay, Kota Kinabalu. It is ten to twenty minutes away from Kota Kinabalu using a speedboat. TARMP covers an area of 4929 hectares, is most popular for its crystal-clear sea water, breath-taking corals and being home to an abundance of marine flora and fauna. For many local and foreign tourists, TARMP which covers five islands, namely Gaya, Sapi, Mamutik, Manukan, and Sulug is one of popular destinations that must be visited for its beautiful nature and wildlife attractions. In 2019, 42.2% of 4.196 million tourists to Sabah had visited the Tunku Abdul Rahman Park (Malaysia Tourism: Key Performance Indicators (2015-2020)). From January to March 2022, Sabah recorded 319,426 arrivals, with 8,717 from the international markets. Promoting eco-tourism activities, including sustainable and resilient island destinations, national parks, beaches, and cultural diversity in Sabah are the focus for the year 2022 for Sabah tourism (Tourism Malaysia, 2022).

From the extensive review of literature, it is found that the main purpose of destination competitiveness is to create the uniqueness of a destination to attract tourists to visit or revisit a destination. This competitiveness is reviewed in various aspects such as quality management (Go & Govers, 2000); environment (Hassan, 2000); price competitiveness (Gooroochurn & Sugiyarto, 2005); safety and security, transportation facilities (Rheeders, 2022). However, Dana et al. (2014) highlighted that there is a lack of knowledge concerning the links between economic, tourism, and social variables. Yusoh, et al. (2021) addressed the need to investigate several aspects related to TARMP with the purpose of maintaining its natural beauty as the number of international and national tourists has increased significantly. To gain a comprehensive understanding, a thorough study in this field is deemed necessary (Ferreira et al., 2016).

In view of the research gap, the objectives of this study are
i) to explore the impact of tourism on Tunku Abdul Rahman Marine Park, Sabah.
ii) to investigate the tourists' revisit intention to Tunku Abdul Rahman Marine Park, Sabah.
iii) to examine the relationship between number of islands visited, economic impact, revisit intention and boat service quality.

Methods

This project utilized quantitative research design to achieve the objectives. An online survey was used to examine the impact of tourism and the tourists' revisit intention to TARMP, Sabah. It consisted of structured questions eliciting information related to the economic impact and revisit intention of the tourists. The data collection process was conducted through the distribution of google form to the randomly selected tourists who visited TARMP in Kota Kinabalu, Sabah. A simple random sampling technique was applied in this study and a final respondent of 62 tourists was obtained. The descriptive statistics and the correlation analysis aimed to describe and summarize the characteristics of 62 tourists without any intention of making inferences. The data were analyzed by using IBM SPSS Statistics version 26. The questionnaire consisted of four parts, naming the respondents' demographic profiles, items on perceived economic impact of tourism, items on revisit intention and items on boat service quality. The items for the questionnaire were adapted from the use of multiple literature sources and modified based on the study context. The questionnaire was a combination of demographics and rating questions. The parameter selected and the items are illustrated as below.

Table 1. Parameter and content of the questionnaire

Parameter	Content
Demographic	Gender, age, ethnicity, education status, marital status, occupation, island(s) visited
Economic impact	Tunku Abdul Rahman Marine Park increases the job opportunities of the local community. Tunku Abdul Rahman Marine Park increases the economy of the local community. Tunku Abdul Rahman Marine Park helps to improve the local community development.
Revisit intention	I am willing to return to Tunku Abdul Rahman Marine Park in the future. I always return to the same destination I previously visited in Sabah. I am very loyal to Tunku Abdul Rahman Marine Park as a holiday destination choice. I am willing to recommend Tunku Abdul Rahman Marine Park to my family and friend as a holiday destination. I have a wonderful image of Tunku Abdul Rahman Marine Park as a holiday destination.
Boat service quality	I want a safer and more convenient boat services in Tunku Abdul Rahman Marine Park. I am satisfied with the boat services provided in Tunku Abdul Rahman Marine Park.

The economic impact parameter with 3 items and the boat service quality parameter with 2 items were adapted from Yusoh, et al. (2021). Consequently, the revisit intention parameter with 5 items was adapted from Boyd, et al. (2021). A five-point Likert scale with 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree was used in the questionnaire items.

Result and Discussion

The descriptive statistics table shows the frequency and percentage of the respondents' demographic profiles (Table 2). As for gender, 53.2% of the respondents are female whereby 46.8% of the respondents are male. Majority of the respondents are in the age category of 31-40 years old (54.8%), followed by 21-30 years old (25.8%), 41-50 years old (12.9%) and 11-20 years old (6.5%). In terms of education status, most of the respondents hold a degree (48.3%) whilst 35.5% possess a diploma. Only 9.7% have high school qualification and 6.5% have a master's degree. Out of 62 respondents, 62.9% are single whereas 37.1% are married. With respect to occupation, 35.5% are government sector employees, followed by 30.6% private sector employees, 16.2% are students, 14.5% self-employed and 3.2% are in other sectors. In terms of island(s) visited, 41.9% of the respondents visited three islands, 32.3% visited one island, 14.5% visited two islands and 11.3% visited four islands.

In terms of the economic impact, the mean scores range from 4.35 to 4.39 (Table 3), implying that the respondents generally agree TARMP has an economic impact on the local community. As for the revisit intention, the respondents strongly agree that they are willing to return to TARMP in the future and willing to recommend TARMP as a holiday destination. Most of the respondents agree that they have a wonderful image of TARMP, return to the same destination previously visited and loyal to TARMP as a holiday destination choice. As for the boat service quality, the respondents strongly agree that they want a safer and more convenient boat service at TARMP. They are moderately agreeing that they are satisfied with the boat services provided.

Table 2. Demographics profile of the respondents

Demographic	Group	**n**	**%**
Gender	Male	29	46.8
	Female	33	53.2
Age	11-20 years old	4	6.5
	21-30 years old	16	25.8
	31-40 years old	34	54.8
	41-50 years old	8	12.9
Education Status	High School	6	9.7
	Diploma	22	35.5
	Degree	30	48.3
	Master	4	6.5
Marital Status	Single	39	62.9
	Married	23	37.1
Occupation	Government sector	22	35.5
	Private sector	19	30.6
	Self-Employed	9	14.5
	Student	10	16.2
	Others	2	3.2
Island(s) Visited	One	20	32.3
	Two	9	14.5
	Three	26	41.9
	Four	7	11.3

Table 3. Economic impact, revisit intention and boat service quality of TARMP

Parameter	Content	Level of Agreement	Mean	SD
Economic impact	Tunku Abdul Rahman Marine Park increases the job opportunities of the local community.	Agree	4.35	0.603
	Tunku Abdul Rahman Marine Park increases the economy of the local community.	Agree	4.39	0.554
	Tunku Abdul Rahman Marine Park helps to improve the local community development.	Agree	4.37	0.579
Revisit	I am willing to return to Tunku Abdul Rahman Marine Park in the	Strongly	4.55	0.803

intention	future.	Agree		
	I always return to the same destination I previously visited in Sabah.	Agree	3.81	0.920
	I am very loyal to Tunku Abdul Rahman Marine Park as a holiday destination choice.	Agree	3.77	0.876
	I am willing to recommend Tunku Abdul Rahman Marine Park to my family and friend as a holiday destination.	Strongly Agree	4.61	0.491
	I have a wonderful image of Tunku Abdul Rahman Marine Park as a holiday destination.	Agree	4.29	0.687
Boat service quality	I want a safer and more convenient boat services in Tunku Abdul Rahman Marine Park.	Strongly Agree	4.53	0.503
	I am satisfied with the boat services provided in Tunku Abdul Rahman Marine Park.	Agree	3.61	0.817

The descriptive statistics table shows the mean rating for number of islands, economic impact, revisit intention and boat service quality (Table 4). Economic impact has the highest rating (mean=4.37; SD=0.533; n=62) followed by revisit intention (mean=4.21; SD=0.602; n=62), and boat service quality (mean=4.07; SD=0.495; n=62). The number of islands visited has a mean rating of 2.45 (SD=1.035; n=62). The lower value of standard deviation for the boat service means that the rating on boat service quality is more consistent as compared to other variables.

Table 4. Descriptive statistics for correlations output

	Mean	Std. Deviation	N
Number of islands	2.45	1.035	62
Economic	4.37	0.533	62
Revisit intention	4.21	0.602	62
Boat service	4.07	0.495	62

Table 5. Correlations output between number of islands, economic impact, revisit intention and boat service quality

		num_islands	economic	revisit	boat
num_islands	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	62			
economic	Pearson Correlation	.335**	1		
	Sig. (2-tailed)	.008			
	N	62	62		
revisit	Pearson Correlation	-.163	.507**	1	
	Sig. (2-tailed)	.206	.000		
	N	62	62	62	
boat	Pearson Correlation	.015	.362**	.456**	1
	Sig. (2-tailed)	.908	.004	.000	
	N	62	62	62	

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

Table 5 shows the correlation output between number of islands, economic impact, revisit intention and boat service quality. The output shows a positive and medium relationship between economic impact and revisit intention ($r=0.507$; $n=62$; $p<0.05$), as well as between revisit intention and boat service quality ($r=0.456$; $n=62$; $p<0.05$). Subsequently, the output also shows a positive and medium relationship between economic impact and boat service quality ($r=0.362$; $n=62$; $p<0.05$), as well as between economic impact and number of islands visited ($r=0.335$; $n=62$; $p<0.05$). Overall, the respondents who rate high in the economic impact tend to rate high also in the revisit intention, boat service quality and number of islands visited. Additionally, the respondents who rate high in revisit intention tend to rate high also in the boat service quality.

Conclusion

The research findings indicate that the respondents generally agree TARMP has an economic impact on the local community, having a wonderful image of TARMP, return to the same destination previously visited and loyal to TARMP as a holiday destination choice. This is in line with Gabe, et al. (1996) who reported that the residents would benefit from increased tourism and total economic activity generated by the industry. The economic process is expected to increase local personal income, tax revenues, and economic activity. Besides, most of the respondents strongly agree that they are willing to return to TARMP in the future and willing to recommend TARMP as a holiday destination. This finding is found consistent with Boyd, et al. (2021).

As for the boat service quality, the respondents strongly agree that they want a safer and more convenient boat service at TARMP. They are moderately agreeing that they are satisfied with the boat services provided, in agreement with Yusoh, et al. (2021). Likewise, the research findings also show that there is a significant positive medium relationship between economic impact, revisit intention and boat service quality. The respondents who rate high in the economic impact tend to rate high also in the revisit intention, boat service quality and number of islands visited. The respondents who rate high in revisit intention tend to rate high also in the boat service quality.

This research highlights the significance of studying the impact of tourism and the tourists' revisit intention of a tourism destination to further increase the chances of the development of a destination and having loyal tourists. Additionally, this research addresses the tourists' needs to further enrich the tourist destination and achieve better economic growth of the destination. This research makes an important contribution to the destination marketers, the tour operators, the government agencies, the tourists, and other stakeholders. Future research can be devoted more to the cost benefit of tourism as the focus on the economic benefits of tourism appears to be insufficient in this study. In addition, the development of tourism impact research can be quantified through sociocultural, psychological, and environmental aspects.

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ID0064 – EMPOWERING INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH DIGITAL LITERACY IN THE MALAYSIAN ENGLISH LANGUAGE CLASSROOM

Jacqueline Susan Rijeng[1*], Imelia Laura Daneil[2], Kimberley Lau Yih Long[3], Tang Howe Eng[4], Christine Jacqueline Runggol[5]

[1,2,3,5]*Academy of Language Studies*
[4]*Faculty of Computer and Mathematical Science*
[1,3,5]*Universiti Teknologi MARA (UiTM), Cawangan Sarawak, Kampus Samarahan, 94300, Kota Samarahan, Sarawak, Malaysia*
[2,4]*Universiti Teknologi MARA (UiTM), Cawangan Sarawak, Kampus Mukah, 96400, Mukah, Sarawak, Malaysia*

[*]*Corresponding author: jacquelinesusan@uitm.edu.my*

Abstract

The importance of internationalisation has given emphasis to the development of Intercultural Communicative Competence (ICC) among English language learners in higher education. In Malaysia, it is the responsibility of higher education institutions to assist students in developing intercultural competence through digital education by providing an alternative platform to engage with diversity. This resonates with the Sustainable Development Goals (SDGs) with the target concept for indicator 4.4.1 that highlights skills for a digital world. This study aims to explore the impact of digital literacy in fostering intercultural communicative competence among English language learners in higher education. Specifically, it seeks to identify effective digital literacy tools that can enhance intercultural communication, and discovers the impact of digital technologies on the development of intercultural communicative competence among students. The study employed a qualitative approach to collect data from a sample of eleven undergraduate students. Through thematic analysis, the findings indicated that Communication tools are the most preferred digital literacy tools to be used in cross-cultural interaction. Students responded positively to the use of digital tools to improve their intercultural competencies. The study also emphasised that fostering learners' digital literacy is a key factor that significantly contributes to cultivating learners' cultural tolerance, enhancing communication skills and facilitating knowledge exchange. The study hopes to contribute to the existing literature and provide insights for educators on how to leverage digital tools to enhance students' intercultural communication skills.

Keywords: *Intercultural Communicative Communication (ICC), Intercultural Competence, Digital Literacy,*

Introduction

Language and culture are two important aspects of learning in today's interconnected world. This is especially evident in Malaysian higher education where students engage with a culturally diverse environment interacting with peers and educators from various cultural backgrounds. Such an environment allows individuals to not only have an understanding of their own culture but also others' culture in navigating differences (Nur Rakhmawati, et al. 2020). This leads to the development of intercultural communication to take place where there is a need for an individual to communicate competently for a full functioning multicultural setting (Lysiuchenko, et. al, 2021). Interestingly, the rapid development of global transformation and technical advancement further leads to the need for digital literacy skills in today's world. The ability to effectively navigate and communicate in a digital environment is crucial for individuals to survive the intense competition in this digital age. Tejedor et al. (2020) suggests that it is essential to enhance digital competencies, especially in the areas of communication, pedagogy, and instructional strategies. The idea aligns with the Sustainable Development Goals (SDGs), specifically the target concept for indicator 4.4.1, which emphasizes the importance of developing digital skills (UNESCO, 2019). This lays the foundation for Digital Sustainability where sustainable communication through digital channels is increasingly playing an important role in today's setting (Siano et al., 2016)

In supporting sustainable digitalisation, the role of digital literacy is imperative in the digital learning environments. According to Farina Tazijan (2022), digital literacy can be defined as the knowledge and ability to utilise a plethora of technology tools for various purposes by incorporating digital skills for 21st-century learning. In a study conducted to investigate the levels of Digital Literacy among Vietnamese students, it was found that students generally have a positive attitude towards technology and achieved an adequate level of knowledge when it comes to digital literacy (Lan & Habók, 2022). This is further enhanced by the use of digital tools such as Social and Media tools, search engines and online learning platforms among others, to leverage knowledge and understanding in learning (Lan & Habók, 2022). Another study by Kim, Ahn, and Kim (2019) also revealed that Korean students' digital literacy among primary and secondary levels have gradually improved overtime, suggesting that it is highly essential to have enough technological knowledge to be competent in this digital age. Indeed, being digitally literate enables an individual to encounter situations through different perspectives effectively and efficiently in the dynamic digital world.

Furthermore, the role of digital literacy is also essential to develop a communicatively competent individual who possesses a set of competences essential for effective communication in multicultural surroundings, which further develops a person's Intercultural Communicative Competence (ICC). To elaborate, ICC is a term that indicates the ability to establish contact with representatives of other cultures through direct communication or during the learning process in achieving mutual understanding (Lysiuchenko, et al., 2021). Studies have explored the significance of digital literacy in the context of intercultural communication in multilingual and multicultural settings (Elboubekri, 2017). Based on a study in Indonesia, it was revealed that learners' intercultural communicative competence increased when a digital literacy project was involved in the learning process (Nur Rakhmawati, 2018). This results from the understanding of intercultural relationships among students who went through similar experiences in the process of intercultural learning. In another study by Elboubekri (2017), it was demonstrated that the majority of students who were exposed to more engaging cultural learning through the use of digital technology in the classroom showed positive outcomes. Other earlier research also supported these findings, indicating that the use of digital technology enhanced learners' competencies, making them more aware of their attitudes and promoting an understanding of others' perspectives (Wendy, 2013). Additionally, Toohey (2012) had directly reported that utilizing digital technology, particularly for creating videos, facilitated meaningful interactions among learners from diverse cultural backgrounds, both within the classroom and in larger communities. These findings have confirmed that the use of digital tools contributes greatly in enhancing learners' digital literacy skills and intercultural communicative competence.

The linking of digital literacy and intercultural communication paves the way for deeper investigation into what capacities should be developed. With the increasing demand in this globalised world, digital literacy and intercultural communication are important aspects to embrace in a diverse cultural environment. In this context, this research is therefore aimed to explore the impacts of digital literacy in enhancing intercultural communicative competence among undergraduate students in a multicultural classroom setting. Specifically, this study aims to identify the most effective digital literacy tools that can be used to enhance intercultural communication and how the use of digital technologies impacts the development of intercultural communicative competence among undergraduate students.

The findings of this study hopes to provide valuable insights into how digital literacy can be integrated into the undergraduate curriculum to enhance intercultural communicative competence. Additionally, the results may also provide valuable insights into the use of digital literacy practices in language learning and intercultural communication. This will eventually empower the development of intercultural communicative competence among undergraduate students in multicultural and multilingual classroom settings. The significance of this research lies in its potential to contribute to the development of effective strategies and approaches for teaching digital literacy skills to undergraduate students, which can ultimately improve their intercultural communication skills.

Methods

The research employed a qualitative research design to collect data from undergraduate students from diverse cultural backgrounds. Web-based interviews were carried out to explore the role of digital literacy in enhancing intercultural communicative competence among undergraduate students. According to Creswell (2007), data collection techniques include observation, interviews, audiovisual materials, questionnaires, and documents. This study therefore, adopted a descriptive design based on the qualitative data gathered through the use of Google form using open-ended questions. This will enable the researchers to 'extend, refine or explain' the qualitative findings.

The study involved eleven first-year undergraduate students taking Bachelor's Degree in Business Management in Universiti Teknologi MARA Sarawak Campus. The sample encompassed students from various ethnic backgrounds, including Malay, Iban, Bidayuh, Melanau, and Orang Ulu, residing in Sarawak. Their English language proficiency levels ranged from intermediate to advanced. The participants were chosen using availability sampling, in which students willingly agreed to take part in the study. To ensure a manageable data analysis, a limited number of respondents were included in this study. The qualitative data were then analysed using the thematic analysis method which can provide a comprehensive understanding of the role of digital literacy in promoting effective intercultural communication among undergraduate students and can offer insights for educators on how to leverage digital tools to enhance students' ICC.

Result and Discussion

Digital literacy tools used in intercultural communication

The data was qualitatively analysed using thematic analysis to identify the most effective digital literacy tools that can be used to enhance intercultural communication. The students' feedback regarding effective digital tools was organised in tabular form, and from this analysis, various themes emerged. These themes shed light on how students view the effectiveness of digital literacy tools in intercultural communication. Based on the themes, the findings revealed that Communication tools are viewed as the most effective digital literacy tool to be used in communicating and understanding individuals from other cultures. The respondents believed that this tool eventually assists them in empowering their Intercultural Communicative Competence (ICC) especially in a multicultural context. Table 1 indicates the list of effective digital literacy tools according to students' order of preference.

Table 1: Digital Literacy Tools Used in Intercultural Communication

Themes	Sub-themes	Preference
Communication tools	Virtual Meetings / Video conferencing (Eg: Zoom, Facebook Messanger, Microsoft Teams) Instant messaging / text chat Email	Most preferred
Social and media tools	Social media (eg: YouTube, Facebook, Twitter, Instagram)	
Online learning	Online courses (MOOC, etc) Online learning with speaker from another culture Blogs	Most preferred
Search engines and browsing	Internet browsers	

Dictionaries and lexicons	Bilingual dictionaries Target language encyclopaedias	
Audio-visual tools	Films/videos with original subtitles Films/videos with English subtitles Podcasts	Least preferred
Translation tools	Translation softwares (eg: Google Translate)	
Task-based tools	Pronunciation tutorial videos Online games	

Table 1 describes the preferred digital literacy tools used in intercultural communication. Based on the responses given by the participants, the four most preferred digital literacy tools include Communication tools, Social media tools, Online learning tools and Search engines. From these four digital literacy tools, Communication tools gained students' attention the most. Communication tools include platforms such as Zoom, Facebook Messanger, Microsoft Teams or Google Meet, Instant messaging or text chat platforms and email. When further responses were gathered as to why the Communication tools are most preferred, the participants added that;

"I think video conferencing is the most effective digital tool in enhancing intercultural communication because it allows people to see and hear each other in real-time, which can help to ***bridge cultural differences and create a more personal connection."***

Another participant stated;

*"Virtual Meetings, because Virtual meetings through video conferencing eliminate the need for physical travel, making it e**asier for people from diverse cultural backgrounds to connect and collaborate**, even if they are geographically dispersed."*

From these responses, it clearly indicates that students see the effectiveness of Communication tools as a means to enhance Intercultural Communication. According to Lan and Habók (2022), the use of digital tools such as Social and Media tools, search engines and online learning platforms among others, assist students to leverage knowledge and understanding in communicating with other cultures. These tools further aid in understanding and embracing cultural differences to build more connection and collaboration among students of various backgrounds. This resonates with the findings of Elboubekri (2017) where students showcased positive outcomes when it comes to using technology in a multicultural classroom to communicate.

Impact of digital technologies on the development of intercultural communicative competence (ICC)

From the outcome of the study, respondents positively embraced the significance of digital literacy tools particularly in empowering Intercultural Communicative Competence (ICC). Respondents were asked if digital technology has helped them in understanding students from other cultural backgrounds. One of the respondents provided a comprehensive example of how the digital tools have impacted the development of ICC;

"I think digital tools have helped me in understanding other students from different cultural backgrounds by ***providing a platform for cross-cultural interactions and exchanges****. For example, when I was working on a group project with students from different countries, we used video conferencing to discuss our ideas and perspectives. This allowed us to learn from each other's unique cultural backgrounds and experiences, which helped us* ***to create a more diverse and inclusive project.*** *Additionally, I have participated in online forums and discussion boards where I have been able to engage in conversations with students from different cultures about various topics. These conversations*

have helped me to ***gain a better understanding of different cultural perspectives and to appreciate the diversity of experiences*** *that exist in our world."*

Based on the respondents' remarks, it clearly supports the previous findings which stated Communication tools as an impactful platform. Video conferencing platforms including online forums and discussion boards are significant to students' development in the process of enhancing intercultural communicative competence. It certainly delivers positive outcomes for students which benefits them in understanding and communicating effectively to gain new perspectives. Another respondent further indicated the following;

"Many educational institutions use online discussion forums or platforms to facilitate asynchronous conversations. These platforms allow students from diverse backgrounds to discuss various topics, share perspectives, and learn from each other's viewpoints. This ***encourages empathy and cross-cultural understanding."***

The outcome from students' responses further highlights the importance of digital literacy tools in empowering students' intercultural communicative competence. Key phrases such as "understanding cultural perspectives", "encourages empathy" as well as "cross-cultural understanding" further establish a platform for effective intercultural dialogue to take place. This supports the ability to establish contact with representatives of other cultures through direct communication or during the learning process in achieving mutual understanding (Lysiuchenko, et al., 2021). Indeed, intercultural communicative competence can be enhanced through the use of digital literacy tools that have proven to be effective in a multicultural environment.

Conclusion

This research study aimed to investigate the influence of digital literacy on intercultural communicative competence (ICC) among undergraduate students. By exploring the attitudes of students towards digital literacy, identifying effective digital tools that can enhance ICC, and analysing the impact of using digital tools on ICC development, this study revealed the significance of Communication tools as effective means to leverage intercultural communication. The crucial role of digital literacy in promoting effective intercultural communication among undergraduates was found to be essential especially in cross-cultural interactions. The findings of this study have important implications for educators to promote intercultural communication skills among students in higher education. By identifying effective digital practices and tools, educators can incorporate them into their curricula to provide students with opportunities to develop their ICC skills in an online environment. Overall, this outcome of the study suggests that digital literacy tools are key factors that significantly contribute to cultivating learners' cultural tolerance, enhancing communication skills and facilitating knowledge exchange. This will also contribute to the existing literature on digital literacy and intercultural communicative competence to provide practical insights for educators to implement digital tools and technologies in empowering intercultural communication skills in a multicultural setting.

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ID0065 – PERLAKSANAAN MODEL INTEGRASI PROGRAM ILMU: OH MUDAHNYA TAJWID (OMT) DAN ANALISIS PERSEPSI PESERTA

Suzana Baharudin[1*], Juliana Hamka Kamaroddin[2], Norwati Roslim[3]

[1,2]Kolej Pengajian Pengkomputeran Informatik dan Matematik (KPPIM), Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Seremban, 70300 Seremban, Negeri Sembilan, Malaysia.
[3]Akademi Pengajian Bahasa, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Rembau, 71300 Rembau, Negeri Sembilan, Malaysia.

[*]Corresponding author: suzana382@uitm.edu.my

Abstrak

Peranan seorang pensyarah bukan sahaja melaksanakan pengajaran tetapi turut terlibat dengan pelbagai tugasan yang meliputi khidmat masyarakat, penjanaan pendapatan, jalinan industri, perkongsian ilmu dan pelbagai lagi. Bebanan kerja yang keterlaluan mampu membawa pelbagai kemudaratan seperti masalah mental, kemurungan, dan seterusnya merendahkan prestasi seseorang pensyarah. Justeru itu, sebuah model inovatif direkabentuk bagi membantu pensyarah mengadakan sebuah program yang bukan sahaja dapat mengintegrasikan ilmu dalam sesebuah komuniti tetapi juga dapat melaksanakan tugas dan tanggungjawab yang telah ditetapkan oleh pihak majikan. Objektif utama pembangunan Model Integrasi Program Ilmu ini adalah untuk memastikan program penjanaan pendapatan, pemindahan ilmu, jalinan industri, khidmat masyarakat dan pengurusan pelepasan cukai dapat dilaksanakan kepada peserta yang terlibat. Program pembelajaran tajwid yang bernama "Oh Mudahnya Tajwid (OMT)" dipilih sebagai domain dalam pengimplementasian model ini, memandangkan semua umat Islam diwajibkan membaca Al-Quran dengan tajwid yang betul dan pada masa yang sama menjadikannya panduan hidup di dunia ini. Program Ilmu OMT ini telah menjemput seorang pakar ilmu tajwid dari industri bagi membolehkan peserta belajar tajwid dengan mudah iaitu menerusi simbol yang telah sedia ada di dalam laman Al-Quran Rasm Uthmani. Model Integrasi Program Ilmu: OMT ini merangkumi elemen penjanaan pendapatan, serta khidmat masyarakat dengan mendekatkan masyarakat dengan ilmu sebagai sebahagian daripada tanggungjawab sosial. Selain itu, model ini turut menyokong konsep masyarakat prihatin dengan menggalakkan masyarakat membantu dengan menaja komuniti yang kurang bernasib baik untuk mengikuti program berasaskan ilmu disamping mendapat pelepasan cukai pendapatan dari kerajaan Malaysia. Keajaibannya ialah *"semakin banyak kita berkongsi semakin banyak yang kita miliki"*. Berdasarkan kajian soal selidik terhadap maklum balas peserta, kebanyakan peserta merasa gembira dengan pelaksanaan program ini kerana mereka dapat menimba ilmu tajwid dengan mudah dan berkesan. Hasil dapatan kajian juga mendapati, semua objektif Model Integrasi Program Ilmu: OMT ini telah tercapai dengan jayanya. Adalah diharap inovasi yang dicadangkan ini, iaitu Model Integrasi Program Ilmu ini, dapat dimanfaatkan sebagai platform dalam menjayakan pelbagai program yang berasaskan ilmu, yang bukan sahaja menyumbang kepada penjanaan pendapatan tetapi juga bermanfaat kepada masyarakat.

Kata kunci: *tajwid, model integrasi, Al-Quran, khidmat masyarakat, penjanaan pendapatan*

Pengenalan

Model Integrasi Program Ilmu: OMT merupakan satu model inovatif yang dibangunkan sebagai pemudah cara bagi seorang pensyarah menjalankan tangggungjawab yang meliputi penjanaan pendapatan, khidmat masyarakat, jalinan industri dan perkongsian ilmu. Menerusi model ini, pensyarah bukan sahaja dapat melaksanakan tugasan tersebut, malah dapat mengumpul pahala dengan menaja peserta asnaf serta mendapat pelepasan cukai dari Lembaga Hasil Dalam Negeri(LHDN) atas sumbangan kepada organisasi dan juga khidmat masyarakat. Model Integrasi Program Ilmu ini sangat berguna memandangkan pada ketika ini pofesion perguruan seperti pensyarah dilihat sebagai satu profesion yang berisiko untuk mengalami tekanan kerja dan masalah kesihatan mental. Ini berlaku kerana pensyarah sering berhadapan dengan perubahan dan cabaran dunia pendidikan disamping bebanan tugas yang semakin bertambah (Kamarudin et al., 2020). Tugas hakiki seorang pensyarah adalah menyampaikan ilmu pengetahuan kepada pelajar, dan secara amnya setiap pensyarah perlu melunaskan 18 jam pengajaran dalam masa seminggu. Walau bagaimanapun tugas ini tidak terhad kepada pengajaran sahaja malahan turut terlibat dalam tugas bukan pengajaran seperti pengemaskinian kurikulum, penyeliaan, penyediaan kertas ujian dan peperiksaan, aktiviti sosial di peringkat universiti dan masyarakat,dan mewujudkan jaringan hubungan luar dengan pihak industri dan badan profesional. Selain itu, pensyarah juga turut perlu meningkatkan pengetahuan dan kemahiran selaras dengan keperluan semasa seperti memperkembangkan kepakaran, memperbaiki metodologi pengajaran dan sebagainya (Kassim, 2006). Profesion pensyarah kian mencabar dengan pelbagai tugas sampingan yang perlu dilaksanakan dari masa ke semasa dan keadaan ini mampu menjadi punca kepada kesan kesihatan mental dan efikasi seseorang pensyarah. Kajian terhadap guru TVET mendapati efikasi kendiri, beban tugas dan masalah kesihatan mental di kalangan guru vokasional (pensyarah) adalah ditahap yang tinggi dan hal ini berlarutan apabila perlaksanaan kelas secara dalam talian dijalankan (Tien et al., 2022). Tahap kesihatan mental rakyat Malaysia juga didapati berada dalam keadaan yang membimbangkan apabila statistik turut menunjukkan peratus individu yang mengalami penyakit mental dan kes bunuh diri kian meningkat saban tahun dan pensyarah juga tidak terkecuali dari masalah ini lantaran terdapat di kalangan pensyarah yang mempunyai tahap kebahagiaan yang rendah dari aspek emosi dan kognitif (Abdul Aziz, 2022).

Tujuan dan Objektif Kajian

Bagi meringankan bebanan tugas pensyarah, satu kajian terhadap penggunaan Model Integrasi Program Ilmu: OMT dilaksanakan bagi mengenalpasti samada strategi yang pintar yang terkandung didalam model ini boleh dilaksanakan atau sebaliknya. Model Integrasi ilmu ini adalah sebuah model program ilmu yang inovatif yang telah mengintegrasikan lima elemen penting iaitu empat daripadanya yang mencakupi keperluan Amanah Tugas Pensyarah (ATP) di universiti awam. Di antara empat elemen tersebut adalah, membantu penjanaan pendapatan universiti, menjalankan tanggungjawab sosial korporat bersama masyarakat, mengadakan program pemindahan ilmu dan membantu penglibatan universiti bersama industri.

Oleh itu Model Integrasi Program Ilmu: OMT ini direkabentuk secara holistik bagi mencapai objektif berikut:

1. Melaksanakan program penjanaan pendapatan menerusi kutipan yuran peserta.
2. Melaksanakan program pemindahan ilmu kepada masyarakat melalui seminar ilmu tajwid.
3. Melaksanakan jalinan industri dengan menjemput penceramah luar untuk memberi ceramah.
4. Melaksanakan tanggungjawab sosial korporat atau khidmat masyarakat dengan mencari penaja kepada golongan asnaf bagi mempelajari Al-Quran dan tajwid.
5. Mendapat dan menguruskan pelepasan cukai pendapatan kepada para penaja.

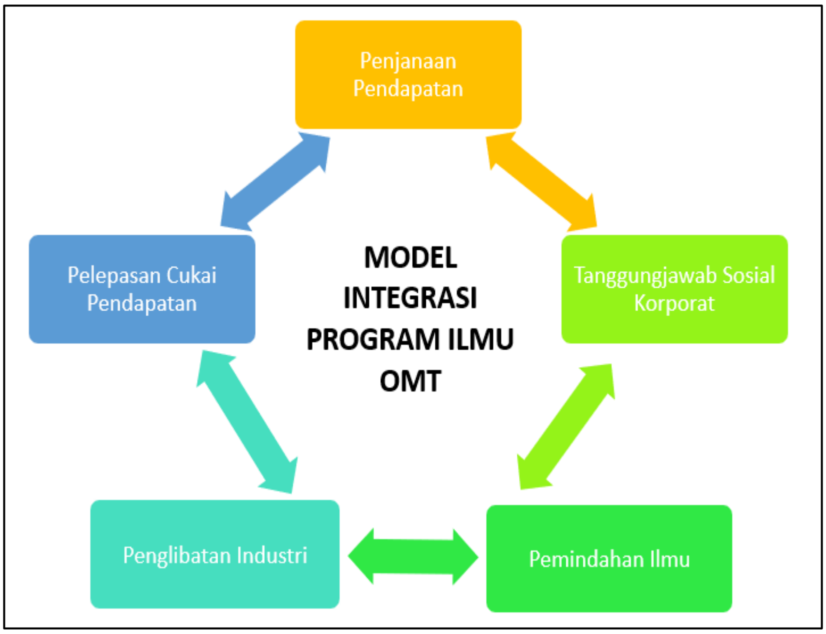
Model ini memilih kursus tajwid sebagai bahan eksperimen penggunaannya memandangkan kepentingan membaca Al -Quran dengan betul adalah suatu kewajipan umat Islam. Al-Quran ialah kalam Allah sebagai panduan kehidupan para muslimin dan muslimat dan perlu dibaca dengan tertib tajwid yang betul dan tepat. Hukum mempelajari ilmu tajwid adalah Fardhu Kifayah dan mengamalkannya ketika membaca Al-Quran adalah Fardhu Ain ke atas setiap orang yang membaca Al-Quran. Perkara ini telah dinyatakan di dalam Al-Quran seperti di dalam Firman Allah Ta'ala di dalam Surah Al-Muzzammil, ayat empat yang bermaksud, *"Dan bacalah akan Al-Quran dengan tartil"*. Rasulullah S.A.W. juga telah bersabda mengenai pembacaan Al-Quran beserta ilmu tajwid di dalam hadisnya dan diriwayatkan oleh Ibnu Khuzaimah, iaitu *"Sesungguhnya Allah Ta'ala sukakan hamba-*

Nya yang membaca Al-Quran dengan betul sebagaimana ianya diturunkan". Kedua-dua kenyataan di atas menunjukkan bahawa mempelajari ilmu tajwid adalah dituntut ke atas setiap umat Islam. Program OMT ini dilaksanakan atas kesedaran bahawa setiap umat islam perlu mempunyai pengetahuan membaca Al-Quran dan seterusnya menjadikan Al-Quran itu sebagai satu panduan hidup. Keadaan ekonomi dan persekitaran yang serba mencabar pada hari ini sedikit sebanyak turut memberi kesan negatif kepada kesihatan mental sebilangan rakyat Malaysia. Hasil kajian kesihatan dan morbiditi kebangsaan 2015 telah menunjukkan hampir 4.2 juta rakyat Malaysia yang berusia 16 tahun ke atas atau 29.2% rakyat Malaysia telah menghadapi masalah mental seperti kemurungan. Ini bermaksud satu daripada tiga rakyat Malaysia menghadapi masalah mental pada ketika ini. Justeru itu, adalah penting untuk umat islam untuk sentiasa membaca Al-Quran kerana ia adalah merupakan satu terapi bagi mengatasi masalah kemurungan dan juga kesihatan mental (Noor, 2022). Ini terbukti menerusi Firman Allah di dalam surah Al-Baqarah, ayat 152 yang bermaksud *"Maka ingatlah kepada-Ku. Aku juga akan ingat kepadamu"*. Ayat ini bermaksud, jika seseorang itu mengingati dan membesarkan keesaan Allah SWT, maka Allah akan sentiasa melindunginya sepanjang masa. Begitu juga dengan firman Allah SWT di dalam surah Al-Baqarah, ayat 153 yang bermaksud,*"Wahai orang-orang yang beriman, mohonlah pertolongan (kepada Allah) dengan sabar dan solat"*. Ayat ini jelas menunjukkan bahawa Allah akan melindungi hambanya dalam mengatasi sebarang masalah termasuk masalah mental dan kemurungan dengan syarat seseorang hamba itu perlulah bersabar dan sentiasa melaksanakan solat lima waktu sehari semalam.

Sesungguhnya Al-Quran itu adalah landasan kehidupan dan membacanya dengan sempurna adalah satu kewajipan umat Islam. Bagi membolehkan seseorang itu membaca Al-Quran dengan betul, pemahaman tajwid Al-Quran adalah penting walaupun sukar memandangkan ia mempunyai pelbagai hukum yang perlu diingati dan diaplikasikan. Berdasarkan kepada kajian lalu, ramai pembaca Al-Quran menghadapi masalah yang kritikal membaca Al-Quran secara bertajwid walaupun mereka telah mengikuti kelas tajwid bertahun-tahun lamanya (Jaafar & Mat Said, 2021). Justeru itu, program ilmu OMT mengundang penceramah jemputan dari luar UiTM untuk berkongsi ilmu pengajian tajwid menerusi simbol yang terdapat dalam Al-Quran Resam Uthmani itu sendiri. Penggunaan simbol dalam mempelajari ilmu tajwid adalah lebih mudah kerana peserta dapat mengaplikasikan hukum tajwid tanpa perlu mengingat hukum tajwid yang banyak. Tambahan lagi , membaca Al Quran dengan betul adalah kewajipan bagi setiap umat islam dan mempelajari tajwid pula merupakan satu Fardhu Kifayah bagi setiap muslimin dan muslimat. Penyertaan program ini dibuka kepada staf UiTM dan keluarga, para pelajar dan masyarakat setempat.

Model Integrasi Program Ilmu: OH MUDAHNYA TAJWID (OMT)

Kolej Pengajian Pengkomputeran Informatik dan Matematik (KPPIM), UiTM Negeri Sembilan Kampus Seremban, telah mengambil inisiatif untuk mengendalikan satu program keagamaan dalam mempelajari tajwid hanya dengan menerusi simbol yang sedia ada dalam Al-Quran itu sendiri. Program yang berlangsung selama satu hari bertajuk "OH MUDAHNYA TAJWID: BELAJAR TAJWID AL-QURAN MENERUSI SIMBOL" telah diadakan pada 14 Januari 2023, bertempat di Dewan Toh Puan Sungei Ujung2 (TPSU2), UiTM Negeri Sembilan Kampus Seremban, bermula dari jam 8 pagi dan berakhir pada jam 5 petang. Model Integrasi Program Ilmu: OMT ini melibatkan lima elemen iaitu (i) penjanaan pendapatan, (ii) tanggungjawab sosial korporat, (iii) pemindahan ilmu, (iv) penglibatan industri luar dan (v) pelepasan cukai pendapatan. Elemen penjanaan pendapatan dilaksanakan menerusi kutipan yuran para peserta yang mengambil bahagian serta yuran penajaan. Program ilmu OMT telah merealisasikan tanggungjawab sosial korporat dengan memberi peluang penaja menyantuni golongan asnaf mengikuti program ini secara percuma. Selain itu, program pemindahan ilmu ini juga membuka ruang tanggungjawab sosial sebagai inisiatif mendekati masyarakat setempat. Pengajaran tajwid menerusi simbol adalah sebuah inovasi pengajaran tajwid yang berbeza dari kaedah konvensional, maka program ilmu OMT ini telah menjemput seorang pakar pengajaran ilmu tajwid menerusi simbol daripada syarikat Infitah Training and Consultancy Sdn Bhd, iaitu Ustaz Arif Asa'ad untuk memberi ceramah dalam seminar ini. Ini memenuhi elemen penglibatan UiTM bersama industri selain elemen pemindahan ilmu. Rajah 1, memaparkan kesemua lima elemen yang terdapat dalam Model Integrasi Program Ilmu: OMT.



Rajah 1. Model Integrasi Program Ilmu: OH MUDAHNYA TAJWID (OMT)

Metodologi Kajian

Bagi melaksanakan model ini, pengkaji telah memohon kebenaran penajaan dari pejabat Naib Canselor UiTM dan juga turut mendapat khidmat nasihat dari pihak bendahari, dan pihak Akademi Pengajian Islam Kontemporari (ACIS) bagi memastikan program ini dilaksanakan dalam landasan yang betul dan telus. Peserta asnaf yang terlibat terdiri daripada pelajar asnaf UiTM Negeri Sembilan dan juga masyarakat setempat yang telah dikenal pasti. Dalam program ini, peserta diperkenalkan dengan simbol yang terdapat dalam Al-Quran dan seterusnya mempelajari penggunaan simbol tersebut. Antara isi kandungan program ilmu ini adalah mengenalpasti ayat Al-Quran yang perlu dibaca secara dengung dan tidak, mengenali hamzah wasal, huruf mad dan cara membacakannya dengan betul. Di akhir program, peserta telah diminta untuk menjawab soalan kajian soal selidik yang telah disediakan menerusi *Google Form*. Pautan soalan kaji selidik ini diedarkan kepada peserta menerusi aplikasi *WhatsApp*.

Seramai 97 orang peserta yang terdiri daripada 30 orang peserta biasa (staf UiTM dan masyarakat setempat) dan 67 orang peserta tajaan (pelajar dan golongan asnaf) telah menghadiri Program Ilmu OMT. Walau bagaimanapun, hanya 39 daripada 97 orang peserta saja yang memberi maklum balas program menerusi borang soal selidik tersebut. Jumlah penaja untuk Program Ilmu OMT ini pula adalah sebanyak 37 orang. Jadual 1 menunjukkan profil peserta kajian.

Jadual 1. Profil peserta kajian

Kategori	Peserta	Peserta Tajaan	Penaja
Bilangan	30	67	37
Jumlah	97		

Struktur kajian soal selidik terdiri daripada 3 bahagian. Bahagian 1 ialah Penilaian Program yang memerlukan peserta menilai perjalanan seminar dari segi lokasi, masa, makanan dan juga kaedah penyampaian penceramah sepanjang program berlangsung. Bahagian 2 menilai Kemahiran Diri peserta terhadap ilmu tajwid sebelum menghadiri Program Ilmu OMT. Bahagian 3 menilai Kemahiran Diri peserta selepas menghadiri Program Ilmu OMT. Bahagian 2 dan 3 memerlukan peserta menjawab soalan yang berkisar dengan pemahaman mereka terhadap isi kandungan pengajaran yang diperolehi daripada Program Ilmu OMT. Analisis statistik deskriptif melibatkan frekuensi dan peratusan dilaksanakan terhadap hasil maklum balas tersebut.

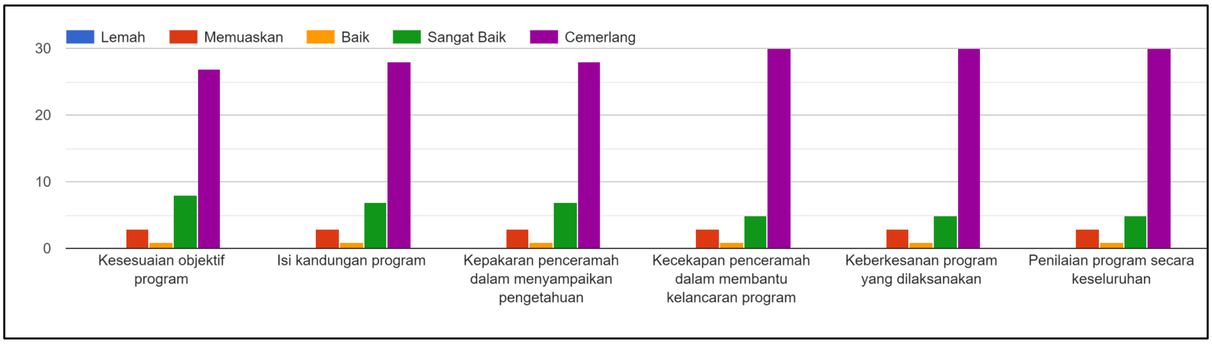
Analisa dan Perbincangan

Analisa dan perbincangan yang dijalankan untuk kajian ini diterangkan menerusi lima objektif yang telah dinyatakan di bahagian tujuan dan objektif kajian.

Objektif 1: Melaksanakan program penjanaan pendapatan menerusi kutipan yuran peserta
Seramai 97 orang peserta telah mengambil bahagian yang mana 67 orang terdiri daripada peserta di bawah tajaan penaja. Seramai 37 orang penaja telah bersetuju untuk melakukan penajaan dan setiap mereka telah diberikan resit beserta dengan cop pengecualian cukai pendapatan. Yuran yang dikenakan adalah RM75 untuk peserta biasa, manakala RM60 adalah yuran penajaan yang ditetapkan untuk pelajar dan golongan asnaf. Daripada perkiraan yang dibuat, program ini telah berjaya menjana pendapatan sebanyak RM7,840, manakala keuntungan bersih yang diperoleh untuk tabung KPPIM, UiTM Negeri Sembilan adalah sebanyak RM2,952.

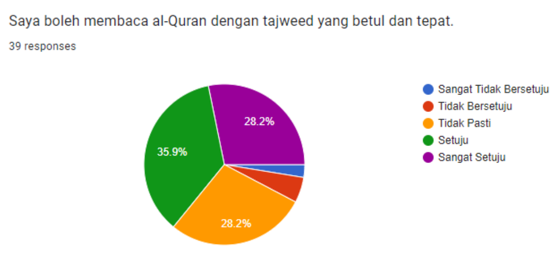
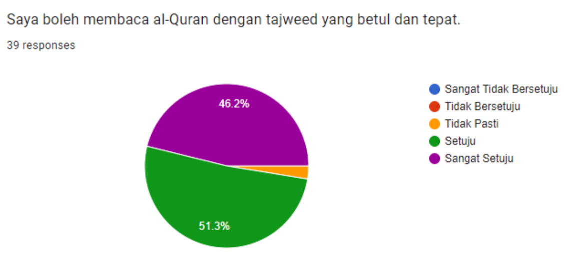
Objektif 2: Melaksanakan program pemindahan ilmu kepada masyarakat melalui seminar ilmu tajwid'

Penilaian keseluruhan Program Ilmu OMT
Rajah 2 menunjukkan keputusan maklum balas dari Bahagian 1 borang soal selidik yang meliputi soalan berkisar penilaian program. Hasil maklum balas mendapati majoriti peserta memberi penilaian cemerlang terhadap kesesuaian objektif program, isi kandungan program, kepakaran penceramah dalam penyampaian, kecekapan penceramah dalam membantu kelancaran program, keberkesanan program dan penilaian program secara keseluruhan.



Rajah 2. Penilaian keseluruhan Program Ilmu OMT

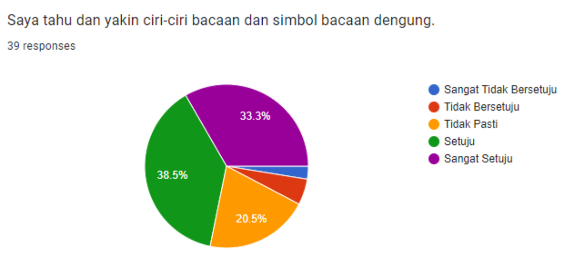
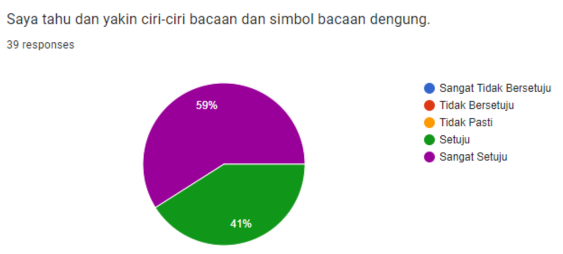
Kebolehan membaca Al-Quran dengan tajwid yang betul dan tepat
Bahagian 2 dan 3 borang soal selidik adalah mengenai hasil keberkesanan program terhadap peserta. Rajah 3 menunjukkan perbandingan pengetahuan ilmu tajwid peserta sebelum dan selepas mengikuti program. Hasil dapatan kajian mendapati bahawa 28.2% peserta pada awalnya agak tidak pasti dengan kemampuan mereka membaca Al-Quran dalam ilmu tajwid. Setelah mengikuti program majoriti peserta iaitu 97.4% (51.3% setuju dan 46.2% sangat setuju) berasa lebih yakin mereka boleh membaca Al-Quran dengan tajwid yang betul dan tepat. Hanya 2.5% sahaja yang masih tidak pasti.

Sebelum	Selepas
	

Rajah 3. Kebolehan peserta membaca Al-Quran dengan tajwid yang betul dan tepat sebelum dan selepas Program Ilmu OMT.

Kebolehan mengetahui ciri-ciri bacaan dan simbol bacaan dengung

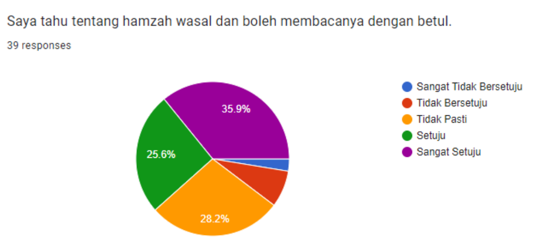
Rajah 4 menunjukkan terdapat 20.5% peserta yang masih tidak tahu menentukan ayat yang perlu dibaca dengan dengung atau tidak dengung sebelum mengikuti program. Mereka juga tidak pasti dengan simbol untuk bacaan dengung. Setelah mengikuti program, 100% peserta (41% setuju dan 59% sangat setuju) amat yakin dalam menentukan ayat yang perlu dibaca dengan bacaan dengung.

Sebelum	Selepas
	

Rajah 4. Kebolehan peserta mengetahui ciri-ciri bacaan dan simbol bacaan dengung ketika membaca Al-Quran sebelum dan selepas program ilmu OMT.

Kebolehan memahami dan membaca Hamzah Wasol dengan betul

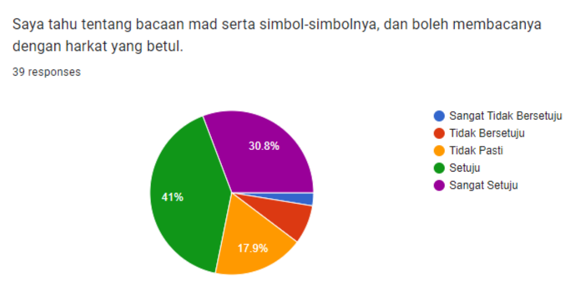
Rajah 5 menunjukkan kefahaman peserta terhadap hukum bacaan apabila bertemu Hamzah Wasol sebelum dan selepas Program Ilmu OMT. Daripada hasil maklum balas, 28.2% peserta pada awalnya tidak memahami hukum Hamzah Wasol. Setelah mengikuti program, 100% peserta (41% setuju dan 59% sangat setuju) yakin bahawa mereka jelas dengan kaedah membaca ayat Al-Quran yang mempunyai huruf Hamzah Wasol.

Sebelum	Selepas
	

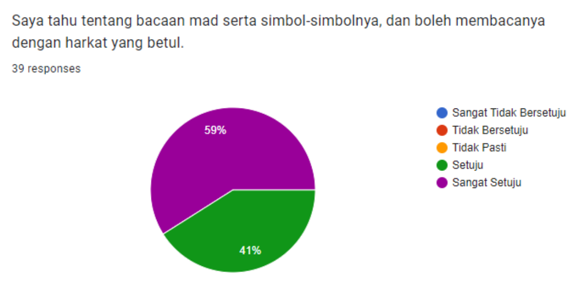
Rajah 5. Kebolehan peserta memahami dan membaca Hamzah Wasol dengan betul sebelum dan selepas Program Ilmu OMT.

Kebolehan memahami bacaan mad serta simbol-simbolnya dengan harkat bacaan yang betul
Rajah 6 menunjukkan kebolehan peserta memahami bacaan mad serta simbol-simbolnya dengan harkat bacaan yang betul. Dapatan kajian sebelum program mendapati 17.9% peserta pada awalnya tidak arif dengan bacaan mad serta simbol-simbolnya. Setelah mengikuti program, 100% peserta (41% setuju dan 59% sangat setuju) yakin bahawa mereka jelas memahami jenis-jenis hukum mad boleh membaca dengan harkat yang betul.

Sebelum



Selepas



Rajah 6. Kebolehan peserta memahami bacaan mad serta simbol-simbolnya dengan harkat bacaan yang betul sebelum dan selepas Program Ilmu OMT.

Dapatan kajian di dalam Rajah 7 menujukkan kompilasi komen dan cadangan para peserta untuk penambahbaikan Program Ilmu OMT di masa akan datang.

1. *Program sangat baik dan perlu diteruskan untuk siri seterusnya.*
2. *Kaedah yang disampaikan sangat menarik mudah difahami.*
3. *Saya suka overall. Fun. Tak menyesal datang. Banyak ilmu tajwid yang dah lupa dapat diingati semula*
4. *Saya bersyukur dapat join. Sangat sangat membantu.*
5. *Buat program seperti ini setiap tahun untuk beri staf dan pelajar mendalami tajweed.*
6. *Best sangat. Belajar pon santai2. Tak terlalu serius. Goodjob!!*
7. *Saya sangat setuju jika program ini diteruskan ke module seterusnya sebab oh mudahnya tajwid bukan sekadar ini saja tapi ada lagi program selanjutnya yang perlu diterokai.*
8. *Saya sangat gembira jika ada lagi program selanjutnya berharap agar dapat menjemput kami lagi.*
9. *Sangat setuju jika ada kesinambungan program oh mudahnya tajwid.*
10. *Harap dapat diteruskan lagi seminar mudahnya tajwid ke siri 2 berikutnya, sangat membantu saya untuk mendalami cara bacaan yg lebih baik.*

Rajah 7. Kompilasi komen dan cadangan peserta Program Ilmu OMT

Secara keseluruhannya, kebanyakan hukum asas tajwid seperti hukum dengung, hukum mad dan hukum Hamzah Wasol dapat difahami peserta dengan baik oleh 100% peserta. Ketiga-tiga hukum tajwid ini adalah merupakan hukum asas di dalam ilmu tajwid yang perlu difahami dan dipraktikkan dalam pembacaan Al-Quran. Kesimpulannya, 97.4% daripada peserta yakin mereka dapat membaca Al-Quran dengan betul dan tepat.

Objektif 3: Melaksanakan jalinan industri dengan menjemput penceramah luar untuk memberi ceramah
Untuk elemen penglibatan industri ini, Ustaz Arif Asa'ad dipilih sebagai penceramah luar untuk Program Ilmu OMT ini memandangkan beliau terkenal di media sosial seperti *Facebook, TikTok* dan *Instagram* dalam menyampaikan ilmu tajwid menggunakan simbol. "*Oh Mudahnya Tajwid!*" adalah merupakan satu slogan yang dicipta oleh syarikat Infitah Training and Consultancy yang mana pengasasnya adalah Ustaz Arif Asa'ad sendiri. Syarikat ini telah sedia terkenal dengan kaedah pengajaran yang santai dan menyeronokkan yang boleh menambat hati peserta. Selain dari itu, Program Ilmu OMT juga menitik beratkan pengajaran tajwid dengan hanya mengenali simbol tanpa perlu menghafal hukum tajwid dalam masa yang singkat dan sesuai untuk semua peringkat umur. Pelbagai organisasi penting kerajaan telah turut menjemput Ustaz Arif Asa'ad ke organisasi mereka bagi

menjalankan bengkel tajwid. Tambahan lagi kolaborasi antara universiti dengan pihak industri mempunyai manfaat yang tersendiri bagi kedua-dua pihak kerana ia dapat menambah nilai, meningkatkan kecekapan, berdaya saing dan mampu memacu inovasi yang akhirnya memberi manfaat kepada semua (Manan, 2019).

Objektif 4: Melaksanakan tanggungjawab sosial korporat dengan mencari penaja kepada golongan asnaf bagi mempelajari Al-Quran dan tajwid.
Program Ilmu OMT turut melaksanakan aktiviti tanggungjawab sosial korporat bagi memperkukuhkan cakna UiTM bersama masyarakat luar. Selain memberi sumbangan melalui pemindahan ilmu dan kepakaran ilmu tajwid, Program Ilmu OMT juga menyantuni golongan asnaf yang terdiri daripada pelajar-pelajar asnaf UiTM dan masyarakat asnaf di sekitar Negeri Sembilan. Penaja Program Ilmu OMT terdiri daripada staf UiTM dan juga agensi luar yang telah mendapat kelulusan dari pihak Naib Canselor UiTM. Program ini telah diklasifikasikan sebagai sebuah program yang melaksanakan tanggungjawab sosial korporat kerana membuka ruang penajaan di kalangan staf UiTM dan agensi luar yang diiktiraf untuk menampung yuran penyertaan peserta daripada golongan asnaf. Seramai 67 orang pelajar asnaf telah berjaya mendapat tajaan daripada 37 orang penaja.

Objektif 5: Mendapat dan menguruskan pelepasan cukai pendapatan kepada para penaja.
Penajaan Program Ilmu OMT telah mendapat kelulusan Naib Canselor bagi mendapatkan penajaan yuran peserta dan juga perbelanjaan program. Penajaan peserta adalah di dalam bentuk sumbangan wang tunai dan dibayar ke atas nama Bendahari UiTM. Resit rasmi yang bercop kenyataan khas mengenai pengecualian cukai diserahkan kepada penaja yang terlibat.

Kesimpulan

Secara umumnya Model Integrasi ilmu dalam Program Ilmu OMT ini telah berjaya dilaksanakan dengan menyatukan lima elemen iaitu penjanaan pendapatan, tanggungjawab sosial korporat, pemindahan ilmu, penglibatan industri luar serta pelepasan cukai pendapatan. Berdasarkan perbincangan di atas, model pengintegrasian ilmu ini telah mencapai objektif yang ditetapkan iaitu menjayakan program penjanaan pendapatan untuk UiTM amnya dan KPPIM Kampus Seremban khususnya. Selain daripada melaksanakan program ilmu, tanggungjawab sosial korporat bersama masyarakat dan golongan asnaf juga telah dicapai. Dengan mengambil jemputan luar sebagai penceramah, program ini telah menjalinkan hubungan yang baik di antara UiTM dan industri luar. Penaja program juga amat berbesar hati memberi penajaan kerana mereka diberi kelebihan untuk mendapatkan pengecualian cukai pendapatan. Justeru itu, Model Integrasi Program Ilmu: OMT ini boleh diadaptasi untuk sebarang program ilmu dengan pelbagai manfaat yang dapat dicapai secara holistik. Adalah diharap menerusi model integrasi ilmu ini, dapat membantu para pensyarah dalam melaksanakan tugasan mereka dan dapat meringankan tekanan yang mampu mengganggu gugat tahap kebahagiaan seseorang pensyarah dan seterusnya membolehkan para pensyarah melaksanakan peranan penting dalam pembangunan negara dan bangsa.

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ID0068 - ANALYSIS OF MATHEMATICS ABILITY CONTENT KNOWLEDGE OF PROSPECTIVE TEACHER STUDENTS IN INTRODUCTION TO BASIC MATHEMATICS COURSE

Iesyah Rodliyah[1*], Nihayatus Sa'adah[1], Sari Saraswati[1], Novia Dwi Rahmawati[1]

[1]*Mathematics Education, Faculty of Science Education*
Universitas Hasyim Asy'ari (UNHASY), Tebuireng Jombang Jawa Timur, Indonesia

[*]*Corresponding author: iesyahrodliyah90@gmail.com*

Abstract

This research is a descriptive qualitative research with a case study method, namely observing and analyzing certain phenomena that occur in the subjects studied. This study aims to determine the mathematics content knowledge of prospective teacher students who program basic mathematics introductory courses. This research was conducted at the Mathematics Education Study Program, Faculty of Education, Hasyim Asy'ari University (UNHASY). This research was conducted in the even semester of the 2022/2023 academic year. The subjects in this study were students who had programmed an introductory basic mathematics course, namely students in the eighth semester. The instruments used in this study were test sheets and documentation. The knowledge of mathematics content (mathematics content knowledge) referred to in this study is factual knowledge, conceptual knowledge, and procedural knowledge of student teacher candidates regarding set material in basic mathematics introductory courses. Based on the results of the research and discussion, it can be concluded that not all students have good mathematics content knowledge. Every student must have weaknesses, whether weaknesses in factual knowledge, conceptual, or procedural knowledge.

Keywords: *Mathematics Content Knowledge, Factual Knowledge, Conceptual Knowledge, Procedural Knowledge*

Introduction

Teachers as educators have the task of transferring knowledge and skills to students so that students are able to absorb, assess, and develop independently the knowledge they learn. The limited mathematical knowledge of prospective teachers is of international concern (Meany & Lange, 2012). The low ability of students' mathematics cannot be separated from the low ability of the mathematics teacher (Haji & Yumiati, 2021). The mathematical abilities that must be possessed by students are expected to appear and be born through a learning process that is packaged by the teacher who acts as the main actor in the learning process (Sobarningsih, et al 2019). Therefore, the process of educating prospective teachers must be carefully prepared as a process for forming good teachers, especially math teachers. Not only in Indonesia, even in all countries, one of which is in Australia, there has been an increase in supervision of the teacher education process in teaching and learning basic mathematics (Norton, 2019). In order to teach effectively, it is very important for a prospective teacher to have mathematical knowledge (Li & Smith, 2007). The term mathematical knowledge for learning was introduced by Ball, et al (2008). That knowledge leads to content knowledge and pedagogical content knowledge. Both of these can be used as important indicators in determining the quality of teaching and learning (Rahmawati & Turmudi, 2022). Shulman (1986) also stated that content knowledge is a way to present the teacher's understanding of the subject matter to be taught. Content knowledge is knowledge about the material being taught which includes facts, concepts, theories, and procedures (Nur'aini & Pagiling, 2020). This statement is supported by Hill, et al (2005) who revealed that mathematics content knowledge is knowledge that is useful in building representations, providing explanations, and providing evaluations of mathematics learning methods.

Content knowledge must be owned by teachers and prospective teachers. Content knowledge for prospective teachers is important as mastery of one of the demands of competency standards. This knowledge contains how prospective teachers and teachers are able to organize material content (Purwoko, 2017). Mathematical content knowledge (MCK) is one of the content knowledge that describes the depth of one's understanding of mathematics, not just facts or concepts. One of the reasons for the low results of PISA and TIMSS students is the lack of MCK, especially the domain of reasoning in each Mathematical Content (Santia, et al, 2017). Therefore, having adequate MCK is a foundation that must be possessed by prospective mathematics educators. Before thinking about how to teach mathematics so that it is easily accepted by students, prospective educators need to master knowledge about the content of mathematics itself, both facts and mathematical concepts (Krisnamurti, et al, 2020). There is a Chinese saying, "if you want to give the students one cup of water, you (the teacher) should have one bucket of water of your own, (An, Kulm, & Wu, 2004: 146)". This proverb illustrates that teachers must have a lot or extensive mathematical knowledge in order to build students' mathematical abilities well (Yulianto & Nurjamil, 2016). Salwah, et al (2020) added that being a mathematics teacher must know the reasons for each mathematical procedure taught (procedural knowledge), the meaning for each term (factual knowledge), and an explanation for each concept (concept understanding).

As for factual knowledge, conceptual knowledge, and procedural knowledge according to Anderson and Krathwohl (2001), namely: (1) Factual knowledge is a knowledge of the basic components that students must know to explore a scientific discipline or to overcome problems in the discipline knowledge. These components are usually like symbols associated with some concrete references that convey important information. Factual knowledge is formed at a relatively low level of abstraction, (2) Conceptual knowledge is knowledge that is related between components in a large structure/arrangement and allows all of them to function together. Conceptual knowledge includes categories, classifications, principles and generalizations as well as theories, models and structures. There are 3 types of conceptual knowledge, namely: a) Knowledge of classification and categories; b) Knowledge of principles and generalizations; c) Knowledge of theory, models, and structures, and (3) Procedural knowledge is knowledge of how to do something. This can be supplemented with routine exercises to solving new problems. Procedural knowledge often takes the form of a set of procedures to be followed. This knowledge includes skills, algorithms, techniques, and methods, all of which are referred to as procedures.

It takes careful preparation to become a professional teacher. Not only in studying various learning strategies and evaluations, but also in line with mastering the material properly (Sulastri, 2018). Teachers and prospective teachers in Indonesia need to hone their abilities to coordinate data, draw conclusions, and summarize insights on various matters. Therefore, knowing the teacher's MCK level in relation to Mathematical Content Knowledge (MCK) will be very useful in the process of learning mathematics (Masnunah, et al 2020). Kaskens (2020) and Fauth (2019) add that teacher abilities influence the quality of learning mathematics. Therefore, in this study an analysis of the mathematics content knowledge abilities of prospective teacher students was carried out in introductory basic mathematics courses, especially in set material. The material for this set was introduced to students starting at the junior high and high school levels.

Methods

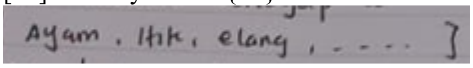
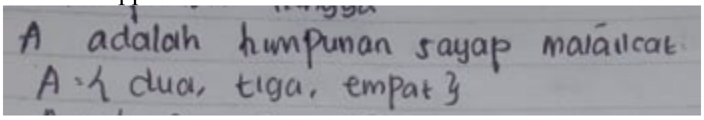
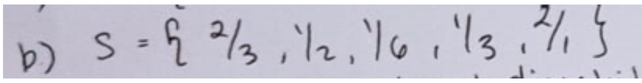
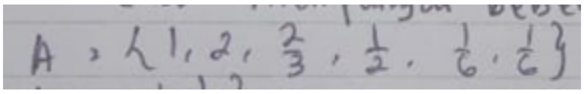
This research is a descriptive qualitative research with a case study method, namely observing and analyzing certain phenomena that occur in the subjects studied. This research was conducted at the Mathematics Education Study Program, Faculty of Education, Hasyim Asy'ari University (UNHASY). This research was carried out in the even semester of the 2022/2023 academic year, with a total of 13 students. The subjects in this study were students who programmed introductory basic mathematics courses, in which case the researchers took eighth semester students who were currently working on their thesis. Researchers observed and analyzed cases in the form of mathematical content knowledge. Each student is given the opportunity to work on several questions related to the basic introductory material in mathematics, namely set material. The instruments used in this study were test sheets and documentation. The knowledge of mathematics content (mathematics content knowledge) referred to in this study is factual knowledge, conceptual knowledge, and procedural knowledge of prospective teacher students.

Result and Discussion

Research conducted on all eighth semester students found that not all students had good mathematics content knowledge. Every student must have weaknesses, maybe the weak points are in factual knowledge, conceptual, or procedural knowledge. The results showed that there were still some students who had factual, conceptual, and procedural knowledge that were still weak in set material. Students with high GPA cannot be used as a benchmark as students who have high mathematics content knowledge. Based on the results of the tests and documentation carried out on several students, the following results were obtained:

Table 1. Research Results Regarding Student Factual Errors in Mathematics Content Knowledge

Error Description	Knowledge Types

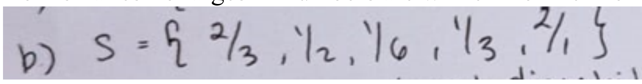
Students write down the number of sets using regular brackets […]not curly braces {…}  Students use the symbol of the universe set not with the letter S but other uppercase letters  Students have not been able to understand the source of information on the questions given Students write $S = \left\{\frac{1}{6},\frac{1}{3},\frac{1}{2},\frac{2}{3},\frac{2}{1}\right\}$ with S={1/6,1/3, 1/2, 2/3,2/1}  There are still students who make mistakes in registering the members of the association, namely writing the number twice.  In fact, if the members are the same, it should only be written once	Factual

Based on the research results in Table 1, it can be seen that some students make mistakes in terms of factual knowledge. This may be because students forget set material and tend to memorize rather than interpret, it could be because they are not careful and not thorough in working on the questions so that they make quite fatal mistakes if these mistakes continue until they become teachers and transfer knowledge to students. Salwah's research (2018) confirms that usually students are not careful when working on math problems, so they always make small mistakes that can have fatal consequences for their answers. Factual mistakes made can be used as evaluation material for studying set material so that there are no mistakes when conveying set material to students.

Table 2. Research Results Related to Student Conceptual Errors in Mathematics Content Knowledge

Error Description	Knowledge Types
Students are still not precise in defining the definition of a set, one student defines that a set is "something that is clear" A more precise definition of a set should be "a collection of objects that can be explained clearly". Students give an example of one of the empty sets B = $\{x \mid x \geq 2, x$ is an even prime number} an example of the empty set should be B = $\{x \mid x > 2, x$ is an even prime number } There are still some students who still don't understand the concept of union and intersection. This can be seen when students are asked to solve questions in number 4, there are still many students who have misconceptions about the combined and sliced concepts	Conceptual

It is best for students to write down the members of a set in numerical form by sorting them. The concept of numbers starts from smallest to largest if numbers are written from left to right

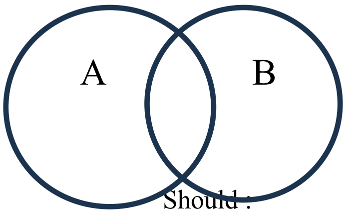
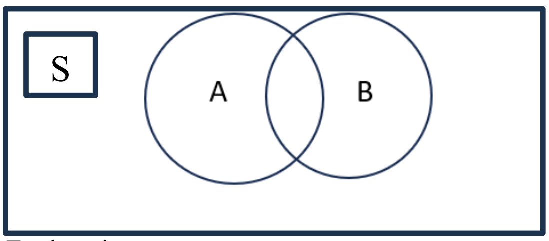


Should

$$S = \left\{\frac{1}{6}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{2}{1}\right\}$$

In table 2, one of the conceptual errors found is the definition of a set. The definition of a set given by students tends to be incomplete as the definition of a set is still ambiguous and can have other meanings. In addition, in giving examples of sets using symbols > and symbols ≥ there are still mistakes which result in quite fatal errors. For example, when students are asked to give examples of the various sets in question number 1. Because they misinterpret the meaning of the symbol, it results in an error in applying the empty set example concept. If these conceptual errors are not corrected, then these prospective teacher students will teach future students with the wrong concepts. If this is taught to junior high or high school students, it will become a misconception for students. Shulman argues that it is very important to know the facts and concepts of the material being taught (Ball, Thames, & Phelps 2008). The results of this study are supported by research conducted by Krisnamurti (2020) which suggests that prospective teachers must continuously improve their knowledge of mathematical content. The recommended way is to increase understanding of the application of the concept. This is so that there are no hereditary mistakes when one becomes a teacher.

Table 3. Research Results Related to Student Procedural Errors in Mathematics Content Knowledge

Error Description	Knowledge Types
There are still students who make Venn diagrams by making circles without giving a closed rectangular curve. Although the answer should be correct. However, there are deficiencies in the form of the Venn diagram that has been made. As follows :  Should :  Explanation : S = Human A = People who are given ni'mat by Allah SWT (People who believe in Allah SWT) B = Misguided People (Unbelievers) $A \cap B$ = People who are angry with Allah SWT (hypocrites, namely people who believe in Allah but their character and behavior are like infidels)	Procedural

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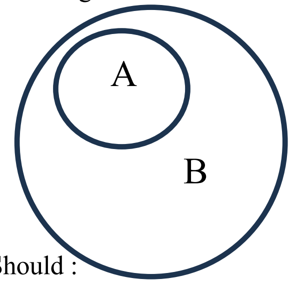
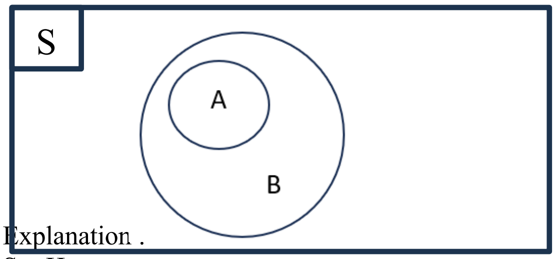
Similar to the combined concept in number 4, students also still have not applied the procedure for making Venn diagrams properly and correctly. Such as the following :


Should :


Explanation .
S = Human
A = The Prophet and his people who believed before
B = right and left groups
A ∪ B = left groups
A (the group of Prophets and their believers) is a subset of B (right group), so the combination of A and B is B (right group). So, in writing mathematics is A ⊂ B, then A∪B=B. A∪B or the left group (those who are not included in the group of prophets and their believers and the right group) they are called the left group
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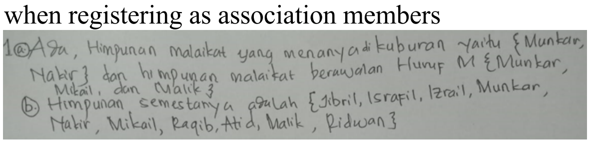
There are still some students who make mistakes when registering as association members

1 a. Ada, Himpunan malaikat yang menanya di kuburan yaitu {Munkar, Nakir} dan himpunan malaikat berawalan Huruf M {Munkar, Mikail, dan Malik}
b. Himpunan semestanya adalah {Jibril, Israfil, Izrail, Munkar, Nakir, Mikail, Raqib, Atid, Malik, Ridwan}
There are 3 ways to present a set, namely:
(1) With words, (2) With forming notation. To create set formation notation, we use curly braces which are written as follows: {}, (3) By registering members
However, the student combines the first method with the second. even though students should just choose one
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The results of the study are in table 3. According to Ball, Thames, & Phelps (2008) teachers need to know the topics and procedures being taught, including the set material taught at the junior and senior high school levels. Problems in mathematics require knowledge and skills in solving them. Being able to carry out procedures properly and correctly is very necessary, but what is more crucial and more important is to understand the concepts and procedures well. In line with the statement of Ball, Thames, & Phelps (2008) that "Teachers must know rationales for procedures, meanings for terms, and explanations for concepts. … not just to confirm the answer but to show what the steps of the procedure mean and why they make sense." It means, "A teacher must know the reason for each procedure, the meaning for each term, and the explanation for each concept. Not only confirming answers but being able to show the meaning of each steps/procedure and why they make sense."

Conclusion

Based on the results of the research and discussion, it can be concluded that basically student teacher candidates have good mathematics content knowledge. However, every student has weaknesses, maybe it's factual knowledge, or conceptual knowledge, or procedural knowledge. Some students have weaknesses in writing and understanding symbols, there are also students who fail to interpret the concept of symbols, and forget the procedures for solving math problems, especially the set material in this study. This phenomenon is often taken for granted. Even though the impact can be fatal if these mistakes are passed on to students if the student teacher candidate has become a teacher in the class. It is important for a prospective teacher to have self-awareness that what is needed to become a professional teacher is not only good pedagogical skills but also good mathematics content knowledge skills. So these two things have to go hand in hand. From this research it can be used as evaluation material for student teacher candidates so they don't make mistakes again when working on similar questions. Hopes and suggestions for future research can develop on mathematics material which is often the scourge of student teacher candidates.

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ID0071 - OPTIMALIZATION ISLAMIC SOCIAL FINANCE THROUGH CRYPTOCURRENCY

Athi' Hidayati[1], Peni Haryanti[2]

Prodi Ekonomi Islam, Fakultas Ekonomi
Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

[*]*Corresponding author:* *peniha1190@gmail.com*

Abstract

Cryptocurrency is no longer a new thing for the people of Indonesia, this is evidenced by the high public interest in the cryptocurrency transaction itself. Indonesia is the largest country for crypto transactions in Southeast Asia and occupies the number 30 position in the world. Even so, there is still politics regarding the regulation of this cryptocurrency because legally cryptocurrencies can be regulated but cannot be used as a trading tool. This study aims to optimize Islamic Social Finance (ISF) through cryptocurrencies, using a library research approach with descriptive analysis methods. This shows that Islamic Social Finance instruments, namely zakat, infaq, sadaqah, endowments, and other investment instruments can be optimized through cryptocurrency. Several ways that can be done are collaborating with commercial banks, both Islamic commercial banks and conventional commercial banks, to provide options for conducting Islamic Social Finance activities when there is an exchange of cryptocurrency currency for rupiah currency and conducting outreach through websites and advertisements in the media. Optimizing advertisements on social media where social media is never separated from people's daily activities.

Keywords: *Optimalization, Islamic Social Finance, Cryptocurrency*

Introduction

Indonesia ranks first with the largest Muslim population in the world. Islamic teachings have an influence on economic activity, one with the guidance that exists in the pillars of Islam. Social welfare is an important point in it, in which strengthening the economy is the goal. Strengthening the economy cannot be separated from strengthening social funds, the contribution of Islamic financial instruments is the most important factor. This is supported by the existence of Sharia social financial institutions or Islamic Social Finance (ISF). ISF has become an interesting issue in various Islamic countries, especially in countries that are included in the Organization of Islamic Cooperation/OIC which have realized the huge potential of this ISF. The instruments used in the ISF are zakat, waqf, infaq, and sadaqah (Masrul & Huda, 2021), and qard hasan ((Tahiri Jouti, 2019). One of the objectives of the ISF is to equalize income which is expected to be able to avoid social inequalities and later be able to alleviate poverty.

Cryptocurrency which is often used as a digital currency comes from a technology with a blockchain basis (Huda & Hambali, 2020). Its function is like a standard currency that allows users to make virtual payments for business transactions that occur (Puspasari, 2020). Cryptocurrency has 2 main functions, namely as a means of payment and as a commodity which is commonly referred to as a crypto asset. In Indonesia, crypto currency is not recognized as a means of payment, but in the Regulation of the Minister of Trade No. 99 of 2018 concerning the General Policy for Organizing Crypto Asset Futures Trading which recognizes crypto assets as commodities. Due to the function of crypto as a commodity, this crypto currency is worthy of being a subject in the futures exchange. As the Commodity Futures Trading Regulatory Agency (BAPPEBTI) has provided official rules regarding crypto assets as commodity futures commodities which are a breath of fresh air and the first step as a digital financial opportunity, (Kusuma, 2020).

As has been done at the Shackwell Lane Mosque in Hackney, London England accepts crypto currency donations. This is the first in Islamic Social Finance, (www.cnnindonesia.com) with the hope of getting 10 thousand pounds during the month of Ramadan. This policy can be a good example for Amil Institutions in Indonesia with the convenience of paying zakat, infaq, and alms so that people will be more interested and not worried about making crypto transactions.

The high public interest in the existence of cryptocurrencies makes the potential and opportunities for crypto transactions in Indonesia enormous. This is evidenced by the reach of cryptocurrencies that are able to reach many groups, not the age group of 30-40 years, but also many 20-30 year olds who are involved in cryptocurrencies. Even detik.com on its website posts high school teenagers capable of trading crypto with fantastic profits, namely hundreds of millions a year. This phenomenon is an opportunity for Islamic Social Finance to cover these funds.

With this phenomenon, the researcher hopes that this research will be able to see opportunities for Islamic social finance from cryptocurrencies, and be able to provide solutions, namely how to optimize the role of ISF through cryptocurrencies.

Methods

The research method used is qualitative with a research approach in the form of library research. with the descriptive analysis method, which is a study used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, and so on (Mardalis, 1995:24). Research that uses sources and types of secondary data obtained from research results, articles, and reference books that discuss topics related to the research theme is library research, (Iskandar et al., 2020). Documentation and literature research are needed in research as data collection techniques. In carrying out data analysis techniques using descriptive analysis methods, namely 1) content analysis, 2) methods of discussion, and critical analysis.

Result and Discussion

Before discussing the optimization of Islamic Social Finance, the researcher will first map the opportunities for Islamic Social Finance in Indonesia. The MPR's official website (www.mpr.go.id) states that in 2022 the transaction value of crypto assets will reach Rp. 64.9 trillion. In 2021 there is an increase of Rp. 859.4 trillion, and reached Rp. 83.3 trillion in the period from January to February 2022. This value makes Indonesia the largest country as the crypto market in Southeast Asia and ranks 30th in the world. There are 11.2 million crypto asset investors. The large number of crypto investors far exceeds the number of capital market investors based on Single Investor Identification (SID), which totaled 7.48 million investors.

The peer-to-peer method is a direct buying and selling transaction, the seller and buyer agree to make a buying and selling transaction of crypto assets. The second method is carried out in marketplaces that provide illegal exchange of crypto assets in Indonesia. These two methods are activities carried out in investing in crypto assets (Maulani, 2021). Crypto assets have two sides of use. Crypto assets are commodities that can be traded and secondly crypto assets can be used as currency or means of payment which is the original purpose of cryptocurrency (Tambun & Ilham Putuhena, 2022).

On January 3, 2019, Nakamoto created a combination of 3 features namely bitcoin as the first cryptocurrency to appear. The combination of these three features is the certainty of limited anonymity, independence from the central authority and double transaction protection, (Lansky, 2018). The combination of these three features is the latest finding over a period of 25 years, still not being able to combine these three features. Ensuring limited anonymity means that users when executing cryptocurrency transactions cannot be easily identified. However, users can reveal their identities whether knowingly or not, or outside actors can use external data to identify users, and then cryptocurrencies ensure the transaction is transparent. Independence from centralized authorities: Central authorities decentralized and independently use cryptocurrencies to change consensus rules regarding cryptocurrency systems. The intent of the change is to make cryptocurrencies scarce in the hope of increasing in value. With two kinds of changes, namely hard fork and soft fork (Andrianto, 2022). The first cryptocurrency transaction that did not use the bitcoin protocol was Ripple which was made in 2012 (Wątorek et al., 2021). This system relies on a partially centralized system called a trusted node, which is responsible for confirming transactions. The idea behind Ripple is to provide a connection between banks and stock exchanges to send money in real time, which makes it easier for users to transfer across national borders.

Blockchain technology is a technology brought about by cryptocurrencies that has the opportunity to be applied not only to cryptocurrencies (Noorsanti et al., 2018). Blockchain technology can be likened to the technology used in distributed databases. In a distributed database, recorded information will be stored and shared with every member of the network. This technology is able to prevent double transactions/double spending with a combination of peer-to-peer networks and cryptographic public keys (Roschin et al., 2018). Cryptocurrency works functionally as follows:

1. The user has a wallet that contains the user's address. This address acts as a public key
2. Wallets also contain private keys, which are used to approve transactions, and as proof of ownership.
3. The payer sends money to the payee and approves it using the payer's private key.
4. Transactions are verified by mining (how to get) (Mukhopadhyay et al., 2016)

The advantages of cryptocurrency are that as a cryptocurrency with an increasingly sophisticated hash rate (level of complexity of cryptographic algorithms), public trust is also increasingly guaranteed to avoid risks such as counterfeiting. This trust helps develop a global community that strengthens its position as a currency that is not easily shaken by the conditions of society. Like gold, cryptocurrencies are able to reduce the inflation rate. The downside of cryptocurrencies is that they are speculative (in terms of value). The value is determined by the number of people or business units receiving crypto (Saputra, 2018).

The role of cryptocurrencies in Indonesia is not fully fulfilled because on the one hand, Bank Indonesia defines crypto as "digital money" which is prohibited and on the other hand the Ministry of Trade defines it as a tradable "digital asset". Meanwhile, the Financial Services Authority chooses to be neutral about this difference and prefers to supervise its financial institutions (Najibur Rohman, 2021). Meanwhile, BAPPEBTI not only issues regulations regarding marketplaces that want to become cryptocurrency platforms in Indonesia, but also issues regulations for investors who wish to carry out cryptocurrency buying and selling activities where investor requirements must be met first to place their capital which is used for activities between transactions using an account that is different from the name of the markerplace. Cryptocurrency users do not rule out the possibility of crimes occurring when their users are legalized in Indonesia. This crime will become one of the obstacles for the state to achieve its main goal, namely to achieve prosperity for all its people. The imposition of sanctions for cryptocurrency users who commit something that is neither criminal nor civil, sanctions are given after being regulated in the law in accordance with the General Policy for Organizing Crypto Asset Futures Trading (Thistanti et al., 2022).

On the official website, BAZNAS noted that in 2021 it was able to collect zakat funds of Rp. 136.99 billion with a 51% increase from the previous year. This is supported by the great interest of young people (25-44 years old) who find it easier to access digital platforms and BAZNAS services spread across many merchants to pay zakat, infaq, and alms. The opportunities for zakat, infaq, and alms starting in 2020 until now are quite large, this is supported by economic development, especially the younger generation which continues to increase. The role of the younger generation in economic development cannot be underestimated. There are many business opportunities for the younger generation that are able to generate income both with real business and through businesses in the digital field.

Islamic Social Finance instruments include philanthropic-based Islamic institutions such as zakat (compulsory), alms (voluntary charity), endowments, and cooperation such as qard (loans) and takaful (insurance). In addition, it also includes social investment institutions through sukuk (bonds), crowdfunding, and non-profit micro-Islamic organizations that aim to reduce poverty by giving qard hasan (Haji-Othman Sultan Abdul Halim Mu et al., 2020). A new global development agenda emerged in 2015 to replace the passing millennium development goals. The global development agenda consists of 17 sustainable development goals (SDGs) to be achieved by 2030. Many countries in the world are joining the efforts of this development agenda by combining various agencies including intergovernmental and non-governmental organizations to achieve these goals. The main goals of economic, human, and environmental sustainability and development in 2030. This study focuses on the relevance of Zakat as a social financial institution in achieving these eight sustainable development goals, (Atah et al., 2018).

The emergence of the digital era has resulted in an all-digital trading system, this is indicated by the rise of online shopping platforms (e-commerce). With the existence of an online shopping platform, a new activity has emerged, namely payment, which was originally made using a cash-based instrument, until now it has developed into a non-cash-based instrument (Maulani, 2021), which makes it easier for both buyers and sellers. that is, by payment. Payment through online or virtual payment systems that we often call cryptocurrencies. The legality of cryptocurrency in Indonesia is embodied in Article 1 of the Regulation of the Commodity Futures Trading Regulatory Agency Number 5 of 2019 concerning Technical Provisions for Organizing the Physical Market for Crypto Assets on the Futures Exchange, which explained crypto assets that are essentially a commodity in the form of digital assets that use cryptography, which connected to peer to peer networks and distributed ledgers to manage the creation of a new unit, process transaction verification and maintain transaction security without any interference from any party.

The high interest of the public, especially the younger generation, in crypto transactions, is supported by the expected high profits. As with trade, Muslims conducting crypto transactions are required to pay zakat. Zakat is one part of the Islamic Social Finance instrument. Amil institutions must be even more creative in terms of socializing zakat, infaq, and sadaqah. In addition, the use of digital media is very influential, apart from being a medium for outreach, it is also the most effective means of raising funds because mustahik can directly pay zakat, infaq, or sadaqah anywhere at any time without being bound by working hours.

In addition to the short-term consumption needs, zakat also has a long-term role, which can be allocated as business capital. The function of zakat as business capital can be distributed to micro, small, and medium enterprises using the qard hasan system. Business owners who have received zakat for business are able to develop their businesses so that those who initially become zakat recipients are then able to develop their businesses and turn them into muzakki, and so on. So a connected chain is formed between muzakki and mustahik, all of whom need each other.

Amil zakat institutions work together with crypto buying and selling platforms (e.g. Indodax, Tokocripto) to provide zakat options if there are transactions that have reached a ratio and have an obligation to issue zakat. With this choice, the muzakki are aware and remind the muzakki about the importance of paying zakat.
Advertisements through social media that are frequently visited by muzakki are also an important reference for amil zakat institutions to further optimize their role. Advertisements that provide invitations as well as remind Muslims to pay zakat properly.

As already exists, amil zakat institutions work with banks to provide choices to bank customers for zakat payments, although this still applies to Islamic banks. In the future, because crypto transactions are not only carried out in commercial banks, both Sharia and conventional, it is necessary to have a choice of zakat payments in both Islamic and conventional banks. So that the optimization of zakat funds can be carried out optimally. However, the responsibility of Islamic banks is to provide competitive profit sharing even though they have risk sharing as well, for funding customers. If Islamic banks decide to invest more in non-profit financing, these Islamic banks will have a higher risk compared to investing in productive financing (Buchori, 2021). This causes a domino effect for banking because it loses reputation to customers and risks increasing losses. To maximize it, it is necessary to have an Islamic microfinance institution as part of a pilot and be able to facilitate and foster lower-middle-class people to be more productive so that they are able to manage zakat funds and can be developed (Paolo Pietro Biancone; Maha Radwan, 2019).

In the implementation of Islamic Social Finance, it encounters several obstacles, this is not only felt in Indonesia but occurs in all countries that are members of the Islamic Cooperation Organization (OIC) (Mohd Zain & Engku Ali, 2017), these obstacles include:

1. There is no legal standardization related to Islamic Social Finance instruments between OIC countries so there are several differences.
2. Refusal to pay zakat, there are still many muzakki who do not have full awareness to pay zakat, especially zakat maal even though they have fulfilled the nishab.
3. There is fraud, one of which is corruption. Corruption by managers often becomes a scourge for muzakki in paying zakat. The muzakki's distrust of amil makes the optimization of the collection of zakat funds less than optimal
4. Conflicts both within a country and conflicts between OIC countries. This conflict has a big influence, when there is a conflict, the stability of a country will decrease, so it indirectly has an impact on zakat collection.
5. There are differences in the amount of fundraising between countries.
6. Lack of skills in running a business or investing zakat funds.
7. Less than the maximum recording is done.

Zakat is a vital means for poor Muslim communities to get cash. Its important role is to minimize and prevent and minimize poverty by redistributing wealth to all sections of society. Zakat has the strongest positive relationship with financial stability, which means it can be used by micro-entrepreneurs to stabilize income (Nik Azman et al., 2021).

Conclusion

The cryptocurrency phenomenon in Indonesia needs to be appreciated by various groups, this is indicated by the high interest of the younger generation in conducting cryptocurrency transactions. The government through related institutions needs support, especially in terms of regulations so that cryptocurrency transactions can be covered optimally. So that the related institutions can carry out their respective functions and roles. This makes cryptocurrency transactions one of the objects of optimizing Islamic Social Finance. There are several ways that Islamic Social Finance can do, namely by collaborating with both conventional commercial banks and Sharia commercial banks which are used to exchange crypto assets for rupiah, through social media advertisements that are often used by the younger generation, advertisements through media both electronic mass media as well as banners. Socialization through the website or the official website of the amil zakat institution.

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ID0072 - ISLAMIC FINANCIAL LITERACY AND INCLUSION OF MSMEs IN JOMBANG REGENCY PESANTRENS

Lik Anah*, Lilis Sugi Rahayu Ningsih

Program Study S1 Management, Faculty of Economics
Universitas Hasyim Asy'ari Jl. Irian Jaya No 55 Tebuireng Jombang 61471 Jawa Timur Indonesia

Corresponding author: lik.anah89@gmail.com

Abstract

Due to the presence of numerous renowned and historic Pesantrens, including Pesantren Tebuireng, Darul Ulum, Mambaul Maarif, and Bahrul Ulum, Jombang Regency is also known as the "City of Santri." Numerous students attending these Pesantrens have had an impact on the economics of the neighborhood as well as the growth of MSMEs in those Pesantrens regions. The background of the pesantren environment, the advancement of financial technology, and the accessibility of sharia-based financial services and Islamic banking, including Islamic banks, BMTs, and micro waqf banks situated nearby, make Islamic financial literacy and financial inclusion interesting topics to discuss. The purpose of this study is to determine the level of Islamic financial literacy of MSMEs in the Pesantren area of Jombang Regency and its effect on financial inclusion. It uses the associative research method, by taking research samples, specifically, MSME actors who have used banking services with various developments. The findings of this study suggest that financial inclusion is positively and significantly impacted by Islamic financial literacy and attitudes about embracing fintech. It has been accomplished to impart financial literacy in the areas of budgeting and priority setting, as well as financial behavior that refrains from being lavish and financial attitudes that are aware of the need to pay taxes, zakat, and charity. The use of fintech is still very limited with the perception of its use for transfers and bill payments. In addition, understanding financial inclusion is also known in terms of the ability to access financial services, the ability to use them, transaction behavior, and welfare benefits in business financial circulation.

Keywords: *Financial Inclusion, Fintech, Islamic Financial Literacy, MSMEs, Pesantren*

Introduction

The Indonesian government continues to provide various forms of assistance to the development of MSMEs (Micro, Small, and Medium Enterprises). The assistance provided includes not only the development of human resources but also the implementation of legislation or policies that can help these MSMEs grow. Banking's role in boosting financial inclusion for MSMEs is also becoming more obvious, for example, through providing loans with low-interest rates, developing banking technology services through fintech, and developing Islamic banks, BMTs, and Micro Waqf Banks. The large range of banking service alternatives and the convenience of service are expected to promote enhanced financial inclusion for the growth of MSME financing. According to (OJK, 2022) data from the Indonesian Financial Services Authority (OJK) in the 2022 National Financial Literacy and Inclusion Survey (SNLIK), the Indonesian population's financial literacy index is 49.68 percent, up 38.03 percent from 2019. The financial inclusion index increased from 2019's 76.19 percent to 85.10 percent in 2019. These findings demonstrate a narrowing of the literacy-inclusion gap, which went from 38.16 percent in 2019 to 35.42 percent in 2022.

The level of Islamic financial inclusion and literacy is also measured by the Financial Services Authority in the 2022 National Financial Literacy and Inclusion Survey (SNLIK) (OJK, 2022). The findings indicate that the Islamic financial literacy index of Indonesians has increased from 8.93% in 2019 to 9.14% in 2022. In addition, the percentage of Muslims who have access to financial services has increased from 9.10 percent in 2019 to 12.12 percent in 2022. The financial literacy index utilizes parameters of knowledge, skills, beliefs, attitudes, behavior, and the financial inclusion index, which uses factors of usage. The Indonesian government has established financial literacy targets for 2023, with the *3T* (Forefront, Outermost, and Disadvantaged) communities, MSMEs, people with disabilities, and Santri as the main focus groups. The women's segment, students, MSMEs, rural communities, and the Islamic financial services industry will be the primary targets for financial inclusion in 2023. The Economic Recovery Program (ERP) organized by the government, especially for Micro, Small, and Medium Enterprises (MSMEs), related to investment, credit, and productive financing, shows that government and banking support is helping MSMEs survive, develop and grow.

According to estimates from the Ministry of Cooperatives and Small and Medium Enterprises (Kementrian Koperasi dan UMKM, 2019), there will be 64.2 million MSMEs in Indonesia in 2021, contributing 61.07% of the country's GDP, or IDR 8,573.89 trillion, to the country's GDP. MSMEs can also employ 97% of the country's workers and get 60.42 percent of all investments made in Indonesia. Of course, based on these numerous data, the existence of MSMEs is critical to move the people's economy. MSMEs in the Pesantren area, particularly in Jombang Regency, where the presence of students from various regions in Indonesia and overseas has caused the MSMEs in Pesantren areas to grow greatly. Islamic financial literacy and financial inclusion are also predicted to improve in the region as a result of increased financial education, the growth of current Sharia-based financial services, and the habituation of Sharia regulations in the Pesantren area. With the urgency of using Fintech and computer-based services for MSMEs, it is hoped that innovation will occur and a foundation will be formed for the creation of a global business and new business models can take advantage of digital platforms (Anah et al., 2023). Fintech describes a changing industry for companies that use technology to make the financial system more efficient. Fintech is part of a segment of the startup world that has a focus on maximizing the use of technology to change, accelerate or sharpen various aspects of financial services available today (Rahayu & Anah, 2021).

(UMKM, 2016) The World Bank reveals that there are at least four basic aspects that people must have in order to obtain a decent life, which is related to four types of financial services that are considered vital for people's lives, namely fund deposit services, credit, payment systems and insurance including pension funds. The general framework for inclusive finance is built on six pillars, namely financial education, public financial facilities, mapping of financial information, supporting policies or regulations, intermediation facilities, and distribution channels, also consumer protection.

The purpose of this research is to establish the level of Islamic financial literacy, perceptions of adopting fintech, and the influence on the financial inclusion of Pesantrens' MSMEs in the Jombang Regency. In the initial observations, it was discovered that related to the indicators of financial literacy on knowledge, MSME actors were unable to understand their business' financial condition, and on the financial attitude indicator, there was a lack of ability to maintain business continuity. Meanwhile, it was discovered that there was a lack of ability to receive financial services in financial inclusion. The development of Islamic financial services, Islamic financial education, and habits in Sharia-based activities have not been able to describe the level of Islamic financial literacy and financial inclusion in the Pesantren areas, resulting in these findings. As a result, this research is intended to be able to evaluate the level of Islamic financial literacy and financial inclusion of MSMEs in the Pesantren areas, allowing relevant policies and directions for MSME development to be determined.

Methods

The research approach employed is associative research, which employs quantitative analysis before being supplemented qualitatively. The influence of Islamic financial literacy on financial inclusion and perceptions of the usage of fintech on the financial inclusion of MSMEs at Pesantrens in Jombang Regency were investigated using quantitative data analysis. The proportionate sampling strategy was used to choose 40 MSMEs for this investigation. MSMEs that have employed fintech services were selected as the sample criteria. The data collection method includes surveys, documentation, and interviews. Data analysis techniques were applied in two stages. The first stage involves assessing the research instrument's validity and reliability, followed by verifying the classical assumptions, regression analysis, and continuing the partial test. The second stage involved using a constant comparability analysis model to combine theoretical generalizations and data from research findings with field realities (Bungin, 2005: 71).

Result and Discussion

Result

According to the data, the majority of fintech service features are utilized in the form of savings, followed by transfers, credit loans, and funds from the owner, and some have never used them. The percentages attained in this order were 67%, 12.5%, and 2.5%. The platform's qualities include the usage of *OVO* platform services to assist their commercial activities, followed by mobile banking and *Link Aja*. With 67.5% and 12.5%, respectively. The intensity of use of fintech services reveals how frequently respondents utilize fintech services. According to the data, 40% of respondents utilize it 2 to 3 times weekly. The remainder utilizes fintech services 2 to 3 times a month, while some respondents have never used fintech services in any form.

The 1.7% value of the Islamic financial literacy variable index, which represents the findings, is categorized as low. Knowledge, which comprises declarations about creating revenue budget records, creating and documenting priority scales of demands, and comprehension of financial conditions addressing caution in income and spending adjustments, are the markers that make it up. The second indication relates to financial conduct, namely budget modifications brought on by inflation, economic impact, and wasteful behavior that may influence finances. The last indicator is about financial attitudes, with statements related to the obligation to pay taxes and zakat, understanding the amount of tax and zakat to be paid, and related to the distribution of the budget for venture capital. Of the three indicators, the financial attitude has the highest mean of 1.74% which indicates the ability to act in Islamic financial literacy.

With a variable rating of 2.18, the perceived use of fintech falls within the low category. The indicators are the use of payment systems through third parties, with statements that make it up, namely the use of financial service applications to facilitate business transactions and the selection of financial service platforms used. The next indicator is peer-to-peer lending, with statements of fintech services used for financial risk management, utilization for capital needs, and credit services. Another indicator is crowdfunding perceptions, which are statements related to fintech perceptions for various financial services, financing, additional capital, and management of financial resources. The highest mean indicator lies in the indicator of payment usage systems through third parties at 2.39%, indicating that the majority of MSMEs have utilized fintech services to support smooth business transactions.

The financial inclusion variable index of 2.01 is included in the low category. The indicators used are access related to the ease of reaching financial services and the ease of accessing these services. Usage indicators related to financial service products can meet the needs of their users, security and convenience components, as well as the completeness of the attributes of financial services. Quality indicators are related to the ability of financial services to influence transaction behavior and support business activities. Welfare indicators are related to the usefulness of financial services to support personal and business financial circulation. The highest mean indicator lies in access of 2.03, which means that the ability of financial services to access products and features provides great benefits to MSME actors.

As long as R count > R table, with an R table value of 0.3120, valid results are obtained from the research instrument's validity test of the variables Islamic financial literacy, perceptions of using fintech, and financial inclusion. The three variables' results from the reliability test were reliable, with a Cronbach alpha > 0.7. so that the validity and reliability of all the tools used in this study have been established.
The classic assumption test is carried out using the normality test with Asymp results. Sig (2-tailed) 0.200> 0.05. It indicates that the data are normally distributed. With a tolerance value of 0.610 0.10, the multicollinearity test confirms that there is no multicollinearity. The heteroscedasticity test reveals that the points on the Y axis are distributed below zero, indicating that there is no multicollinearity. As a result, all of the data in this study satisfy the conventional assumptions required for multiple linear regression analysis.

Table 1. Regression Table

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	.464	1.957		.237	.814
Islamic Financial Literacy	.671	.121	.623	5.549	.000
FINTECH Perception	.342	.127	.303	2.700	.010

a. Dependent Variable: FINANCIAL INCLUSION UMKM

The partial test (t-test) of the variable Islamic financial literacy shows that the value of t count > t table is 5.549 > 2.021 with a significance of 0.000 <0.05 which means that Islamic financial literacy affects financial inclusion. The partial test (t-test) for the variable perception of fintech use has an effect on financial inclusion with a t-value of 2.700 > 2.021 with a significance of 0.010 <0.05.

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Analysis

The Relationship Between Islamic Financial Literacy And Financial Inclusion

The t-test results demonstrate that Islamic financial literacy has a favorable and substantial effect on MSME financial inclusion. These findings imply that all of the components of financial literacy, beginning with financial knowledge, behavior, and attitudes, have an impact on MSMEs' financial inclusion. This research findings are consistent with (Yuslem et al., 2023) showed that problem of Islamic financial knowledge is the highest Islamic financial literacy problem. It then was followed by Islamic financial belief, financial attitudes, Islamic financial behavior and financial skill. Also consistent with (Pranatasari et al., 2021), which found that digital Islamic financial literacy has a favorable and significant impact on the profitability of MSME in Bantul Regency. The meaning of the positive test results is significant. In other words, any changes that occur in financial literacy skills will also result in changes in financial inclusion, although the results of data processing on the financial literacy index component show a low level of Islamic literacy or less literate.

Several criteria were discovered to cause the acquisition of the index by comparison with the real situation in the field, which was then elaborated according to research indications and assertions. On the financial knowledge indicator, the findings obtained from the preparation of income budget records were that most MSMEs used small notebooks or used notes on their cellphones to make business financial budget records, the techniques used were still very simple, namely daily acquisition data. Adjustments to financial conditions related to expenditure and income as well as prioritization of capital goods to be purchased are carried out through estimates of financial results without preparing simple financial reports and without carrying out stocktaking. An indicator of financial behavior associated with economic changes, inflationary conditions are understood as something common, where MSME players will make adjustments to expenses and business income. Because it may eventually have an impact on the company's financial condition, this financial adjustment behavior becomes subpar. The ability to compute the following sign, namely financial attitude, is demonstrated by setting aside income for taxes, zakat, and charities, specifically for zakat, which is 2.5% of income, paying and reporting taxes, as well as donating charities to relief organizations near Pesantrens. This research findings are consistent with (Nawi et al., 2018) that Islamic finance is regarded as the remedy that cures people from the financial illness as there are such clear guidelines regarding individuals' financial affairs, revealed by the God - the creator. In accordance with the results of the research (Adiningsih et al., 2022) which stated that Financial literacy is important for someone to have in managing finances or the income that has been generated to support financial prosperity in the future

The Relationship Between Islamic Financial Literacy And Financial Inclusion

The findings of the t-test demonstrate that there is a significant and beneficial impact on how people perceive the usage of financial technology in the context of financial inclusion. According to the findings of the descriptive research, only a few fintech platforms, including *Shopee*, *OVO,* and mobile banking, are now used by MSMEs. Any advancements in financial literacy will move toward greater financial inclusion, according to the study's positive and significant influence on its findings. The findings of this study are consistent with (Mulasiswi, Cut Musni; Julialevi, 2020), which found that fintech has a favorable impact on financial literacy and financial inclusion in Purwokerto's medium-sized enterprises. Consistent with (Saputra & Dahmiri, 2022) research shows that Fintech has a positive and significant effect on Financial Behavior, Fintech has a positive and significant effect on behavioral intention. Also (Sari & Kautsar, 2020) with the result of the research that financial technology, gender, and income did not affect on financial inclusion

Through indications of the usage of payment systems, which are described through claims of using or owning fintech applications that facilitate financial transactions, the comparison of the results with the actual situation is studied. According to the findings, not all MSME actors offer fintech application services. Based on the results of this study, MSMEs feel less comfortable using current fintech applications and prefer cash payments for purchase transactions. Although MSMEs have begun to acknowledge the *Qris* service, neither customers nor merchants have used it as a form of payment. With the confirmation of results on its use for money transfer services, acquiring electronic credit, and other bill payments, the use of fintech in *OVO* services dominates respondents' entries. MSMEs are not familiar with *P2P* lending service indicators, particularly when it comes to risk management and managing capital requirements. The crowdfunding indication operates as an intermediary service to give aid and charities to those in need. Through the description of these results, of course, the use of fintech must be understood more broadly so that it can provide benefits for business improvement. (Ansori, 2019) The reasons for fintech growth are a change in consumer mindset, where the current millennial generation prefers access that is personal and makes it easier to meet financial needs

Conclusion

According to research findings and the discussion above, opinions of adopting fintech and Islamic financial literacy have a good and significant impact on financial inclusion. It is known that the financial literacy index is in the less literate category due to limited financial knowledge, inappropriate financial behavior, and financial attitudes that are still restricted to existing financial management habits. This knowledge is strengthened through comparative activities in the field. The usage of fintech is still restricted to mobile banking and its practice for savings, transfers, and bill payments. The perceptions of its use are not generally shared. Finally, to promote MSME financial literacy based on these constraints, better literacy and socialization can be provided in the future.

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ID0074 - ENSURING SAFETY AND SECURITY: A CONCEPTUAL DATA GOVERNANCE FRAMEWORK FOR E-HAILING SERVICES IN MALAYSIA

Juliana Hamka Kamaroddin[1,2], Siti Salwa Salleh[1,2*] Syaripah Ruzaini Syed Aris[3]

[1]*Malaysia Institute of Transport (MITRANS)*
Universiti Teknologi MARA (UiTM), 40450 Shah Alam, Selangor, Malaysia
[2] *College of Computing, Informatics and Mathematics,*
Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Seremban, 70300 Seremban, Negeri Sembilan, Malaysia.
[3]*College of Computing, Informatics and Mathematics*
Universiti Teknologi MARA (UiTM), 40450 Shah Alam, Selangor, Malaysia

[*]*Corresponding author: ssalwa@uitm.edu.my*

Abstract

E-hailing services, also known as ride-hailing or ride-sourcing, have become a pivotal option for private transportation. These services accommodate up to eleven people, including the driver, and are accessed through real-time electronic applications. Operating on Internet of Things (IoT) technology, e-hailing has rapidly gained prominence. It is projected to sustain growth, maintaining its significance in the transportation sector and its competitive role in the domestic economy. Data governance is a pressing concern in the modern digital era. It involves managing and controlling an organisation's data assets to uphold their quality, integrity, availability, and security. A robust data governance framework is vital for informed government decision-making, regulatory compliance, safeguarding sensitive data, and ensuring ethical and responsible data usage. The literature review reveals a gap in research regarding the implementation of data governance frameworks for e-hailing services. Consequently, this study seeks to fill this gap by investigating the fundamental components required for a data governance framework tailored to e-hailing services in Malaysia. Notably, data governance is crucial for effective planning, monitoring, and enforcement of laws, regulations, policies, and industry standards. This study consists of two distinct phases: knowledge acquisition and design and development. The initial phase encompasses research formulation and a systematic literature review (SLR). Subsequently, the design and development phase centers around the selection and adaptation of a reference model. This study has comprehensively analysed the components forming the e-hailing data governance framework. The framework comprises four interconnected elements: data, authority, policy and control, and protection; governed by three key actors: regulatory bodies, monitoring bodies, and business operators. The unique emphasis on data security, safety, and integration distinguishes this research. The insights gained here will serve as a valuable resource for future studies centered on data governance frameworks for e-hailing services.

Keywords: *E-hailing services, data safety, data security, data integration, sustainable e-hailing data governance.*

Introduction

E-hailing services operate on the cutting-edge technology of the Internet of Things (IoT), revolutionizing the way users book rides in real-time through electronic applications (Chan & Shaheen, 2012). The IoT, a network of interconnected devices and objects, facilitates seamless data exchange and processing over the internet without human intervention. Within the context of e-hailing services, IoT ensures efficient communication among essential components, such as the user's smartphone, the driver's mobile device, and the service provider's servers. In Malaysia, the emergence of e-hailing services was a direct response to dissatisfactory taxi experiences, with Grab taking the lead in 2012-

2013 and becoming the dominant e-hailing service provider in Southeast Asia (Freischlad, 2015). The demand for e-hailing soared due to its flexibility, efficiency, and sometimes more competitive fare pricing compared to alternative transportation options. As a result, e-hailing services are expected to continue growing and contributing significantly to the country's transportation sector and the overall economy (Jais & Marzuki, 2020).

To regulate and enforce rules governing land-based public and freight transport, the Malaysian Land Public Transport Agency (APAD) which is an agency under the Ministry of Transport, plays a crucial role in managing the ecosystem of e-hailing services (source: https://www.apad.gov.my/). Over the past ten years, the number of e-hailing service providers has multiplied, with names like AirAsia Ride, MyCar, EzCab, Indriver Malaysia, Maxim, Kumpool, TutuCars, Riding Pink and many more entering the market. The government's primary objective is to provide safe, reliable, affordable, and sustainable transport services to the public. However, this rapid expansion has presented challenges for APAD in effectively managing the data ecosystem of e-hailing services. To ensure seamless decision-making, innovation, and problem-solving, the agency must effectively handle, comprehend, trust, and appropriately utilize the abundance of data generated (Castro et al., 2021; Cerrillo-Martinez & Casadesus-de-Mingo, 2021). Achieving this requires the implementation of a robust data governance framework that addresses data security, safety, and privacy concerns while supporting the continued growth and development of the e-hailing industry in Malaysia.

Data governance involves a multitude of facets, including but not limited to data generation, organisation, storage, backup, recovery, management, and maintenance. ICT governance encompasses the implementation of rules, processes, structures, roles, and responsibilities to proficiently manage an organisation's data and fulfill its existing and future business needs (Brackett et al., 2017). Hence, the implementation of data governance is of utmost importance in protecting the security, integrity, and accessibility of information (Harwanto & Hidayanto, 2022), specifically within the context of e-hailing services. However, a significant challenge lies in the lack of clear roles and responsibilities among stakeholders, hindering effective data governance and data quality assurance (Hanapiah et al., 2021; Cheong & Chang, 2007). Therefore, the establishment of a comprehensive data governance framework is indispensable for stakeholders to plan, monitor, and enforce activities related to data and information assets, ultimately ensuring sustainable transportation service (Al Hilali & Vijaya, 2021; Castro et al., 2021).

Within the e-hailing ecosystem, key actors among stakeholders are required to follow specific actions, processes, and policies throughout the e-hailing data lifecycle. Acquiring valuable insights and viewpoints from these key actors is crucial for developing an appropriate data governance framework tailored to the e-hailing service domain. Despite the government's recognition of the importance of effectively managing the e-hailing ecosystem, there is a persistent gap in defining clear roles and responsibilities among e-hailing stakeholders. This lack of clarity jeopardises the sustainability of e-hailing services in the local context (Al Hilali & Vijaya, 2021). To achieve sustainability, organisations must prioritise data governance. Companies with a long historical positive track record have well-defined governance structures, making them more likely to be sustainable in the long term (Ruslan et al., 2022). Therefore, implementing a robust data governance framework becomes crucial for ensuring the continued success of e-hailing services and their positive impact on the market.

As far as our understanding goes, there is currently no well-defined framework that provides a clear roadmap for implementing data governance in the context of e-hailing. Dasgupta et al. (2019) indicated in their study that a comprehensive IoT framework is currently absent within digital information system ecosystems, particularly in terms of regulatory aspects. Additionally, Oviedo et al. (2021) emphasized the critical need for increased research and development in the field of e-hailing governance. This underscores the immediate necessity to create and validate a comprehensive data governance framework that not only brings about business value but also ensures sustained service efficiency and addresses data governance risks. Hence, the core objective of this research is to explore the essential components of a data governance framework for e-hailing services in Malaysia.

The research questions outlined for this study are: (i) what are the essential components of a data governance framework specific to e-hailing services? and (ii) how can the roles and responsibilities of key actors in the e-hailing industry in Malaysia be effectively associated with the data governance framework? To address the abovementioned research questions, this study aims to propose a data governance framework for e-hailing services specifically in the Malaysian context. To achieve that, the objectives are addressed as the following: (i) to explore and determine the key components of a data governance framework for e-hailing services and (ii) to construct and define the roles and responsibilities of key actors in the e-hailing industry in Malaysia.

This research advocates a data governance framework for e-hailing services in Malaysia with collaboration among key actors of e-hailing services to obtain valuable key actors' insights and viewpoints. This study identifies three categories of key actors in the e-hailing industry which comprise of (i) the regulatory bodies - APAD (Land Public Transport Agency), JPJ (Road Transport Department Malaysia) and PDRM (The Royal Malaysia Force), (ii) the monitoring bodies - MAMPU (Malaysian Administrative Modernisation and Management Planning Unit) and SKMM (Malaysian Communications and Multimedia Commission), and (iii) the business operators - e-hailing service providers such as Grab, Airasia Ride, MyCar, EzCab, Indriver Malaysia, Maxim, Kumpool, TutuCars, Riding Pink. These key actors have their roles and responsibilities to ensure a sustainable e-hailing ecosystem in Malaysia.

Understanding the e-hailing ecosystem is crucial in identifying potential risks and implementing measures to enhance users' safety in the context of e-hailing services. These services often operate in a regulatory gray area, making it essential for policymakers to comprehend the ecosystem thoroughly. Such understanding enables the development of appropriate regulations that balance innovation, consumer protection, and public safety. The blueprint of a conceptual framework serves as a clear and structured plan for developing and implementing a theoretical model or framework for research or project purposes. It delineates the relationships between key concepts and variables, for guiding the study's design and analysis. The conceptual framework in this study defines the research problem or topic and establishes the necessity for its development. It identifies and defines the essential concepts and variables that form the foundation of the framework, drawing upon existing theories and literature. The framework then uncovers relationships and associations between the identified concepts and variables, which are visually represented in a diagram. By following a well-structured blueprint, the conceptual framework ensures the coherent and logical development of the model. It serves as a future roadmap for e-hailing data governance framework development, ensuring that the final framework aligns with research objectives and contributes to knowledge advancement and problems.

Data governance encompasses the establishment and enforcement of strategies, rules, and protocols to effectively manage and ensure accountability for data. This concept resonates across diverse sectors, from business to academia, due to its capacity to enhance decision-making and transparency in data processes, thus refining data management efficiency (Filgueiras & Silva, 2022; Kaewkamol, 2022). It cultivates a culture of responsible data stewardship throughout the organisation, with data safety and security forming integral pillars. These aspects ensure the protection of data assets, regulatory compliance, data accuracy preservation, and the fostering of stakeholder trust (Osu & Navarra, 2022).

In a study by Oviedo et al. (2021), challenges faced by regulators in comprehending, overseeing, assessing, and controlling innovative transportation methods like ride-hailing are highlighted. The authors introduce a comprehensive analytical approach for comprehending ride-hailing's impact in Latin America. This approach aids researchers and practitioners in considering all aspects when formulating regulations for new mobility services. Their proposed framework evaluates both advantages and challenges linked with urban ride-hailing, while also analysing how these factors impact various stakeholders in the urban transport system.

Osu and Navarra (2022) present a comprehensive data governance framework tailored to the unique challenges of smart cities. The proliferation of data within smart urban environments necessitates effective management strategies, and their framework serves this purpose by facilitating data-driven decision-making, optimizing operational efficiency, and ensuring data quality and regulatory adherence. To create this framework, they did a lot of research on what smart cities need for data management, studied existing frameworks, and got input from industry experts. They then grouped the important parts into six themes: people, process, technology, data, protection, and valuable insights. This framework offers a well-structured way to handle the various aspects of data governance in smart cities.

Jang and Kim (2022) crafted a framework focusing on data governance components. They methodically gathered and examined research on data governance from multiple angles, constructing a well-rounded and inclusive framework for data governance components. To enhance the study's credibility, they subjected it to repeated evaluations by experts in the field, comparing their findings to earlier research. Furthermore, they refined the very concept of data governance by delving into the impact of its diverse components.

Dasgupta et al. (2019) conducted a study where they introduced a comprehensive framework known as the 4I framework: Identify, Insulate, Inspect, and Improve. Each of these 'I's represents a critical phase within the framework's structure. The framework's practical application is showcased using an in-depth case study in the healthcare sector. Its main goal is to provide useful direction to professionals involved in skillful data governance. These four phases work within the specific environment of an IoT-enabled digital information system ecosystem, guaranteeing a comprehensive approach to successful data governance.

Numerous data governance studies have been conducted globally, highlighting the imperative of implementing effective data governance. However, research focusing specifically on the development of data governance for e-hailing remains notably limited.

Methods

The study involves two phases to achieve its objectives. Figure 1 shows the activities in each phase. Phase 1 involves knowledge acquisition, while Phase 2 includes design and development activities.

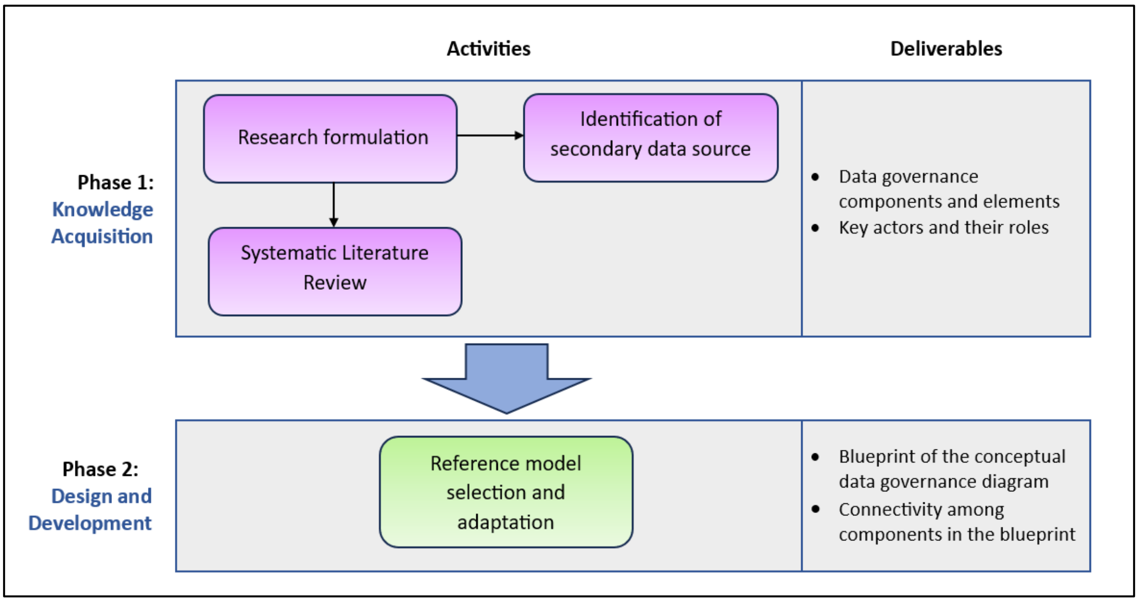

Figure 1. Research framework

Phase 1: Knowledge Acquisitions

The knowledge acquisition phase serves two primary objectives: firstly, to identify essential components of data governance in e-hailing services, and secondly, to gain a comprehensive understanding of the e-hailing ecosystem. This phase encompasses several key activities, including research formulation, systematic literature review (SLR), and identification of secondary data sources. During research formulation, crucial elements such as the problem statement, research questions, research objectives, research scope, and research significance are derived. These foundational steps lay the groundwork for effective data collection and analysis, enabling a deeper exploration of the data governance aspects that contribute to the sustainability and success of e-hailing services.

The research will begin with a systematic literature review (SLR) aimed at mapping and assessing the existing knowledge and identifying gaps in data governance issues specific to the e-hailing context. Concurrently, we will conduct an extensive examination of secondary data sources, including policies, procedures, unpublished white papers, forms, circulations, and internal legal documents related to transportation governance within the government. These parallel activities will enrich the knowledge base for data governance in e-hailing services. The valuable insights gained from the SLR, and the examination of secondary data will provide a strong foundation for understanding the roles and responsibilities of key actors in e-hailing services, their concerns, and the intricacies of their business operations. Additionally, it will shed light on the policies, rules, and regulations that govern the e-hailing industry. Ultimately, the input obtained from these three activities will serve to pre-identify the essential components of a data governance framework, thereby contributing to the development of effective data governance practices crucial for the success and sustainability of e-hailing services. In this phase, the main results are identifying data governance components and key actors within the e-hailing ecosystem.

Phase 2: Design and Development

The design and development phase of the study involves the crucial activity of selecting and adapting a suitable data governance reference model. The process begins by prioritizing a data governance reference model that aligns with the specific context of e-hailing services. Selecting and evaluating data governance models can be challenging due to their complexity and diversity, the need to balance various factors, challenges related to data quality, and the absence of a universal solution for different issues. It often demands a combination of domain knowledge, experimentation, and a deep understanding of the problem and the data involved. This comprehensive approach is essential to ensure that the chosen data governance framework is effective and well-suited for the unique requirements of the e-hailing ecosystem.

The process of selecting and adapting a reference model for data governance involves the following coherent steps:

(i) Identifying data governance requirements by determining goals, priorities, and challenges. This step aims to clarify the data needed for governance, involved stakeholders, and the applicable rules.

(ii) Defining roles and responsibilities of key actors in data governance. This involves identifying individuals responsible for formulating, implementing, monitoring, and enforcing laws, regulations, policies, and industry standards.

(iii) Examining various data governance models and selecting the most suitable approach, whether centralized, decentralised, or hybrid. This entails defining the level of control, flexibility, scalability, and ease of setup. Additionally, establishing adaptation and adjustment mechanisms is crucial.

(iv) Analysing the data governance maturity level of e-hailing operators and government agencies. This involves assessing the current state of data governance, evaluating its effectiveness, and identifying any existing gaps that require attention.

By following these systematic steps, the selection and adaptation of a reference model for data governance in the context of e-hailing can be effectively achieved, ensuring that the chosen framework aligns with the specific needs and objectives of the industry. The deliverables for this phase include constructing and establishing the blueprint of the conceptual data governance diagram with a focus on ensuring seamless connectivity.

Result and Discussion

Figure 2 depicts the blueprint of the conceptual diagram for e-hailing data governance, featuring a two-block structure. This diagram offers a comprehensive overview of essential elements and key players. These data governance components act as a guiding framework for all participants in the e-hailing ecosystem, promoting effective data governance in the industry.

The left block categorizes data governance components into four categories: data, authority, policy, control, and protection. Conversely, the right block portrays three key actor categories in data governance: regulatory bodies, monitoring bodies, and business operators. Regulatory bodies ensure industry compliance, fairness, safety, and ethics, safeguarding both people and businesses. On the other hand, monitoring bodies oversee operations to ensure adherence to regulations, facilitating organisational improvement and alignment. The trio of elements: security, safety, and integration, stands out distinctly within the framework, encompassed by a striking red dotted box. This visual emphasis underscores their pivotal centrality and the innovative essence they bring to this blueprint.

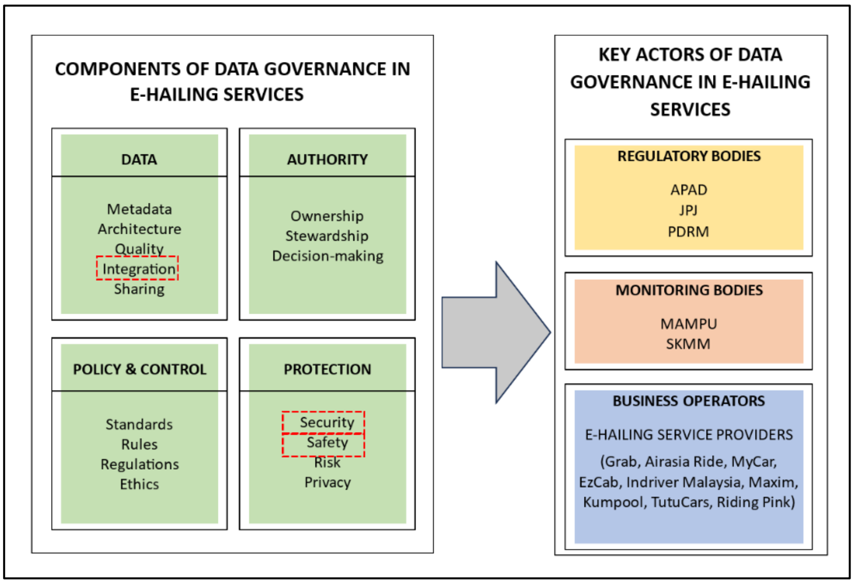

Figure 2. Blueprint of the conceptual diagram for a data governance framework for e-hailing services

Components of Data Governance

This section briefly explains the elements within each component category of the data governance framework.

Data

Metadata plays a pivotal role by adding descriptive context, structure, and significance to other data. This aids in managing, discovering, and organizing data, and proves invaluable for governance, integration, sharing, and preservation (Habibie et al., 2022). Architecture offers a structured framework that defines data organisation, storage, processing, and access within an organisation. It's crucial for optimizing data management, informed decision-making, and adherence to data regulations (Krumay & Rueckel, 2020). Quality involves data accuracy, reliability, consistency, and completeness, crucial for effective data management. It ensures data suitability and trustworthiness, forming the bedrock for data-driven initiatives and organisational success (Karkošková, 2023). Integration is key for merging,

harmonizing, and unifying data from diverse sources into a cohesive view. It's vital for comprehensive understanding, informed decisions, and accurate information (Hanapiah et al., 2021).
Lastly, sharing entails exchanging or providing data access, demanding meticulous planning, ethical and legal adherence, and robust data governance practices to realize potential while ensuring privacy and security (Osu & Navarra, 2022).

Authority
Ownership encompasses legal and ethical rights and responsibilities concerning specific datasets or information. It's vital for managing, protecting, and ethically using data assets. Effective data governance and security ensure data gets to the right owner, preventing financial harm due to oversight or improper practices (Hanapiah et al., 2021; Kurniawan et al., 2019). Stewardship involves ethical data management within organisations, led by data stewards who safeguard and manage data assets. It's essential for data-driven initiatives, optimizing usage, and mitigating management risks. Data stewards bridge governance and data management, operationalizing policies, and user actions (Medeiros et al., 2021). Decision-making entails informed choices through data and analysis. Complexity and timing depend on the decision's nature and available information. Some are swift and routine, while others require thorough analysis, stakeholder engagement, and deliberation (Skene et al., 2022).

Policy and Controls
Standards are guidelines, specifications, or best practices governing data management, use, and quality within an organisation. Collaboration among data governance teams, IT professionals, and stakeholders is key. Regular updates ensure alignment with changing needs, technology, and regulations (Kawtrakul, 2021). Rules in data governance define data management, access, and use. They offer clear instructions on handling, sharing, retention, and quality. These provide direction to employees, stewards, and stakeholders, promoting data responsibility (Osu & Navarra, 2022). Regulations are external requirements set by authorities or bodies. They ensure data privacy, security, and compliance. This encompasses data protection laws, security standards, and privacy regulations (Lee et al., 2019). Ethics refers to moral principles guiding responsible data use, crucial in the age of big data and AI. It ensures fairness in data-driven decisions and technologies (Tiffin et al., 2019).

Protection
Security in data governance is about protecting data from unauthorized access, alteration, or destruction. It is an ongoing process involving monitoring, updating, and adapting to emerging threats (Jang & Kim, 2021). Safety in data governance involves securing data from unauthorized access, breaches, or loss. Measures like controls and encryption ensure data safety throughout its lifecycle (Osu & Navarra, 2022). Risk pertains to potential threats compromising data security, integrity, or availability. Data risk management involves collaboration among IT, governance, owners, and management (Osu & Navarra, 2022). Privacy is safeguarding personal information from unauthorized access or use. In the digital era, prioritizing privacy builds trust and minimizes breaches and legal issues (Liakh, 2021).

Key Actors of Data Governance
In this section, the roles of each key actor within the e-hailing data governance framework are detailed as follows.

Regulatory Bodies
APAD ensures smooth public transportation, including buses, taxis, and land transport in Malaysia. Its roles encompass regulation, licensing, policy, monitoring, infrastructure, consumer protection, and promoting sustainable transport. JPJ regulates road transportation and vehicles in the country. It manages vehicle registration, driver licensing, safety enforcement, inspections, commercial vehicles, transport planning, statistics, safety awareness, and international relations. PDRM is Malaysia's main law enforcement agency, ensuring public order, enforcing laws, investigating crimes, and citizens' safety. Its roles include law enforcement, crime prevention, investigations, traffic management, security, counterterrorism, public order, narcotics, community policing, and disaster management.

Monitoring Bodies
Two agencies are highlighted in this context. The first, Malaysian Administrative Modernisation and Management Planning Unit (MAMPU), operates under the Prime Minister's Department and plays a crucial role in modernizing administration and management planning across the government. Its responsibilities encompass policy formulation, capacity building, ICT, monitoring, public service enhancement, government transformation, and research. The second agency is Suruhanjaya Komunikasi dan Multimedia Malaysia (SKMM), which oversees Malaysia's communications and multimedia sector. It covers telecommunications, broadcasting, and multimedia domains. Key functions involve regulatory oversight, spectrum management, licensing, consumer protection, competition promotion, industry development, internet governance, content regulation, research, and international collaboration.

Business Operators
As of July 2023, APAD holds licenses for 34 e-hailing firms, such as Grab, Airasia Ride, MyCar, EzCab, Indriver Malaysia, Maxim, Kumpool, TutuCars, and Riding Pink (source: https://www.apad.gov.my/perkhidmatan/pengenalan-teksi1#section-id-1604579088023). Figure 3 provides a comprehensive view of how key actors stand to gain advantages by embracing the data governance framework blueprint.

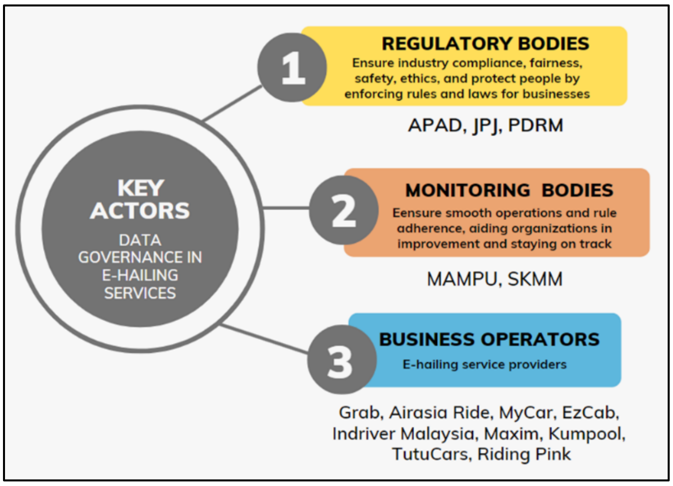

Figure 3. Key actors of the data governance framework blueprint

Figure 4 illustrates the novelty of the e-hailing data governance framework blueprint, focusing on the key aspects of data safety, data security, and data integration. Sustainability is a concept that refers to the responsible and balanced use of resources to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. It encompasses environmental, social, and economic considerations and aims to ensure the well-being of both current and future societies.

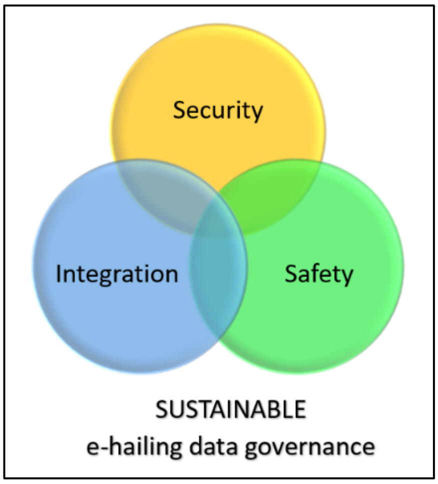

Figure 4. Sustainable e-hailing data governance

Three fundamental pillars underpin sustainability. First, environmental sustainability centers on safeguarding the natural environment and its ecosystems. Second, social sustainability revolves around the welfare of individuals and communities. Third, economic sustainability focuses on establishing an efficient economy that minimizes waste and promotes lasting prosperity. This encompasses ethical business practices, fair trade, responsible investments, and the growth of sustainable technologies and industries. Introducing the concept of sustainability to e-hailing data governance entails incorporating practices that prioritise ethical data usage, while considering environmental, social, and economic considerations (Ruslan et al., 2022).

To integrate sustainability principles into e-hailing data governance, consider these steps within the digital environment. Firstly, prioritise data privacy and security to ensure user data is treated with the utmost respect for privacy and protection. This involves implementing robust data protection measures, adhering to relevant data protection laws, and maintaining transparency with users about data handling. Next, in terms of community safety, implement governance and monitoring of algorithmic use in driver-rider matching to ensure fairness and unbiased practices, to prevent discrimination, and to promote equal opportunities for all. On the economic front, sustainable partnerships facilitate collaboration with stakeholders sharing similar sustainability values. This entails working with suppliers and service providers adhering to responsible and ethical practices. By integrating these sustainability principles into e-hailing data governance, companies can not only establish user trust but also contribute to a more sustainable and responsible digital economy. Such an approach aligns with broader initiatives to create a fair and sustainable world within the e-hailing ecosystem.

Conclusion

The primary goal of this study is to delve into the fundamental constituents of a data governance framework tailored for e-hailing services in Malaysia. To achieve this, the study has set forth two objectives: first, to examine and identify the pivotal components that constitute a data governance framework specific to e-hailing services, and second, to construct and elucidate the roles and responsibilities assigned to key participants within the e-hailing sector in Malaysia.

This study managed to comprehensively analysed the components constituting the e-hailing data governance framework. This framework is composed of four interconnected elements: data, authority, policy and control, and protection. Within the data category, the identified components include metadata, architecture, quality, integration, and sharing. The authority element encompasses ownership, stewardship, and decision-making. Policy and control are represented by standards, rules, regulations, and ethics. Lastly, the protection category comprises security, safety, risk, and privacy. Additionally, the study identified three key actor categories: regulatory bodies, monitoring bodies, and business operators.

The investigation successfully identified and outlined the data governance framework for e-hailing. Notably, this study introduces safety, security, and integration as key factors, adding a novel dimension to the overall research and enhancing the framework's feasibility and practicality. In conclusion, this blueprint stands as a roadmap for the future development of the e-hailing data governance framework. It ensures alignment with research objectives, contributing to knowledge advancement and addressing pertinent issues in the field.

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